

WEARING A CLOAK OF INVISIBILITY:
AN EXPLORATION INTO THE
WORKING EXPERIENCES OF FEMALE
PART-TIME TEACHERS

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Abstract

This is a multi-method (auto) ethnographical study, grounded in feminist theory which seeks to explore the working experiences of female part-time teachers in secondary education. Carried out over twelve months, it uses interviews, observations, conversations and self-exploration to document types of working experiences that six female part-time teachers have in everyday school life. It considers these experiences at three levels: structurally at a social level, at the level of the organisation of the school and on a personal level.

The study shows that the everyday working experiences of the research participants were not restricted to in the moment situations, but were created in a framework that was predefined by sociocultural norms and existed beyond their control in organisational policy. Noticeably their working experiences were predominantly negative and the participants felt a sense of injustice in how they were treated when compared to their full-time counterparts. Throughout the interviews the participants vocalised the injustice they experienced personally in their work but continued to sympathise with the difficulties facing employers in managing part-time teaching staff.

My findings suggest that, in their everyday working life these women experience inequalities that they take for granted as a result of common sense attitudes towards part-time workers and teaching as a profession.

This thesis adds to under-researched debates on teaching and part-time employment and calls for school management to work to ensure part-time teaching staff are fully integrated into the profession, in order to bring about long term changes in practice.

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Dedicated to

My dad x

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"I don't need a cloak to become invisible."

- J.K. Rowling, *Harry Potter and the Philosopher's* -

Prologue

“How do we put ourselves in our own texts, and with what consequences? How do we nurture our own individuality and at the same time lay claim to “knowing” something? (Richardson in Denzin and Lincoln, 2003: 502).

As I looked back over my labours of the last six months something felt wrong. I read through the words on the page, my attempts to analyse the data I had collected through interviews with six of my work colleagues. The words jarred and seemed alien to me, far away as I poked and probed from a respectable distance. The sentences and paragraphs I had constructed strung together my findings like a washing line airing yesterday’s soiled clothes. I felt dissatisfied and an overwhelming sense of wasted energy as I tried to fathom the cause of my unrest.

I read again, slowly, questioning as I went, checking my emotions as I re-read each section. Some flowed more easily than others; some held me more as I connected with what I had written. At other points I spectated and passed comments like a fly, all seeing from afar.

I was reminded of something I read at the start of my research journey, a piece on autoethnography by Carolyn Ellis and Arthur P Bochner (2000). I recall it had excited me as I connected with the ebb and flow of the writing. The attention to detail, small personal detail seemed relevant and honest. The protagonists' voices were clear and as I read I felt myself supported, simultaneously held and projected forward in the narrative. I glanced back at the analysis of my data; it was patchy like a hybrid, some parts showed evidence of myself in the text whilst others were sterile and detached. It lacked the story element that was so obvious in Ellis and Bochner.

On the one hand my years in the education system as a student and now as a teacher, had taught me to write from a distance, the academic system had persuaded me to eliminate the "I" from my work. I find this ironic as the "I" remains; it hides within the text, lurks behind the words and guides my pen across the paper. It is always present in the work of any writer, so why am I feeling uncomfortable about making its presence explicit? Surely one explanation of this lies with the deep-rooted belief that using "I" is over indulgent and vain. Who am I to make claims and theories about human behaviour and the social world around me? It seems improbable that in the elitist world of research, anyone would be interested or hold any credence with my "I" observations.

Coming from a background in literature I reflect on writing in the first person: poems, novels, journals and letters. This type of writing is deeply personal and intense as the reader is taken on a journey through the eyes of the narrator. What they see, feel and how they respond is candid and has the ability to connect us, as first person engages the reader, or simultaneously repel us. This would also hold true of the "I" in my writing as the subjectivism surrounding the use of the

personal pronoun means it is far more open to a reaction guided by personal taste. Yet, I realise the lack of “I” also represents a diminished sense of self in my work. Surely first and foremost my desire should be for people to read my work and if they react negatively to it, it is at least a reaction as the “writer’s object is – or should be – to hold the reader’s attention” (Tuchman, 2013).

The personal, narrative style of writing is markedly different from the bulk of social science writing out there, and in form it challenges the status quo and the social science canon. It seems bizarre that something as small as the “I” has the power to open fierce debate and only serves to highlight the threat it carries for our taken for granted assumptions about the world in which we live.

Furthermore, as a teacher of English, I am aware of the literary canon which has long served to marginalise women writers and the female form: the diary, the journal and the autobiography. The trivialisation of these forms reminds me of the question posed by Virginia Woolf (1929) and so often heard by the female writer, “Write? What’s the good of your writing?” (61). My research writing is both personal and female, differing markedly from traditional male centred forms which are stereotypically associated with order and progression. Again I return to the “I” in my writing as it need not be reiterated that the journal, the diary and the autobiography all locate the “I” as central in their form. The connotation is therefore clear: the “I” = personal = female = subjective. In my personal writing this would not be a problem, but here I am wanting to bring the personal into a long-established male tradition, and like others before me, challenge the taken for granted assumptions of how the social world should be documented (I purposely avoid the word “observed” as it is without doubt a point in fact that the researcher always observes; what is of interest is how the researcher chooses to document their observations).

1. How do I express myself?

In 1911 Olive Schreiner published what has come to be known to many as the bible of the Women's Movement. In this small book titled *Women and Labour* (1978) (which is based on a much larger body of work destroyed during the Boer War), Schreiner reflects on the work of women. I am reminded of this text and drawn to it anew as my research is also on women in their work, and although my field of observation is much smaller than Schreiner's, the points of comparison are still poignantly similar if not the same.

To my excitement it is as I reread this text that it becomes clear that Schreiner, over 100 years previously, had created a piece of autoethnography:

“In addition to the prose argument I had in each chapter one or more allegories; because while it is easy clearly to express abstract thoughts in argumentative prose, whatever emotion those thoughts awaken I have not felt myself able adequately to express in the other form” (16).

Here I am reminded that our forbearers were faced with the same dilemmas as we are today. Like myself and other researchers, Schreiner acknowledges the difficulty in locating the personal in the research process. Her comment “abstract thoughts” suggests the clinical detached methods so associated with traditional methods of social enquiry. Schreiner's unease at remaining detached is clear and she tackles this through the use of the allegory. Her style is of great interest for while the original text of *Women and Labour* was destroyed, Schreiner's collection of allegories written to provide the emotional backdrop to her observations survives. We must therefore not take either text: *Women and Labour* or *Three Dreams in a Desert* (1919) in isolation, but read them as a dual commentary as Schreiner intended.

I return to my position and consider how I will also do this. Unlike Schreiner I lack the creativity to construct a descriptive narrative, but understand why she favoured the allegory; a deeply personal style of writing. Richardson (2001)

suggests that writing can be evocative and used to reveal to the reader elements of the personal self. Nestled in the academic world it seems strange to consider why a researcher would want their writing to be evocative. After all for a thesis to be accepted as a body of research it would surely be safer to adhere to the traditional. Muncey (2010) states the obvious in us all; as researchers we are trying to “write in a certain way and to jump through hoops to please the triumvirate of the academy, the publishing world and [oneself] (1). Arguably it is the placement and the weighting of the later that causes the researcher the largest dilemma; to acknowledge your own voice in the process or to drown it out.

I am a woman and a part-time teacher who has denied her voice at key points in her writing; like a light switching on for the first time I realise this is the cause for my unrest. However, I need to resonate not only for myself but for the women I have interviewed in my research, other women part-time teachers. So far my position in the text has been slightly removed bringing myself in at respectable points and using my position to clarify. This makes me elitist, something the female researcher should avoid at all costs; I am no different from the women I have interviewed as I belong to the same group as them. I am not merely observing an object of interest, I am also one of the observed and as a woman researching women it is essential that I do not use their experiences to further my own aims (Scott, 1985). Ellis and Bochner (2000) label me “a complete-member researcher” as I am already a member of the group I am exploring and this prompts me to reflect on why I have been writing like an all seeing observer, removed, detached and occasionally dipping my toe in the water.

As a part-time female teacher researching part-time female teachers, I acknowledge the significance of revealing myself to the reader. In a sense I become one of the researched and my experiences in the system are as relevant as those I am interviewing.

2. Feminism and me

It would be fair to say that whilst my faith in feminism has remained steadfast, the vocalization of my beliefs had become muffled over recent years. I know the cause of this unrest lies in the negative connotation of feminism and the media message that “feminism is dead and most women believe they have achieved equality with men” (Doughty, 2012).

Initially this provoked within me a sense of foolishness for undertaking research into an “unfashionable” area. By “unfashionable” I refer to the social distaste for the concept feminism and the label feminist as “old-fashioned” and “ball-breaking” (Doughty, 2012). At work my Head of Department (HOD) enquired what my research was about and then laughed heartedly ‘not that old chestnut again’ when I told her of my interest in the experiences of women part-time teachers. At first I struggled with this and felt great embarrassment when anyone else showed any interest in my research. Yet interestingly it is this doubt which “revealed the need for research to be done on women and women’s lives” (Millen, 1997: 1.1) within me. How I felt raised the questions ‘why do I feel uncomfortable?’ and ‘why do I feel that this is not considered a worthy area of social research?’ These are poignant questions, issues troubling me, who as a researcher I cannot ignore and which I know must be addressed through this process.

Furthermore, the feminist researcher acknowledges the history of discrimination which punctuates the female story, and significantly she recognises the struggle of women in academia through her placement in it. In *The Second Sex*, De Beauvoir (1949) reminds us that women’s place in the education system mirrors her place in society which serves to reiterate “boys are better than girls” (708). Here her biology is used against her to perpetuate her position of self-doubt and acceptance as “her femininity makes her doubtful of her professional future” (708).

I find this deeply emotive, women locked out from the research process on grounds of their gender; a theme explored by Woolf in *A Room of One’s Own*

(1929) as she struggled to gain access to the library at Oxford University, and was only allowed entry with a male escort. Again the parallels are clear and poignant as she states “a man’s figure rose to intercept me” (5) which not only physically stopped her but more significantly stopped her thoughts. The man’s presence is actual, his physicality prevents access, but he can also be read as a metaphor of the limitations placed on women’s academic freedom. She is unable to move freely, and remains on the outside looking in. Here though the question arises of whether or not it is in fact a point of vantage as the female is able to view all she is denied; it is these lived experiences that interest me and which are deeply evocative. Just as Woolf reflected on her position, I will consider mine and the contribution it makes to the research process.

When considering education, Woolf posed the question shall we join in “the procession of educated men?” (1938:184) and I immediately visualize a straight line, like a ruler of sombre looking men donning their graduation robes and mortar boards. We may fast forward seventy years, but there remains a poignancy and relevance to her question which allows the image to hold a truth within contemporary educational debates. It is without doubt that women have fought to access the education system in the United Kingdom and that this can be attributed to the patriarchal heritage of the academic world and is enmeshed in its structuring and curriculum. For women part-time teachers, this marginal position becomes an anomaly and troubles me; how can they be the voice for an education system that has prevented their access for so long?

As a woman and a teacher I am drawn to Woolf’s subversion of male scholarship. I am stirred by how education, which should be liberating, can limit and bar women based on their gender. At university I cannot deny the resonance I found with De Beauvoir’s text *The Second Sex* (1949), nor with Millet’s *Sexual Politics* (1977), or Faludi’s *Backlash* (1992) and I am still drawn to these texts as the cornerstones to my thinking. Arguably I am a product of a particular time and place and I cannot ignore this early influence. At times I have become distanced from these texts,

but I have always returned to them as I am constantly reminded of gender inequalities as I go about my daily life. I feel slightly uncomfortable giving myself a feminist label, a sign that I belong to one group and not another, yet I understand how an articulation of my influences gives my thoughts a clarity and how my interest in the structuring of society as patriarchal marks me as a structuralist feminist.

It is here that I pause to reflect upon the spaces to which women have been refused access and simultaneously the spaces where they have been forced to reside; significantly the domestic sphere. Massey (1994) argues that space is significant in the construction of identities and that this works at a local level and is manifested in public and personal relations between men and women. Yet, this also exists and permeates nationally through the construction and maintenance of domestic spaces, educational spaces and work spaces. More recently I have found myself drawn to socialist feminism as it focuses on the private and public spheres of women's lives, and I can see how the workplace experience is a manifestation and extension of the cultural. Mitchell's (1971) essay on female oppression opened my eyes to how traditional Marxist theory can be reread to include sexuality and gender, I now see my feminist identity as a hybrid, a fusion of differing influences from my early foray into feminism and literature, and from my later experiences in the workplace. In the time since my first degree I have been able to apply the theory I have learnt to my own experiences. I have experienced inequalities in the workplace and I have felt a jarring between what is expected of me as a woman publically and privately. Walby's (1986, 1997) work in particular interests me as she explores how private patriarchy has historically denied women economic and political power and that this still creates a tension in more advanced capitalism; despite more women taking on work outside of the home. In the workplace, Walby argues, women continue to be marginalised as they tend to be found in segregated less well paid jobs; a theme I can connect with as a part-time worker.

Woolf's words "how unpleasant it is to be locked out; and . . . how it is worse perhaps to be locked in" (1929:21) resound in me, and I'm forced to consider the interconnectedness of space, which is a "vast complexity of . . . interlocking and articulating nets of social relations" (Massey, 1994:168), with the formation of the female identity. As a wife, a mother, a daughter, a teacher and a student I have moved in and out of many spaces during the course of my life; some with ease and others with difficulty. Like others I have donned an array of hats some of which I have welcomed and some of which I have not wanted to wear. Becoming a part-time teacher was a hat I wore with mixed emotions as it provided me with an identity outside of the home, away from my role as a mother and a wife, and it gave me my own income and some independence. But as my career progressed, being part-time became a cloak of invisibility which held me back and prevented me progressing as a teacher. What follows is my story.

3. My story

My story starts 11 years ago in 2002 when I fell pregnant with my third child whilst doing my PGCE. At the time this felt unfair as all my work over the previous six years - juggling rearing two small children, the commitments to studying for a BA and a MA in Applied Social Studies and English, and my plans for the future - had suddenly become unsettled. It was certainly a time to reflect and with those famous lines by Robert Burns (1785) ringing in my ears "the best laid schemes of mice and men, go often awry," I quickly realised that for me and my situation, I would have to find a part-time teaching job.

Finding part-time teaching work was the first difficulty; few part-time positions were advertised (this trend still continues) with the reality being that most part-time teaching posts are created by full-time staff looking to reduce their hours in school or job shares. However, I was very fortunate and when my daughter was four months old I secured a part-time teaching position at a local comprehensive

school commencing after Easter. Looking back I hadn't wanted to start my first ever teaching post with my daughter being so young and half way through an academic year, but the lack of part-time positions advertised forced my reluctant hand.

I worked three days a week on a fortnightly timetable which meant that my days off one week differed to my days off the next week; and so the loop continued. This was a nightmare for childcare, but being new to the job I never questioned it and accepted it as part of the part-time position. I struggled through those first few months to the summer holidays; grateful to have a job and completely accepting of all the things that I would later go on to question.

In hindsight one of the disadvantages of my having only had a part-time teaching position was my complete immersion in the part-time group of teaching staff. I knew no different, I couldn't compare (initially) my treatment as a part-time teacher with the treatment of a full-time teacher, and this bubble of ignorance persisted for several years. My part-time position was a job share and this also meant that I was unable to talk to my other half, someone who mirrored my working conditions as we were by definition kept apart. However, as the passage of time moved forward, my friendship circle within work widened and I was no longer seen as a new comer, confidences and remarks were shared in my presence; I began to realise that the treatment of part-time staff in comparison to their full-time colleagues is subtly but markedly different.

Grumblings of dissatisfaction over room allocation, timetabling and days off were common and I soon became one of these voices; complaining and vigilant in speech but always submissive in action as I never aired these grievances through 'proper' channels (although at the time I would have been unsure what these were). Like many part-time teachers there is the deep-rooted, taken for granted belief that this unequal treatment is just the way it is; within the hierarchy of staff part-time workers fall below their full-time counterparts, after all this makes sense

practically when considering access to the above. I quickly became one of a small group, grumbling but inert, sharing this expectation.

Historically part-time work is dominated by women who stereotypically fall into the category of those returning to work after childbirth, and juggling home life and career. Considering my part-time colleagues I began to wonder if this was typical, that women working part-time were also mothers managing commitments to domesticity. As a mother myself I began to consider how my triple shift as a woman, a mother and a part-time teacher collided and impacted on my attitudes towards, and acceptance of my working conditions.

Joining the Doctor of Education programme in 2006, this consideration deepened as I was actively encouraged to place myself in the research. I began to extend my attention to those around me; other women teachers working part-time and it soon became clear that the reasons for taking on part-time work varied subtly and also considerably from the stereotypes we are often presented with. Some were juggling children, some were looking for a home life/work life balance, for others it was due to poor health, whilst coming to the end of one's career was also significant.

In addition coming from a background in Women's Writing, I knew I was interested in the marginalisation of women and how this marginalisation is perpetuated through the inculcation and normalisation of dominant beliefs. As a mother and a newly qualified teacher in a part-time teaching post I was able to transfer this interest into the work place, as I was now experiencing first-hand the realities of part-time employment which, despite the backdrop of legality presented in a variety of employment policies, was very different from the experiences of full-time teachers. Being asked to teach subjects outside of their specialism is another anomaly of part-time teaching, but, it was through a short period of teaching Sociology alongside English, that I came across a variety of research on women and part-time employment (Grant et al. 2005; Hakim, 2000, 2006; Walby and Olsen, 2002; Warren, 2000). The differing perspectives, ideas and arguments

intrigued me as I could connect with some and see sense in others, but significantly there were some elements that seemed alien and unrealistic; however, they provided a useful starting point in providing some overarching explanations when exploring why part-time work is undertaken by women.

Many debates surrounding women in part-time work focus significantly on occupations with low pay (Grant et al. 2005; Manning and Petrongolo, 2004; Warren, 2000), yet for teachers this is not the case which further fuelled my interest. In addition explanations have also focused on work generically with little differentiation between types of employment (Hakim, 2000, 2006; Manning and Petrongolo, 2004) yet as a teacher I was predominantly interested in the profession I was working in, and how relevant these debates were to teaching staff. I would argue that the significance of the working environment cannot be overlooked when exploring the experiences of part-time workers; for part-time teachers the role of the education system in the sharing, reinforcement and perpetuation of both official and non-official knowledge further problematizes the generic application of current theories. In the complex arena that is the education system, where both types of knowledge bow and bend to the other women part-time teachers exist; how they respond to their status therefore goes beyond working within the framework of the National Curriculum and the Teaching Standards Framework, but is an amalgamation of the aforementioned and their position as women part-time employees within society.

Being a part-time teacher myself, I know that being part-time is more than just a job status, as the wider perception of part-time employment and part-time workers over time, becomes absorbed by the individual and this impacts on how they approach their work. Their outlooks, acceptances and behaviour is moulded and formed by the dominant attitudes of our culture. Coupled with this is the influence of the workplace, the lived reality of the institution, and so my interest extends further into the mechanisms of the academic structure and the reality of teaching part-time beyond the reasons for why part-time work is initially undertaken.

Inspired by my own experience I wanted to add my voice to existing theories by exploring the minutia locked within the daily routines and practicalities of being a female part-time teacher.

Chapter 1: Introduction

In this research I explore the working experiences of women part-time teachers. Many of the studies that explore part-time workers' attitudes make generalisations across professions (Grant, 2005; Hakim, 2006; Russo, 2012). In addition where research does focus on the working experiences of teachers it has tended to either focus on men (Simpson, 2004; Williams, 1992), men and women (O'Connor, 2008; Zembylas, 2008), or focus specifically on the female experience (Acker, 1995; Munro, 1998); there is little research in the field that has considered specific groups of teachers beyond gender i.e. full-time/part-time. This carries the implication that all teachers, beyond gender, are to be viewed as a collective group and therefore their attitudes are viewed respectively, as a collective group.

Yet clearly this is problematic as it fails to take into account the nuances between different teaching staff in terms of their gender and their hours worked.

In Chapter 2 I start by exploring the effect of the feminisation of teaching on women part-time teachers. As a woman and a part-time teacher in a comprehensive school I am aware of the difficulties and issues surrounding female part-time teachers, and how these feed into their experience of work. Firstly, I begin by dividing this experience into three separate areas and provide a description for each. These areas are: macro/social, meso/organisational and micro/personal which I argue impact individually and collectively on the working experience.

In the second section I consider the effect that the feminisation of part-time work has on the working experiences of women part-time teachers. Like teaching, part-time work patterns are also feminised in terms of numbers; a high percentage of working mothers opt for part-time employment to fit in with parental responsibilities (Office for National Statistics, March 2012), allowing them to manage career and family. However, this also restricts them professionally as part-time workers continue to earn less than full-time workers and remain marginalised in the promotion process. In addition, not all women part-time teachers are mothers and there are many reasons why part-time employment is taken on beyond childcare responsibilities. Career trajectories, availability of full-time teaching positions and ill health are amongst the numerous reasons why women teachers take on part-time employment. Arguably, pigeon-holing all part-time teachers is not useful when exploring how work is experienced, but it does illustrate how part-time teachers have been excluded from research as “they are not typical of most teachers” (Maclean, 1992:83). I consider this pigeon holing as a process of discrimination.

In addition I explore the extent that part-time teachers are over-qualified for the positions they fill in the workplace. This group are often marginalised or held back, either voluntarily or organisationally, as a result of their part-time work status. The

lack of workplace opportunities for part-time teaching staff is manifested at a meso level, but this must also be considered at a micro level as women part-time teachers will consciously decide to opt out of the promotion process.

I conclude this chapter by considering how the structural organisation of education, and in particular that of schools, limits progression opportunities for part-time teachers. Organisational structuring often reflects attitudes found within society with provision for part-time teachers falling short of the provision provided for full-time teachers; most notably in room allocation, timetabling and advancing career trajectories. Yet, it is also seen in more subtle behaviours which rely on the taken for granted assumptions of part-time teaching staff made by both full-time and part-time workers. Interestingly equal opportunity policy has failed to successfully address all of the aforementioned as organisational inequalities are often discreet, and as mentioned taken for granted amongst employees so that they tend to be accepted, go unreported or are not acted on.

In Chapter 3 I explore the choice to teach part-time. This is a complex situation as it is difficult to capture the extent that choices are realised. Choice is also fluid and changes over time. Again I return to the macro, meso, micro framework to consider the extent to which the choice to work part-time impacts on the working experience. Firstly, I argue that choice is not born out of freewill but is the end product of a series of deliberations made at the three aforementioned levels. I then demonstrate that acting on choice is problematic as women may lack the opportunities to realise their choices. The barriers to choices being acted on are manifested at all three levels: macro, meso and micro as women may have restricted opportunities to realise the choices they make. The above argument is developed as I conclude this chapter by considering the extent to which the macro, the wider social framework limits the choice to work.

In Chapter 4 I argue that the working experiences of women part-time teachers must also be considered at the level of identity. In the first section to this chapter I consider the connection between gender identity and professional identity. For

example the juxtaposition of an individual's avowed identity (how they perceive their own self) with their socially ascribed identity (how others perceive them) may lead to sense of conflict. This may result in a weakened sense of professional identity resulting in a negative work experience and vice versa. I extend this discussion further as I argue these two areas can cause friction as they are not always mutually compatible, particularly when one is associated with negative connotations that the other may seek to dismiss. An example of this is found in the part-time label whose negative connotations a part-time teacher may wish to be distanced from. Equally for those with young children, there may be a desire to be distanced from the negative social expectations of working mothers. However, this distancing is not always possible and how the 'I' views itself is formed and reformed by these wider expectations.

In Chapter 4 I also consider the significance of life trajectories impacting on the construction of professional identity. I argue this is relevant to how work is experienced for when life trajectories are disrupted either voluntarily or otherwise, the professional identity is affected; this can potentially be damaging to the working experience. I conclude my discussion by exploring the construction and maintenance of the professional identity of women part-time teachers, within a system that structurally sports inequality.

Multiple caveats make up the position of women part-time teachers; they are women, part-time workers and teachers. I argue these caveats must be explored in unison and not as separate entities. In addition they need to be considered in their wider social, organisational and personal context. I argue that it is only through an exploration of these factors together that the working experiences of women part-time teachers can begin to be understood.¹

The data analysis I undertake in Chapter 6 is semi-autoethnographical in nature. For example I use an extended metaphor to explore the data but also my journey

¹ Throughout Chapters 2, 3 and 4 I support my discussion with soundbytes taken from the log I kept during the research process (Appendix 3).

into the data; I have divided this into night, dawn and midday. In this chapter I focus on space, both visible and invisible, as a mark of power and prestige; space is an area often denied part-time teachers. The spaces I refer to are either solid as in they have a physical form such as a classroom or are invisible such as knowledge. Furthermore, I consider the extent to which access to space impacts on the professional identity of part-time teachers.

In Chapter 7 I present a reflexive piece of writing which explores my role in the research process, and my own experiences as a female part-time teacher. This is an attempt at constructing an autoethnographic text. In this chapter my voice is obvious throughout as I candidly present my thoughts and feelings on the interview process. It is presented as a narrative but tells more than a story due to its first person perceptive, and constant, reflections.

* * *

This small scale qualitative study sets out to reveal some aspects of the reality of being a female part-time teacher in a secondary school in England, for a small group of participants including myself. The focus of the study is primarily on the working experiences of part-time teachers, particularly promotion, timetabling and how they experience room allocation and ownership of the classroom space. In addition the research investigates whether women teachers work part-time through choice or constraint and the extent to which this impacts on their professional identity and overall teaching experience. As teaching and part-time work continue to be dominated by women, there is a focus on the extent that their gender impacts on their work. The study was conducted at X High School during a period of great uncertainty due to a takeover. The school was suffering due to falling numbers on roll, poor GCSE results and a negative Ofsted report; the overall effectiveness of the school had been graded as inadequate in February 2010 and after a monitoring visit it had been given a notice to improve in September 2010. This threatened compulsory redundancies and all managerial posts having to be reapplied for.

The research suggests that the negative connotations associated with part-time employment patterns and women and work are detrimental to the construction of the professional identity of women part-time teachers and this impacts on how they experience their work; this is manifested at a macro/social, meso/organisational and micro/personal level.

Research Questions:

1. To what extent does the part-time label impact on the working experience of women part-time teachers?
2. To what extent does the choice to teach part-time impact on the working experience of women part-time teachers?
3. Do women part-time teachers experience work differently to full-time teachers?
4. How relevant are generic explanations of part-time work to the teaching profession?

Chapter 2: The feminisation of teaching and part-time work

In this chapter I will explore the effect of the feminisation of teaching on the working experiences of women teachers. I argue that feminisation of teaching has impacted and continues to impact on how teachers are viewed in society. In turn this impacts on the professional status of teachers and affects their working experience. In the first section of this chapter I will argue that the effects of feminisation work on three levels. Firstly, on a macro level through the social perception of teaching as women's work; this is linked to the number of women in teaching. Secondly, on a meso level through the institutional organization of schools; this is linked to the high number of women teachers creating an in school culture of "inappropriate" femininity, but also with management policies creating a

culture of “inappropriate” masculinity (Griffiths, 2006). Finally, I consider the impact of the internalised self-perceptions and expectations of teachers themselves which I term the micro. These are three very distinct spaces which should be considered individually, but also collectively so that a deeper understanding of how part-time women teachers experience work can emerge.

2.1 Uniting the macro, meso and micro

2.1.1 The macro

I begin this section by presenting some facts on the proportion of men and women in teaching. The current recruitment drive to increase the numbers of men in teaching comes on the back of the assumption that the education system suffers from a high female demographic, which needs addressing if the academic attainment of boys is to improve. Teaching does remain the occupation of women in the sense that women fill the majority of teaching positions in the UK. According to the figures published by the Department for Education (2011), women constitute the majority of teachers in all three types of institution: nursery and primary, secondary and special; significantly outweighing men in nursery and primary, and the special schools sector. Figures in the nursery and primary category show women outnumber males 6:1, a trend echoed in those employed in special schools which are currently at 3:1. The secondary sector shows evidence of a smaller gap as women outnumber males approximately 1.5:1. The number of women working in education by far exceeds men, and the number of women working in education declines as the level of education raises, suggesting that at a pre-school and primary level teaching is the preferred domain of women.

This trend has remained constant (although receptive to slight fluxes) over the last two centuries, whilst career trajectories suggest that this will also continue into the future. In 2012 Department for Education (DfE) statistics stated that only

26% of full-time teachers are male, and applications on Initial Teacher Training courses are still dominated by women graduates, even though the Conservative Government is working to address this imbalance through initiatives such as the “Troops to Teachers” programme and the marketing of the profession as a high status career. It is important to consider the “Troops to Teachers” policy in the wider feminisation debate as the high number of men in the armed forces suggests that the current Government is targeting males to join the teaching profession; women currently account for only 9.7% of the armed forces in the UK (Berman and Rutherford, 2012:9). This again provides evidence that the high female demographic of teaching is seen as a reason for the failings of the education system.

Acker (1995) suggests that a key problem affecting male recruitment into education is the common sense attitude towards gender and behaviour, with teaching continuing to be viewed as a caring profession. To tackle this preconception there has been a drive to increase the status of the teaching profession through changes to entry requirements for initial teaching training courses. The argument is that if entry on initial teaching training courses requires high qualifications, the status of the profession will increase and attract male interest. The current Government ideology is a massive swing from the legislation of the late 90’s where Maguire (1995) stated “in the UK the teacher is being reconstructed as the practical person, the doer not the thinker, the manager not the scholar,” (119) which is juxtaposed with a line in Gove’s speech on the FASNA’s (Freedom and Autonomy for Schools – National Association) first twenty years, “and I have affirmed that teachers – like university academics – are integral to the intellectual life of this nation, guardians of the life of the mind” (Gove: 2012). Arguably the shift in ideology is depressing for it should empower women teachers and enhance their professional status. However, enrolment figures on initial teacher training courses still remain predominantly female, whilst the organization of schools still typically favour men in their management structure.

2.1.2 The meso

In this section I consider how hegemonic masculinity is used to structure educational policy and school culture. I term educational policy and school culture the meso as it is informed by wider social expectations, and is the manifestation of these in practice. Griffiths (2006) argues that whilst feminisation is often discussed in relation to teaching, it lacks clarity across educational theory. She bases her discussion around the cultural construction of feminisation and argues that it is not feminisation that impacts negatively on women, but the juxtaposition of feminisation with the dominant social position of men (hegemonic masculinity). From this perspective it is hegemonic masculinity that prevents diversity and uses feminisation as a scapegoat for its own failings; typically feminisation is used to blame women for the failings of the education system. However, as Griffiths points out this is misleading as she argues education is not feminised, but in fact follows a very rigid male structure. This is notably seen in the construction and the implementation of managerial policy schools are increasing having to adhere to. Griffiths' concern is that women are unable to access these areas as they are "individualistic, competitive, performative, calculative, and hierarchical" (2006:402). Therefore it is this hegemonic framework that is detrimental to education and not feminisation.

On a meso level it can be argued that the continued growth of women in the teaching profession has led to changes in workplace opportunities with barriers to promotion, fringe benefits, working conditions and pay removed, which should have a positive effect on how work is experienced. Yet as Coffey and Delamont's (2000) research proposes we must be careful in presuming workplace policy has succeeded, as women remain marginalized in the teaching profession due to gender stereotypes, which are embedded at the social level and have permeated into the organisational structure of the system. Gender stereotypes are very powerful in holding women out of positions such as school leadership, as social expectations of leadership requiring the stereotypically male characteristics of

order and rationality, deters employers from appointing female staff in these positions; here the macro expectations of leadership have permeated into the organisational structure at a meso level. However, it is important to note that the lack of representation of women as school managers and their low application rate for managerial vacancies, is as much about women teachers self-positioning and internalised self-perception of leaders, as it is about a school's expectations. This can be seen as a result of managerial positions being spaces that have historically denied women access and prevented/hindered their ability to access these areas; this is regardless of institutional equal opportunities policy and practice. Over time this response has acquired a taken for granted, as well as a fatalistic quality, as continued closure to women means they have become areas that women choose not to access.

Acker describes these invisible parameters as “inequality regimes” (Acker, 2006:442) as they work beyond policy and are far less tangible in their appearance, thus making them very difficult to address through legislation. They are also areas which rely on changes in the social perception of women as managers/leaders before advancements can take place, and which historically take a long time to alter.

2.1.3 The micro

The final part of this section focuses on the effect of the feminisation of teaching on the individual, the micro. I consider whether the current shift in ideology towards making teaching a high status profession, is in fact damaging to women teachers as their professional status is being undermined through these changes being put in place. The sub-text to this marketing is that teachers have been failing. Acker (1995) notes that in modern society the discourse of teaching as a feminised profession in terms of numbers and culture, views women teachers and their profession pejoratively both socially and in educational policy with the

reiteration of falling standards, lack of male role models and a decline in the social status of the profession.

As I have already discussed, the continuing high female entry on initial teacher training courses reinforces the social perception of the profession as a female occupation, whilst institutional structures further reinforce this. Acker expands these two points by highlighting the damaging effect of 'common sense' attitudes towards gender which influence women to adopt the role of carer and nurturer in a job which they are 'naturally' suited to do. Pre-school and primary teaching is an example of an occupation that draws on these common sense attitudes through its caring and nurturing function. Although, it is also evident at a secondary level through women filling the majority of pastoral roles. These common sense attitudes may overtime be internalised by women teachers and played out in their behaviour and their expectations of the profession. Acker's work into leadership in academe explores how women enter management and leadership positions, but also how they experience them. Firstly, Acker considers the induction process into leadership or management positions which she argues are often incompatible with female favoured styles of leadership. She then turns her attention to the gender inequalities found in institutional structures which either prevent women moving into leadership or impacts on their behaviour and identity as they feel they must adopt male leadership characteristics. On the one hand this may be illustrated by women teachers self-electing to not go for a promotion as the gendered structure of the management system prevents diversity and shuts them out. However, as Acker suggests incompatibility issues may be born within the individual before she decides to not go for promotion as she views her identity as incompatible with management and leadership roles.

The importance of identity in relation to the feminisation debate is that women teachers will either absorb the negative connotations associated with a feminised culture of teaching, leading to feelings of disillusionment. Or, they will disassociate

with them and adopt the favoured masculine qualities of management and leadership; this latter point will involve a degree of identity work.

In terms of a feminised culture of teaching created on the back of the proportion of men to women teachers, the label is misleading and potentially damaging, as it is being used to obfuscate wider gender discrepancies in the education system. Firstly, we cannot presume that the high number of women in the profession is responsible for the decline in educational standards. As Davis (2003) points out, women may occupy the majority of the vacancies but they are underrepresented at the decision making level: this remains the domain of the male teacher. As a result it is problematic to place the fault for the failings of the education system, on a predominately female workforce, when they remain under-represented in senior management positions and have had little say in educational policy. Clearly if we are to understand why men remain under-represented in teaching and women over-represented, and yet vice versa in managerial positions, then the social perception of teaching and leadership has to be addressed. In order to do this it is necessary to look beyond the numbers in the feminisation debate and consider the discrepancy at a cultural level where socialization takes place (Drudy, 2008; Kelleher 2011). It is important to consider the feminisation of the teaching profession as “the interface between gender, labour and economics and [as] a dialogue between issues of masculinity and femininity within societies” (Kelleher, 2011:8), as it is not so much about job preference or career trajectory preference, as it is about social expectations.

In the next section, I will explore the effect of the feminisation of part-time work on part-time teaching. Like teaching, part-time work is feminised in the sense that a higher proportion of women fill the majority of part-time positions. Again I will consider the effect of this from the macro, meso and micro perspective. In addition, like teaching part-time work provides limited access to promotion and career advancement which has a double negative impact on part-time women teachers.

2.2 The feminisation of part-time work

Part-time work patterns like teaching are also feminised. There has been a growing body of research on part-time employment (Conway and Briner, 2002; Grant et al. 2005; Lyonette and Baldauf, 2010) with the focus being on the significant pay gap between full-time and part-time workers and between men and women. Whilst women part-time teachers do not fall into this category as their pay is governed centrally through a set pay spine and they have been paid equally to men since 1955, they do suffer from a lack of promotional opportunities which holds them back in lower-level jobs that they are over-skilled to do and which may result in weaker commitment levels to work (Grant, 2005).

It is important to consider the impact of the feminisation of the teaching profession and part-time employment patterns, on the working experience of women teaching staff. Standing (1999) stresses that the feminisation of work extends beyond occupations to work patterns and trajectories, which is evident in the high female ratio in part-time employment figures. Labour Market Statistics (Office for National Statistics, February 2012) show that Britain currently has 7.8 million part-time workers; this figure consists of 2 million men and 5.85 million women. The fluctuations in the numbers of males in part-time employment must be paralleled with the steady increase in the number of women currently employed on a part-time basis, which shows evidence of the undertaking of part-time work only when full-time work is unavailable. For the women represented in current statistics this is not the case as 4.3 million work part-time because they do not want full-time employment, whereas less than one million males cite this as a reason (Office for National Statistics, March 2012). Given these statistics it can be argued that part-time work is feminised by the high numbers of women in this section of the labour market, but as already discussed the feminisation of any group must be considered both historically and socially. Within British society it is accepted, and

often expected, that women as opposed to men work part-time; this is typically attributed to women rearing a family and seeking to balance work and home.

2.3 Gender stereotypes and discrimination in part-time teaching

Negative connotations associated with the part-time working patterns have a detrimental effect on workers and their working experiences at a meso and micro level (Standing, 1999; Wolbers, 2002). These stem from part-time employment as a feminised culture. In western society “work patterns that are intermittent, casual and partial are bad, while those that are stable, continuous and full are good” (Standing, 1999:583). This is reinforced through poor pay and lack of promotional opportunities in part-time work; the latter is echoed in the teaching profession through the deficit of part-time staff in managerial positions, and as a result in part-time teachers being held back in jobs they are over skilled to do. This is further illustrated through the micro political activity (Young and Brooks, 2013) in a school, such as in the comparable treatment of full-time staff to part-time staff in terms of room allocation and timetabling.

One way of approaching the topic is to consider how gender stereotypes and the connotations associated with part-time employment, impact on how work is experienced through workplace discrimination and barring access to workplace space. Whilst this occurs at a macro level through cultural expectations and is sociopolitical, it is realised through workplace inequality. As Standing (1999) points out, the dominance of women workers in part-time positions is not reflective of natural differences, nor should it be seen as a result of objectivity. To understand the pattern of women in part-time employment, the relationship between gender stereotypes and work patterns must be explored as a process of discrimination.

Recent research by Alakeson (2012) highlights this discrimination and places the UK as having one of the highest pay penalties for part-time employment in the European Union. This could be read as a result of the feminisation of part-time work, which like teaching remains dominated by women. For skilled women this has interesting consequences as the lack of part-time opportunities within their profession of choice, such as teaching, means they will often revert to jobs/positions with lower pay and restricted opportunities for advancement. The latter point is particularly significant for female part-time teachers who remain marginalized in the promotion process due to the reduced hours they spend in school meaning they are often overlooked in leadership recruitment.

We are all going to have to apply for our jobs again. Did you know that? Everyone, all of us. Everyone with a TLR, but I guess they will want full-time staff for those positions so I'm not going to bother applying.ⁱ

There are many levels to the reasons behind this marginalisation which encompass a perceived lack of commitment to the profession and the practical arrangements of managing job shares. Indeed it may be considered that it is not in the employer's interests financially to invest in part-time staff as they typically have a higher turnover rate than their full-time counterparts. However, teaching does not have a high turnover of part-time teachers as so few part-time teaching posts exist. This limits the choice to move school and thus suggests that these reasons merely serve to obfuscate deeper routed perceptions of women as part-time workers.

Many critics argue that the disproportionate numbers of women in nursery, primary and special school positions reflects the current attitudes towards women's roles in society. This can be read as a continuum of the ideology behind women filling the majority of teaching positions since the late 19th century. Copleman's (1996) exploration of female teachers 1870 – 1930 suggests teaching

was a “natural sphere of work for people who had already been raised to serve” (1996:9), as women’s servitude in the home was being echoed in the education system where she took instruction from men and looked after children. Here the work choices made available to women were ones which upheld natural feminine nurturing qualities. However, it is important to note that prior to the 1944 Education Act a career in teaching came at a high personal cost for women as they were punished for their career choice by being denied access into other social spaces such as being a wife and a mother. This meant that women had to choose between a career in teaching or marriage and a family life. Gender difference as a premise to gender inequality is still evident in teaching today as women teachers battle to access the higher echelons of the profession, whilst career trajectories continue to show evidence of the internalised dilemma permeating women’s choice to return to employment once they have had a child, the type of job they take and the hours they work. Therefore whilst this ideology is not present in the political discourse about women teachers today it remains in the social expectations of gendered careers and part-time working patterns. This argument (Acker, 1995) suggests that the current structuring of society and expectations governing gender roles continue to foster separate career spheres for men and women based on their biology.

Stereotyping of gender roles permeates into part-time teaching regardless of equal opportunities policy. Exploration of organisational policy (Kanter 1977; Boulton and Coldron 1993), suggests that whilst policy may seek to reduce gender divisions and is often successful in doing so, it is essentially delivered through a gate-keeper or keepers who in the case of teaching would fundamentally be the head teacher. It can be argued that the head teacher has the power to control gender division in the work place, but that they are heavily influenced by gender stereotypes which influence their decisions. Attached to part-time women teachers are a multitude of negative connotations equating to lack of commitment to work. This point may be exemplified through the provision of Continued

Professional Development (CPD) sessions for teaching staff, as one way that a school financially invests in the employee is through CPD, which can be seen as an investment in the future of the school (Leitch and Day, 2007). Yet not surprisingly part-time teachers will often miss valuable training/inset sessions if they are held on a day after school in which they are not timetabled to work; the choice for part-time teachers to attend these sessions is compromised by their part-time working pattern. The consequence of this is interesting as part-time teachers often feel a school's failure to arrange CPD sessions which allow for their attendance, as a mark that they are undervalued members of the school community. In turn their diminished presence may be seen by the school's management and other members of staff as a part-time teacher's lack of commitment to the school. However, as discussed, it is problematic to presume that it is the part-time worker's lack of commitment to the organization, as it can be argued it is the organization's lack of commitment to part-time staff that has created the situation.

*I can't attend any of these after school sessions. That's my day off and I look after the kids. I'm aware it looks bad though, I'm marked absent on every register.*ⁱⁱ

Arguably it is these stereotypical excuses and negative images that create the obstacles deterring women teachers from pursuing promotion and influencing the choices they make in their work. To reiterate this point the findings of Walby and Olsen (2002) show that the majority of employers found very little of a positive nature regarding part-time staff, stating that employers saw many disadvantages to this type of worker which notably included "a lack of commitment from part-time workers leading to poorer quality of work and higher turnover" (38).

The relationship between public esteem and the social status of teaching is also significant to how work is experienced. Rots, Sabbe and Aelterman (2002)

suggest that there is a discrepancy between public esteem and the social status accorded to teaching. Their research on 892 participants between 18-70 years indicated that the majority believed teaching is a worthy profession yet acknowledged its salary and social prestige were not in keeping with this; the part-time working pattern suggests further nuances to this position for as already mentioned part-time employees suffer from lower pay, fewer opportunities for progression and poorer treatment in the workplace. This is interesting as part-time teaching as a profession is simultaneously being heralded as worthy, yet undermined through its social status thus providing a dichotomous framework in which the workplace experience is formed.

2.4 Mismatch of labour – occupying the wrong space

A further issue of the feminisation debate lies with the anomaly of women choosing low paid part-time work when they possess the skills to work in higher paid positions. This point was supported by research (Grant et al. 2005) on six English districts which found that over half of women working part-time do not use all of their skills, experience and qualifications in their part-time position. The reasons for this are varied and can be categorized as follows:

- Women who are working below their potential because they face a *restricted labour market*
- Women who are working below their potential because they face *restricted workplace opportunities*
- Women who are working below their potential because they have experienced *an unacceptable intensity of work* in higher graded work
- Women who are *content to work below their potential* in the labour market (Grant et al. 2005:1)

In addition Grant et al. categorized a group of women taking steps within the current labour market to realise their potential. This included women who were currently on training courses to improve their employment status. Interestingly several women interviewed viewed a career in teaching as a means of realising

their potential in the labour market, for example, *“I am at a cross-roads in my life as I know I am wasting my brain, so I am planning to go into teaching”* (2005:16). Yet it is difficult to extrapolate from the research whether these women were still seeking to work part-time in their new profession or switch to full-time employment. This research suggests that women working part-time are a) not being successfully utilized by employers and b) aware that they are working below their potential but have limited choices available to them.

Significantly, the lack of workplace opportunities for progression and the desire to manage home-life and work-life commitments are relevant to women part-time teachers and will impact on how they experience work. In Grant et al.’s model, her position within the labour market has been realised through the high skill and qualification level required for the profession. However, her skills and professional qualities may be suitable for senior positions in the school’s management, yet her part-time status overrides these abilities and holds her back.

The mismatch of labour between men and women is particularly evident in part-time work (Wolbers, 2002). Women not only suffer labour mismatch to a greater extent than men, due to smaller work-place opportunities, but the greater threat of unemployment means they are also more likely to take on jobs outside of their occupation area: for example, part-time teaching staff often cite having to teach subjects away from their specialism or of giving up senior positions when they move from full-time to part-time posts.

Jack of all trades that’s me. How many am I teaching this year? Three! That’s three different syllabuses and I’m not even a specialist in one. ⁱⁱⁱ

Alakeson (2012) makes the connection between the level of education and the qualifications part-time workers hold with their position in the part-time labour market, arguing women with higher level qualifications are more likely to have

freely entered the part-time labour market as they tend to belong to higher income families and the need to work is not as financially great as it is for those in lower income households. Her findings show that 76% of women working part-time with a degree said that they had a free choice to take on part-time work which accounted for only 50% of those holding no qualifications. The high qualification requirement for teaching would arguably place them in the 76% of women who are actively and freely deciding to work part-time. However, it is still important to note that this freedom to work part-time does not exist in a vacuum, and as said must be linked to the overall household income as this gives women a freedom in their choice to work part-time, full-time or not at all. As already mentioned in lower income households there is often a financial necessity for working part-time, however, it should be noted that professions that require advanced level qualifications come at a high personal investment and cost, suggesting that the choice to work part-time may not be income related. Teachers are an example of this as they have committed themselves to prolonged academic study, which suggests that they may be reluctant to give up a career they have personally invested in, regardless of the overall household income. In contrast women working in unqualified part-time positions are not as likely to have made such an investment in the position, and are arguably there out of financial necessity rather than a desire to use the qualifications that they have gained.

I walked in on her talking to X and she said the school's in the shit and the Head's got a list of people to keep and people to go. She said part-timers were at the top of the 'to go' list.

iv

2.5 Progression opportunities – being denied access

Arguably the negative connotations associated with the feminisation of the teaching profession and the feminisation of part-time employment are detrimental to the working trajectories of women teachers. Whilst teaching is a career of

choice, once entry to the profession has been secured there is an evident lack of career opportunities available, with women lagging behind males in terms of their access to senior positions in the profession. According to Kanter (1977) the high ratio of women to men in teaching should provide women with an advantage in their career chances, however there is no evidence of this as women remain under-represented in leadership positions, providing evidence of vertical segregation across the profession.

Look at all the men on SLT- OK there's X and X but those men aren't going anywhere and what do they do? They get paid loads for doing nothing. ^v

However, whilst there is a lack of choice in the progression opportunities available for women, this lack must be considered in the wider social context. Coffey and Delamont (2000) argue that women make independent choices in the work-place which directly affect their position - for example the decision not to go for a promotion – but they do not exist in a vacuum free from outside influences. The choices we make are the end result of a complex series of negotiations with our self and outside forces directly affecting us. In addition how the individual responds to the structure of an organization, the meso level, is complex and intricate, and crosses both the practical and the personal, i.e. how much time will it take, do I have the skills to do the job, will it help with my future plans/promotion and even, will I get the job? These questions must be satisfied before a choice is made (Kanter, 1977). These choices are then placed in the organisational policy of the school which will have its own expectations of the criteria required to fill a position.

It is therefore naïve to presume low female application rates can be equated to lack of ambition as the promotion process and the context of the promotion may prevent real choice. Research (Boulton and Coldron, 1993; Corby and Stanworth,

2009) into individual choice and the promotion process in schools shows women are heavily influenced by the wider social situation, rather than self-gain, which prevents them from applying for advertised positions. Evidence of the underrepresentation of part-time teachers in leadership positions can therefore not be criticized solely at the level of organisational policy as this outwardly seeks to address workplace inequality, but as already discussed more discreetly through the 'inequality regimes' found at the meso level. This is further compounded by individual self-perception, such as a part-time worker's internalised ideology of the skills required to successfully take on a job, and their perception of the context in which the position is advertised, which are both instrumental in the choices that are made.

Gutek, Cohen and Konrad (1990) suggest the differences in power between genders in the workplace are also detrimental to how women teachers experience their work. Their work on sexual harassment suggests women in heavily dominated male environments, may experience a sense of diminished status which makes them feel threatened and powerless. In education, although the gender ratio is in women's favour, her lack of representation at managerial level illustrates the "construction of social arrangements/relationships in which the processes and structures of gendering artificially biologize" (Fine, 1992:9). This argument links with the gender stereotypes that abound in western culture where male models of management are predominant and derived from ideas of leadership and authority (Coffey and Delamont, 2000). These characteristics are not stereotypically associated with women and they can therefore perceive that they do not possess the necessary skills for a managerial position and thus they are denied access to that space. The significance of power relations in the workplace is explored by Lipman-Bulmen (1994) who states those that do not recognize the mechanisms of power are "likely to accept the preferential definition of the more powerful's resources . . . at face value" (111). This acceptance then

leads to a self-fulfilling prophesy that perpetuates the myth and will continue to hold women back.

There is clearly a necessity to look beyond organisational patterns in the workplace, which perpetuate traditional patterns of behaviour and seek to normalize a patriarchal worldview. As poststructuralist feminists, Mumby and Putman (1992) provide an interesting framework which focuses on the significance of organisational practices, arguing that organisational practices are inherently male and therefore cannot be separated from organisational theorizing as theory perpetuates and reinforces these practices. In particular they focus on Simon's organisational theory (1955) due to its wide acceptance, and call for a way to rewrite "the relationship between rationality and emotionality" (466) which is not detrimental to women and does not mark her as a marginalized player. This links to the feminisation debate as the stereotypically female characteristic of emotionality, and the negative connotations of this in industry have permeated into education and continue to marginalize women part-time teachers in the workplace.

If we are to challenge this then a rewrite of organisational theory must occur and this can only become possible when the macro, meso and micro are united and considered in their totality, as none of the aforementioned exist in isolation of each other.

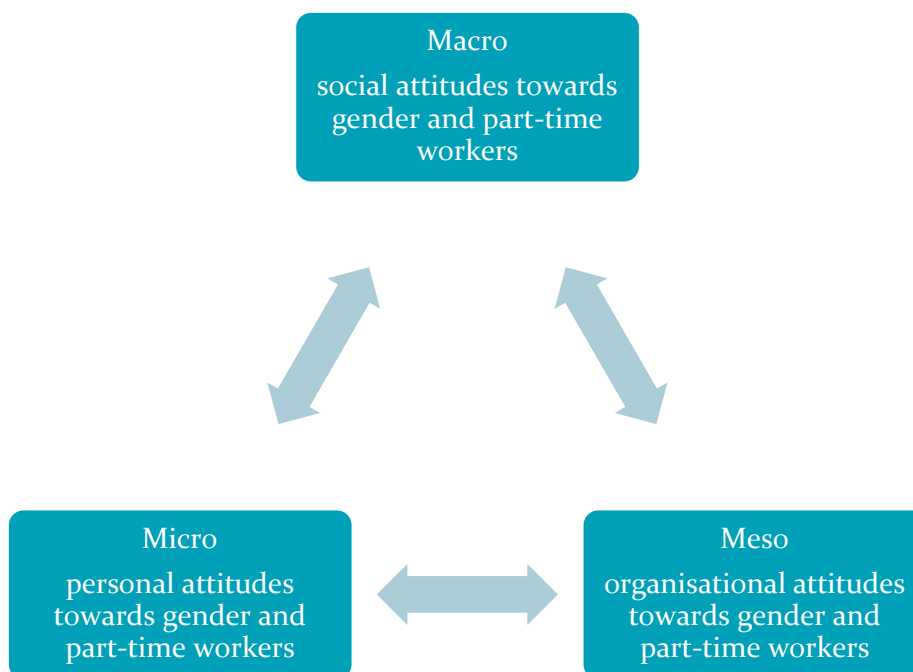


Figure 1 Considering the cyclical relationship between the macro, meso and micro

In the next chapter I extend this exploration by considering how the choice to work part-time impacts on how work is experienced by women part-time teachers. I argue that the choice to teach part-time is not straightforward but is influenced by social expectations of gender and employment, factors such as household income and financial necessity, and the availability of part-time work when full-time employment is unavailable. These external dynamics significantly influence how work is experienced.

Chapter 3: Choosing to work part-time

Women's employment patterns continue to cause controversy with the main question divided on whether women want to work outside of the home or whether they want to prioritize home-life and childcare. On a surface level this may appear to be a simple matter of personal preference; however, the reasons for these choices and the influences behind these preferences continue to dominate the women and work debate. This argument has been further fuelled by the high number of women and the comparatively small number of men in part-time jobs, even though the overall number has remained relatively constant over the past decade. It is this gender discrepancy that continues to suggest that a part-time

working pattern is a choice made by women wanting to combine work and home, as it is this group that are still seen as the primary carers in our society.

In this chapter I argue the concept of choice is itself problematic as it suggests a freedom, when in reality there are limited avenues open to most women resulting in their choices being restricted. Whether part-time teaching is actively sort and undertaken, or is arrived at through limited alternatives will affect the working experience. I will use Walby and Olsen's (2002) research into the position of women in the labour market as a framework for this analysis. Walby and Olsen argue that current research into women's position in the labour market is divided into three areas. The first approach focuses on the choices women make as deterministic of their preferences, thus suggesting that the choice itself is the point of interest. This perspective reinforces the belief in natural gender differences between men and women, with a woman's choice to stay at home or adopt part-time work a reflection of their natural preference to be a home-maker. A second approach is the exploration of the relationship between the original choices that women make and whether these choices are carried through. A third approach is to consider these choices in the wider framework within which they are made, and to investigate the effect of the social framework on the range of choices and their ability to be realised.

3.1 Choice and determinism

Hakim (2006) explores the significance of gender and choice in the part-time divide. As an advocate of the first approach she claims that masculinity and femininity as social constructs have been, in the main, successfully dismantled, and uses the education system as an example of this success in the evaporation of the gender performance gap. The Joint Council for Qualifications (2010, 2011, 2012) publication of GCSE results illustrates this growth over the last decade particularly at the top end: in 2010 25.5% of girls achieved A*-A rising to 26.5%

in 2011 outperforming boys of whom 19.5% and 19.8% achieved the top grades in 2010 and 2011 respectively. In 2012 these figures increased again with 24.9% of boys achieving A*-A, and 34.3% of girls. Girls, she argues, now regularly outperform males. However, Hakim uses this data to suggest that despite this increase in educational attainment the career trajectories of women continue to differ to those of men due to “broader differences in life goals, the relative importance of competitiveness versus consensus-seeking values, and the relative importance of family life and careers” (280), as she argues women prefer to stay at home. She takes this further and makes a string of claims of how these natural differences impact on women’s employment including: women are less committed to work than men, women’s employment is not rising thus suggesting that there is no evidence that more women want to work and domestic responsibilities (significantly childcare) are not the main reason for not working full-time.

Here the argument places natural differences between men and women as embedded in our nature and leading to predetermined behaviour patterns which we cannot escape from; these are our preferences, they decide the choices we make, which according to Hakim are regular and uniform. Hakim uses predeterminism as a framework to develop what she labels preference theory, which focuses explicitly and foremost on women and women’s employment. According to Hakim women prefer one of three lifestyle choices: home-centred, adaptive and work-centred; with the majority of women falling into the adaptive model. These are the women who drift between work and family, seeking to combine both.

I don't want full-time now, I don't know how X does it. It's possible, she has two kids but not now for me. Maybe when they're bigger.^{vi}

The problem is that while Hakim does espouse choice in women’s employment patterns, she provides only limited possibilities for choice based on her view of

women's preferences. A key concern with Hakim's argument is her blanket generalization and failure to consider individuals and the active part they play in the formation of preferences and the choices they make. A woman may choose to have children and decide to work full-time, or she may take on part-time work or she may decide not to work and stay at home to rear her family. However, she may change her mind at any point and decide to return to work, increase her hours at work or decrease them. All of these choices are possible.

Echoes of Hume's (1748) argument expounding the existence of free will can be seen in Hakim's argument on the choice to work part-time (Leahy and Doughney, 2006). As a philosopher Hume questions the validity of freedom of choice in the decisions we make, arguing that we cannot deliberate over our motivations but we can deliberate on the means of achieving these ends. From this perspective the belief in free will in the choices we make is ultimately a falsehood, as behaviour is predetermined and based on our psychological disposition, which is then reflected in our social customs. Therefore the biological predetermination of gender on our choices can be equated to the same laws of physics: "if voluntary actions be subjected to the same laws of necessity with the operations of matter, there is a continued chain of necessary causes, preordained and predetermined, reaching from the original cause of all to every single volition of every human creature" (Hume, 50).

Yet clearly the application of preference theory (Hakim, 2006) to women in part-time employment is limiting and fails to consider the significance of adaptive preferences. If as Hakim argues all women prefer one of three lifestyles: home-centred, adaptive or work-centred, the female in part-time employment would fall into the adaptive model as Hakim argues "*adaptive women* prefer to combine employment and family work without giving a fixed priority to either" (289). It is important to note that whilst adaptive preferences are referring to preferences which change throughout an individual's life, Hakim's use of adaptive is referring to those women who want to combine work and family. However, this is over

generalized as many part-time positions including teaching require a high skill base and training which contradicts Hakim's argument that the adaptive woman is not "committed to work career" (288); such an investment in career according to Hakim, is boarding on the unnatural.

I've got another year left before I qualify – dyslexia specialist. Then I'll be in charge and I can be more flexible with the children.^{vii}

It is important to consider the adaptive model in relation to the work-centred model which Hakim also expounds. In the work-centred model Hakim suggests that "women remain childless" and become "high achievers" (289), thus proposing women who fit into the adaptive model are unlikely to become the latter. This is a very dated argument and one that is challenged by the fact that the majority of women teachers are of necessity highly qualified, as academic success is necessary to become a teacher. Furthermore it is unclear how Hakim categorizes "high achievers"; whether this is measured by academic success, position or by income. If we presume that Hakim measures "high achievers" through position a further problem arises in that Hakim overlooks the barriers preventing women from becoming high achievers in the work place, suggesting instead that it is a result of their lack of commitment to work. In education whilst there are examples of management positions being job-shares for part-time workers and also of teaching and learning responsibilities being awarded not on a job share basis, these positions are in a minority and difficult to secure. Hakim's failure to acknowledge the under-representation of women in managerial positions regardless of their full-time or part-time status disrupts her argument and contradicts evidence in her data of gender equality in the work place.

Leahy and Doughney (2006) argue against a predeterministic approach to women's preferences towards work and family. They argue women's work/life style preferences are not non-causal and predetermined as Hakim claims, but are

in fact fluid and mutate, changing throughout the course of life. Secondly, women's preferences are the end result of a process of deliberation which is an accumulation of the macro/social, meso/organisational and micro/personal forces affecting them at any particular moment in time. For example, a preference towards the home-centred model may not be practical in a single parent family where there is only one income coming in. Similarly a woman wanting both a family and a career may lack the practical support to do both and so might adjust her preferences till her family have grown-up.

At the moment I'm struggling balancing it all. I want to add to my family but need to wait until I know what is happening on the job front, plus I have the cost of extra child care to think about. ^{viii}

What stands out from Leahy and Doughney's perspective is an awareness of the circumstances the social agent has come from, and in which their preferences are formed. If circumstances are discriminatory and preferences are formed within this environment, then women are in danger of reproducing "the history of discrimination and or disadvantage" (44) through their choices. Therefore the choice to take on part-time work is not a result of an innate preference but an outcome of social expectations of gendered work patterns. The force of socialization is significant in how preferences are formed, but equally it is where we position ourselves as gendered beings that provides the parameters to our world and imaginings.

3.2 Acting on choice

It may seem that a choice is realised through the act of doing. However, Walby and Olsen (2002) argue that many choices are not acted on despite having been

made. It is very difficult to try to capture the extent to which initial choices are made by women but are then not followed through. Walby and Olsen use the work of McRae (1992) with women who had recently given birth, to explore the extent to which the choice to return to work after childbirth was followed through. Her findings suggest that many initial choices to either return to work or stay at home, were often not realised due to barriers which could be personal or financial. The women interviewed cited numerous reasons for not taking on work despite their desire to do so, these included: distance from home, length of working hours/shifts and childcare arrangements including the cost of these. Likewise those women who returned to work reluctantly often cited financial necessity as an overriding decider.

It is useful to consider the barriers which prevent women accessing a choice. For example in teaching the choice to become a teacher invariably would have occurred before the choice to adopt a part-time working pattern, and it is very unlikely that initial teacher training would be undertaken with this in mind. Therefore, for a teacher in a part-time position it cannot be presumed that the part-time status is their preferred choice as they may be barriers preventing their initial choice of full-time employment.

<p><i>I was only looking to get some experience, foot back in the door, in the hope I'd get a full-time position, I wanted full-time but stayed part-time and now I am retiring.</i>^{ix}</p>

This is further illustrated by unemployed teachers taking on part-time employment as a means of hoping to secure full-time hours in the future. Equally it may be due to the lack of availability of teaching positions in a given area, and so a part-time position is preferable to being unemployed.

Without doubt an individual's financial situation affects the decision to work and can also limit their ability to act on choice. Expensive childcare costs are typically

cited by working mothers choosing part-time rather than full-time employment, yet ironically part-time employment in the UK is worse than full-time employment in terms of pay. This anomaly may be explained by part-time employees recruiting extended family members as child-care providers so that costs are kept to a minimum, whereas this type of support is more difficult to secure for full-time hours. Again this was highlighted in McRae's (1992) study where she claims there is a discrepancy between what women prefer to do and what they actually do, which is typically linked to the cost of childcare. This was particularly reflective of those with poor employment prospects such as manual and unskilled workers, and signified by low pay, lack of opportunities for progression and poor working conditions. The extent to which teachers fall into these categories is debatable as teaching requires advanced qualifications which take time to acquire, and as already discussed, often at a high personal cost in terms of time and energy. Furthermore, an experienced full-time classroom teacher at the top of the upper pay scale can expect a yearly wage of £36,387 (Tes, 2014) outside of London, and part-time staff the pro rata equivalent, which may be seen more as a persuasive factor informing their choice to return to work rather than stay at home, even if this is their preference.

However, barriers to choice being acted on also work beyond financial constraints. Research by the *National Childbirth Trust* (2008) is useful in identifying the barriers in organizations which prevent women acting on their choice to return to work. They found that poor reintegration into the workplace after maternity leave left many women reluctant to return to work regardless of their preference to do so. At the meso level of the organization it is the employee's relationship with their boss/manager, the culture of the organization and the support processes in place both socially, in work, and through the provision of work-based programs that influence women's choice to return to work; these all act as barriers to their initial choice being acted on (*National Childbirth Trust*, 2008:10).

3.3 The effect of the social framework on the choice to work

The third approach is to consider choice in the wider social framework, and to investigate the effect of this framework on the range of choices available. Alvesson and Billing (2009) argue that the choices women make in the labour market should be viewed at three levels already discussed: macro, meso and micro, whilst also being placed in a historical context. Focusing on only one of these areas is reductive and provides an incomplete picture of the situation. This is a particularly useful perspective as teaching and teachers exist in all three categories. The macro/social environment provides the political, economic, and ideological framework where the education system is located. This in turn must be read at the meso/organisational level through the interplay of the culture of the school including shared meanings and understandings. Neither can the influence of colleagues be overlooked in the provision and realisation of choice as they can be limiting to the choices available for part-time teaching staff. Significantly the meso/organisational level is the point where the social and the individual collide, as employers as the gatekeepers to choice are equally influenced by social expectations and by personal beliefs/attitudes.

Part-time was a new thing. People weren't particularly happy about it, other teachers, but that's what was happening – more women were going back to work.^x

Walby and Olsen (2002) argue it isn't the worker's choice that is reflected in her position in the labour market, but the choice of worker favoured by management. Employers have preferences of employees based on their stereotypical beliefs about different types of worker, such as managers or domestic staff, and these are formed within the macro/social framework. As a result the marginalisation of women in stereotypically gendered professions has led to "a form of labour market rigidity that prevents the allocation of the most appropriate worker to any given

job slot” (10). Furthermore their research highlights that women are still discriminated against in the workplace, leading to a mismatch between skills and employment as discussed in the previous section.

I know I can do the job. I do it when X is off. She knows I can do the job standing on my head, but I'm part-time so they'll never give me the job and why would they? I'm good value for them.^{xi}

The exploration of the over-education of women in terms of their position in employment is useful in investigating the choice to work part-time (Sala; 2011). Arguably the focus on the negative stereotypes surrounding women employees, results in them needing on average six months more experience to be hired over a male equivalent and thus making “them overqualified on a broad view of human capital (1036). Within this framework, part-time teachers may adapt the choices they make in response to the expectations placed on them as a woman and as a mother, but which contradict with their actual abilities and skills, thus creating a mismatch of labour. This is most notably seen in the underrepresentation of part-time teachers in managerial and leadership positions, as it is unrealistic to presume that part-time teachers do not possess the skills to fill these roles, rather that they continue to be marginalised in the selection process for these positions.

Giddens (2006) challenges the restrictions on the choices we make and realise within the social framework, by arguing that there is no longer one ideal family model but a multitude of life-style choices being played out in modern society. It can be argued that this variety in life-style choices provides women with greater independence and freedom in all areas of their life. Therefore in contrast to Hakim, Giddens does not see individual behaviour as predetermined and fixed as the social structures that have previously been taken for granted, such as the nuclear family, are being constantly dismantled and challenged by contemporary society. As a result the social structures in the form of traditions, behavioural expectations

and moral codes, should not be seen as merely restrictive but also as a means of enabling choice through their replacement and dismissal. From this perspective the decision to work part-time is seen as a lifestyle choice as the social actor is no longer restricted by the limited employment patterns found in traditional societies, but is now open to the luxury of a plethora of possibilities.

Whilst Giddens does acknowledge that tradition cannot be completely ignored or considered inconsequential, it is in a constant state of flux with the freedoms that contemporary culture provides us with as, "the more post-traditional the settings in which an individual moves, the more lifestyle concerns the very core of self-identity, its making and remaking' (Giddens, 1991:81). Yet it is problematic to presume that these freedoms are experienced by all part-time workers, for whilst they may be possible in a broad sense, their realisation may be outside of an individual's ability. As already discussed the choice to take on part-time work is often associated with the cost of childcare and traditional expectations governing gender roles in the home, it is these that limit the choice the female has, as regardless of her preference she may feel unable or unequipped to make a choice which challenges the traditional social framework.

Chapter 4: Professional identity of women part-time teachers

"Who am I at this moment?" (Beijaard et al., 2004:108)

Whilst the literature review has so far focused on the feminisation of the teaching profession and the choice to teach part-time affecting the working experience, this chapter takes a closer look at the construction and maintenance of the professional identity of women part-time teachers. In this chapter I focus in particular on the micro experiences of being a part-time teacher as I consider if the reality of part-time teaching impacts unfavourably on the working experience, thus creating a weakened sense of professional identity. This is complicated because experiences are not stable and fluctuate over time. Therefore, I consider whether a strong attachment to work positively enhances the experience of work

and therefore sense of professional identity, whilst equally a weakened sense of professional identity may be the result of a negative attachment to work.

Beijaard (2004) proposes there are multiple explanations for the development of the professional identity of teachers which have grown significantly since 1988 when the professional identity of teachers first emerged as a research area. These fall typically into the following sections: the formation of teachers' professional identity, the characteristics of teachers' professional identity and using narrative to represent teachers' professional identity. However, what is of particular interest for Beijaard is not the variety in the focus of the research into professional identity, but significantly the lack of clarity in the definition of the concept of professional identity across literature. Therefore for the purpose of this research teacher professional identity can be categorized as the adoption of the norms and values of the school environment and the successful integration of these norms and values into behaviour and practices.

Typically the concept of identity is associated with the self; how the individual perceives the self, which is arrived at through a myriad of constant negotiations with outside forces and internal reflection. It does not exist in isolation and free from influence but is constructed through a delicate process of interaction between social roles, social situations and the interplay between the public and private spheres. I argue it is this interplay between the public identity and private identity which is of particular significance in the formation of the professional identity of part-time teachers, as it can unsettle commitment to the values of the school due to reduced time spent in the environment and thus impacts on the working experience. However, I would add that unsettled commitment does not necessarily lead to a lessened commitment to professional identity, as despite the perception, for many part-time teachers this is not the reality as they remain committed to both arenas. Significantly I argue the expectations placed on gender may result in women part-time teachers feeling identity confusion; being unable to commit successfully to their professional identity due to the time shared

between stereotypical masculine and feminine domains such as work and the home. Equally, employers may base their perceptions of an employee's commitment to the profession on their expectations of the employee's gender. This section explores the influence of the private and public spheres which includes gender stereotyping and labelling, and proposes that the professional identity of women part-time teachers in the context of the school, is heavily linked to their perceived gender identity in wider society, thus posing the question "Who am I at this moment?" (Beijaard, 2004:108).

4.1 Exploring the connection between gender identity and professional identity

A way of approaching the topic is to view professional identity not as an essence in itself but as a socially constructed product and the result of our interactions with others (Goffman, 1986). When the self is in the public space it adopts a role according to the situation; this role is dependent on the expectations of others which become internalised and projected forward. This Goffman labels the "front stage" as the social actor literally puts on a performance according to the micro-interaction taking place. Away from the "front stage", the self can rest and rehearse their role in preparation for another performance. The expectations ascribed to the performance are not intrinsic but are constructed socially and reinforced through time as behaviour traits are attributed to the adopted role. The teacher must therefore rehearse their behaviour in the educational environment through the social expectations placed on this role; dress codes, speech patterns, conduct and relationships are all the product of the ascribed status and it is essential that the teacher adheres to these expectations both internally and externally if equilibrium is to be maintained.

However, we cannot assume that roles in themselves are one dimensional. For example female teachers are seen through their gender as well as their

professional role which can create a state of confusion as the roles may possess stereotypically different characteristics. Gender identity is particularly powerful in influencing the amount of time spent dedicated to work and home as current research suggests that despite shifts in gender expectations, women continue to contribute greater time to domestic chores than men (Akerlof and Kranton, 2000). Women working part-time typically adhere to this expectation to a greater extent as they divide their time between two contrasting spaces, work and home, in a more open way. The difficulty of aligning these two areas is further compounded by schools typically following a masculine style of leadership which women teachers often struggle to conform to. An example of this struggle can be provided by the rigid daily structure of education which prevents it being possible for teachers with children to adapt their working hours so that they can collect their children from school, or attend school assemblies or meetings during the day. Women teachers may also feel that asking for time to attend any of the aforementioned would be deemed as unprofessional.

JANE -I really want to attend his assembly. I know other members of staff have but they're on SLT (Senior Leadership Team). They'd never let me go and I wouldn't ask. ^{xii}

This further unsettles their adherence to their professional position and rehearsed role as “to be a teacher is to possess power, authority and knowledge while to be a women is to lack power, authority and knowledge” (Coffey and Delamont, 2000:55). The discussion picks up this point in more detail, as it considers how gender stereotypes imbue and impact on the development of teacher professional identity not only barring access to the norms and values of the school but also deferring participation.

The conflict between gender identity and professional identity is expressed within the stories of women part-time teachers as a divergence between their domestic role, the job they are employed to do and the work context. As a starting point the

work of De Beauvoir (1949) is particularly useful in exploring the significance of gender identity which according to De Beauvoir places women as the Other in relation to man through her anatomy and physiology. Woman, she argues is constructed and placed in juxtaposition as the subordinate and this becomes her dominant status; the identity that dominates all others. This superseding results in women's biological difference to man being used against her and places her as the weaker of two halves. It is this latter point that unites man and woman, as De Beauvoir claims her position as one half forces her adherence to the other half which is man. This, however, is not an equal relationship as man remains dominant and woman reliant thus reinforcing her subordinate position:

“the drama of woman lies in [the] conflict between the fundamental aspirations of every subject (ego) – who always regards the self as the essential – and the compulsions of a situation in which she is the inessential” (29).

Here De Beauvoir stresses how the needs of the ego (the self) conflict with the social construction of gender, which is ascribed at birth and acquired through the process of primary and secondary socialization. This has interesting implications for the professional identity of female teachers as they are unable to disengage with their gender identity, whilst others interacting with her are unable to disengage with their expectations of her gender in any given social arena.

Although De Beauvoir's writing remains relevant and acts as an entrance to understanding the relationship between gender identity and professional identity, it is necessary to consider gender identity in an evolving context where gendered meanings adapt and change. Significantly De Beauvoir was writing in a very different historical framework, both socially and technologically, and women today are not as limited in their choices as they were 60 years ago. The importance of uniting phenomenology and hermeneutics is expounded in Alcoff's (2006) work as she argues the lived experience of any social actor must be viewed as a changing structure historically, as it is always in a state of flux. Historically our current experiences of our gender identity, may have once held different

meanings and therefore cannot be taken outside of the context in which they occurred:

We might then, more insightfully define identities as positioned or located lived experiences in which both individuals and groups work to construct meaning in relation to historical experience and historical narratives (42).

From this perspective identity is not merely a personal act of signification but is a state arrived at through a process of interaction with the community in which one lives or moves at a given point in history. For example part-time work was once viewed as taking women out of the home and thus challenging their gender identity; in contrast current perspectives of part-time workers suggest they are typically viewed as employees not committing to a career but are moving between work and home, and therefore reinforcing their adherence to gender expectations.

Given it is impossible to view gender identity in isolation, it must be considered as a layer in what Alcoff describes as “public identity”. This is where interpretations are made of us, by others, in our everyday lives and situations. These interpretations are complex and multi-faceted and can lead to multiple “public identities” as we move throughout the day, and switch between roles through the observance of those around us. It is the public identity over which we have little control as it is constructed through the perceptions and expectations of others which are arrived at consciously or unconsciously, as they seek to make sense of the behaviour they are witnessing; significantly these perceptions are heavily influenced by expectations of gender.

By applying Alcoff’s findings an explanation for the identity crisis as experienced by women working as part-time teachers and mothers, can be described as the metaphysical separation of one’s public identity with their sense of self, although she argues they fundamentally exist as one entity. If there is no internal identity existing freely, a point where the self has complete control, then the relevance of social processes on the formation of identity come to the fore. These social processes constitute the basis of how the part-time teacher views the self, as the internal self is the product of the absorption of social interactions. Therefore the

private self does not come into being independently and intrinsically, but as the product of constant negotiation with the external situation. This threatens the development of the part-time professional identity as it acts as a barrier to adherence to the professional role when it must also position itself in the domestic role.

Mackinnon (1989) unites Marxist and Feminist theory, and focuses specifically on the social production of work and sexuality with interesting consequences for professional identity. Marxists, she argues see work as a social process that shapes worlds, and stresses that like work which is used to create the individual and instil value, sexuality is also a social process which organizes us into men and women. Through the application of Marxist theory, the work of women part-time teachers is seen to define their class, as they work to benefit others. However, Mackinnon goes beyond the economic value of the teacher and unites both Marxist and feminist ideology, and so this position is further complicated as the education industry serves to not only to perpetuate capitalist norms and values, and therefore the needs of the material world through the construction of the future workforce, but also gender role reinforcement. The social creation of men and women, which goes beyond biology but relies on biology as a premise for differentiation, is constructed and perpetuated through mainstream ideology. For instance the female part-time teacher may be accepting of her treatment as she knows having a family disrupts staffing and continuity in the workplace; in addition she may be uncomplaining in her lack of promotion as she presents the argument to herself that this can be difficult to manage.

4.2 Professional identity and gender stereotyping

Concerns about gender and teaching are often located at a structural level focusing on the underrepresentation of women in senior management and leadership positions. Arguably the underrepresentation of women in such

positions is due to the expectations placed on their gender and the context in which these emerge. Coffey and Delamont (2000) begin to explore the combination of teaching and caring roles in the promotional opportunities and pathways of women teachers, citing Henwood, “we need to understand more about the relationship between gender, sexuality and work” (1996:212). As gender identity is imprinted through socialization, in the workplace it is important to consider how this is played out, and the connection between gender stereotyping and the formation of professional identity influencing how work is experienced. Significantly gender stereotypes and labelling continue to influence the construction of professional identity through the ascription of behavioural traits considered to be natural; in teaching this would typically lean towards women teachers taking on pastoral and nurturing roles.

Feminist theory (Irigaray, 1977; Cixous 1975) provides valuable insight into the relationship between the objectification of women and powerlessness. Significantly a woman’s body becomes a site of visual interpretation in the labelling process as she is seen through her sexuality. Exploring the relationship between the female and society Irigaray says:

On the outside you attempt to conform to an order which is alien to you. Exiled from yourself, you fuse with everything that you encounter. You mine whatever comes near you. You become whatever you touch. In your hunger to find yourself, you move indefinitely far from yourself . . . Assuming one model after another, one master after another, changing your face, form, and language according to the power that dominates you” (1977).

Here Irigaray stresses the female body as discordant with its surroundings as she constantly attempts to adjust the self to satisfy the expectations of her public identity. Irigaray’s argument has interesting implications when considered with Griffith’s argument, explored in Chapter 2, that teaching follows a hegemonic structure that prevents and shuts out diversity. By uniting both perspectives, it can be argued that women teachers find themselves having to adapt their behaviour to fit in and conform to what is expected of them in the workplace.

LINDA - I never use the kids as an excuse but they're not an excuse are they? It's real. If my kids are ill it affects my work – why can't I say that? ^{xiii}

This importance of this theory for this research is that it reaffirms the significance of negative labelling based on gender and allows a pathway to emerge between how the female views herself, is viewed by others, and refracted back in the choices she makes in employment. As a result a woman is more likely to be found in positions which adhere to expectations of her gender. As already discussed pastoral positions in schools are an example of this as they are typically dominated by women due to their association with caring and nurturing qualities.

Irigaray's work is largely concerned with how we can unsettle gender stereotyping used as a method to control women from birth. She moves beyond theory to offer practical suggestions of how women can challenge negative stereotypes associated with their gender. These practical suggestions Irigaray calls mimesis; a critical tool and a model of empowerment through which the legacy of gender stereotyping can be disbanded by women being resubmitted to the stereotypical views associated with them. For example she suggests that women should not dismiss negative views but explore them so that they can be demystified, and the use of humour is an important part of this. She argues it is only through bringing these stereotypes to the fore and challenging them in a way which reveals each one as without ground, can they be dismissed.

Although focusing on the representation of women in literature, Showalter's (1999) work can be used to frame the dichotomy experienced between the professional identity of teachers based on who they think they are and who others think they are. She suggests that the stereotypical depiction of women in society is reliant on the mirroring of the monster and the angel which continue to influence female identity. Echoing De Beauvoir's positioning of woman as the Other in relation to man as the One, Showalter's use of binary oppositions reinforces the female as one of two interconnected halves, as simultaneously she is fragmented

and also contradictory as a separate being. It is significant women are still looking to literature to rewrite their gender expectations and gender identities, as the opposed images of angel and monster still resonant in publicly acceptable facades (Gilbert and Gubar, 1979). In a media driven society these facades permeate and influence the construction of the professional identity of female teachers who cannot be seen in isolation away from their other roles in society. Women remain cast as sexual objects and carers, identities which are simultaneously united through their connection to their biological function.

JOY - X is very good, he can work from home, which is good. I feel bad though, I feel like I should be at home looking after Y if he's ill. I don't know what people think about that. But I could be taking time off every month, he's always getting the sniffles or sticky eye or something and nursery won't take him.^{xiv}

This is further reiterated by Millet (1977) who stresses the power of the socialization process in the construction and perpetuation of gender identity, and significantly the reinforcement of passivity as a “chief “feminine” virtue” (31). The passivity of women is juxtaposed with the aggression of the men, which is the marker for all corresponding traits. As work is historically the domain of the male, it therefore encapsulates a male value system. As already discussed, the education system is no exception to this and female teachers face conflict as their private role, as mother and carer, clashes with ideas of professionalism. It is the amalgamation of these influences that impact on how work is experienced albeit negatively or positively. Millet suggests that in contemporary patriarchal society women may be granted certain rights and protection in their labour which give the impression of equality, however we must be cautious as she argues this merely serves to obfuscate women’s marginal position in relation to the male, and indeed the fact that these exist only serves to reaffirm the gender inequality found and still resonating in the workplace. However, challenging and changing gender stereotypes is problematized by the school environment as interestingly the education system can be seen as a vehicle through which gender stereotypes are

reinforced. From Irigaray's perspective women teachers are in a very powerful position as they could use their station to openly discuss gender stereotyping and dismantle behavioural expectations. However, this is not straightforward for whilst women teachers may wish to promote gender equality they are restricted not only by the curriculum but also by the structuring of the school, and unwittingly may find themselves not only adhering to gender stereotypes but also reinforcing them.

A further way gender stereotyping is reproduced is through the labelling process which takes on masculine and feminine expectations (Alvesson and Billing, 2000). What is of interest is the part-time prefix which acts as a label with a detrimental impact on professional identity and in turn the working experience. Becker's (1963) labelling theory explores the damaging effect a label can have on the identity of the social actor if the ascribed label is concurrent with negative connotations. Significantly how the self is viewed can contradict its projection into a social situation initially causing a sense of identity confusion, for example a part-time teacher may not view part-time employment negatively, however over time the negative projection they receive may become internalised by the individual and lead to identity damage. This internalization may then become a self-fulfilling prophecy as they adapt their behaviour to meet the negative connotations associated with the label.

In addition when a label is attached to gender, such as part-time and female, the damaging effect increases. The psychological effect of the application of a negative label to women in work is explored by Hippel, Walsh and Zouroudis (2011), who argue the negativity attached to a label is absorbed by women and results, not only in performance deficits, but also "disengagement or disidentification from domains in which people chronically experience stereotype threat" (317). Here the negative label of part-time is coupled with the negative stereotypes associated with women resulting in a potential disengagement from threatening situations, i.e. not applying for managerial positions (an area typically

underrepresented with part-time employees and females) or promotion, in an attempt to maintain her self-esteem.

JOY - X thinks I should apply but what's the point? I want to stay part-time and I doubt they'll employ a 2nd in Department on a part-time basis. So what's the point? ^{xv}

However, this initial attempt to protect the self through disengagement, can back-fire and become unsettled over time as disengagement can lead to reduced incentive and performance in the long term. The result of this disengagement is with part-time employees adopting workplace norms and values less and less and resulting in a weakened commitment to the profession.

The under-representation of women in managerial positions in the teaching profession is supportive of disengagement theory, yet as Steele et al. (2002) discuss it cannot be assumed that the individual will adopt the ascribed label as the effect of negative group identity, can lead to an individual disengaging with the ascribed identity. For example if a member of a group internalizes the belief that their membership to a group is not important, or is not beneficial to them, they will put mechanisms in place to prevent engagement with it. Therefore women part-time teachers may reject expectations of their gender or part-time status completely if it is counter stereotypic to their role, or split their identity and dis-identify with the negative aspects of it. Arguably it is only through the disengagement with the negative connotations of one's identity that allows and reinforces the engagement with positive aspects that are unrelated to the stereotype. However, as Hippel et al. argue the rejection of elements of the identity, albeit negative, is not without high personal cost, as disengagement can result in: a high psychological cost, a diminished sense of self-esteem in the work-place and reduced cooperation in work-place activities.

4.3 Life trajectories impacting on the professional identity of teachers

In teaching part-time work trajectories are often in response to changing domestic circumstances and many teachers who teach part-time once worked full-time, likewise many part-time teachers increase their hours as their domestic situation changes. This is significant when considering a teacher's commitment to the norms and values of the school they work at, as their time spent in the space of the school is often seen as a visual marker of their commitment to the profession.

Opting for part-time work as a teacher is often linked to the critical incidents in a teacher's lifecycle (Munro, 1998). By closely analysing the life narratives of three women, Munro is able to provide a deeper understanding of the points of influence and significant events in a teacher's life which affect her sense of professional identity. Her findings suggest that the meanings that women teachers give to their work are constructed within the framework of the past – present – future, which in turn is moulded by their race, gender and age. These are the foundations of the professional identity which shifts and bends to the wider influences in the individual's life. Wider influences may most commonly be having children, but will also include reducing hours due to ill health, caring for extended family or approaching retirement; it is these moments and events that impact on the working experience both positively and negatively. Munro's narrative approach is significant in providing female teachers with a voice and brings the personal context of an individual's lifecycle very much into the professional debate. In Munro's research it is difficult to extrapolate the personal experiences from the experiences within the school but arguably this is not important as a female teacher is a product of her experiences colliding in the moment; her experiences do not exist freely and must be located within the political and social context out of which they simultaneously emerge.

CLARE - I've done my full-time bit and I won't be doing it again. No thank you. I'm too old for one and you need the energy to teach full-time. Let the young ones do that, not me! ^{xvi}

Research into the professional identity of teachers (Beijaard et al. 2004) suggests that teachers are very able to express where they see themselves professionally at a given point in their life. Yet, interestingly, despite this articulation, there is little evidence to suggest that there is an overriding consensus on what factors influence a teachers' professional identity; these differ considerably between individuals. Beijaard et al. (2004) asked teachers to categorize their current working position as either a: subject matter expert, pedagogical expert or didactical expert; once coupled with their age they were able to plot shifts in the teacher's professional identity during their lifecycle. Their findings suggest that beyond the self-ascribed category, there is a lack of replication in the reasons teachers give for its selection, with teachers fluctuating and moving between the types of expert they consider themselves to be and the reasons for choosing it. It was also noted that the teacher's perception of their professional identity changed throughout their career and was heavily influenced by their social situation. This can be illustrated through the example of teachers with teenage children having more tolerance for this age group, older teachers without teenage children stated less tolerance for this group. Equally a teacher reaching the end of their career and preparing to take retirement may feel indifferent to their professional identity as they will soon be relinquishing their obligation to the school. Moving from full-time to part-time employment may also be seen by a school's management team and other members of staff, as a lessening in commitment to professional identity. This latter presumption is often unfounded as the benefits of part-time working patterns for both the teacher and the school, are staff who are able to commit deeper to their professional identity by being less stressed and having greater energy for the profession.

The influence of life-trajectories is not confined to the external, as shifts in work patterns and the life-trajectories of others also impact on the construction of

professional identity. Alvesson and Billing (2009) further expound the importance of lifestyle which, when unsettled becomes a catalyst for change. In the work environment the catalyst can be the threat of redundancy, applying for a new position or having a new manager. All these situations can increase levels of anxiety and uncertainty thus leading to “identity work” (98) where the individual must adapt their internal perception to allow for the changes taking place. For example if a teacher is to apply for a work place promotion they must alter their avowed identity in line with the ascribed identity of the prospective role. When a teacher applies for promotion it can be argued they have a heightened sense of professional identity as they are furthering their commitment to the school, yet if this position is not realised and they are denied promotion, their commitment to the norms and values of the school are momentarily unsettled and can weaken if they are unable to return to their previous identity.

It is important to consider the role of professional ambition in the formation of professional identity as this works beyond the past and the present as it is projected into the future; returning to Munro, this is the future in the individual’s life trajectory. Vahasantanen et al. (2008) argue that the individual’s future identity, where they desire to be in the future, heavily influences their professional identity and informs their commitment to the school. Part-time teachers often claim to feel overlooked in the promotion process and employment data confirms the underrepresentation of part-time teachers in leadership roles (DfE, 2011). It can be suggested that this reality influences a part-time teacher’s future identity as they are unable to equate part-time with middle and senior management positions and therefore do not see themselves in such roles. This raises some interesting questions regarding freedom of choice as an individual’s future professional identity, their desire to attain a position will fundamentally influence the choices they make. For example an ambitious female teacher may self-elect to be childless as she believes she has to cast off the associations of her gender in order to advance in a male managerial culture; this is her choice but it is heavily

influenced by where she desires to be in the future. Equally a part-time teacher may choose to never apply for promotion as they equate such positions with full-time staff.

4.4 Structural inequality of the education system impacting on professional identity

The increased numbers of women in traditionally male dominated professions does provide evidence of the success of legalization supporting women in the work place (Bolton & Coldron, 1993). However, whilst numbers have increased the assumption cannot be made that organizations are now free from patterns of “gendered exclusion, segmentation and stratification” (1) and any discourse on workplace equality must incorporate gender as a relevant factor.

Outwardly the teaching profession appears fair to both men and women teachers in terms of pay, working conditions and access to promotion, yet reiterating Griffith’s argument, I would argue that this is a myth as its structure is significantly patriarchal. On closer inspection the education system emerges as a key piece of apparatus governing and maintaining gender roles which is significant when considering how women teachers develop a sense of professional identity. When applied to the underrepresentation of female managers in education, the clustering of women in un-promoted ranks and the majority of part-time teachers being female now becomes an illustration of women workers struggling within a male framework and male power systems. In this environment male power is both imaginary and real as it has become a reality through its audience: the management team, fellow teachers and the pupils, it is imaginary as it has been constructed but simultaneously it is real as it is either believed or taken for granted.

It is important to consider the connection between power and gender in the educational setting in terms of how work is experienced, for as already discussed the school is a community of practice and participation to the overall group establishes and reaffirms a teacher's commitment to their professional identity. However, whilst power relations in a school are visual and clearly marked, giving the impression of transparency, they are unsettling in the development of professional identity due to their attachment to gender. How a female teacher views her professional identity is within this framework and is always in relation to another, albeit an equal, a subordinate or a superior.

Interestingly in teaching the female educator does appear to be cast in an autonomous role; in the classroom she is able to exercise a certain degree of free choice in how she manages herself and the space giving the impression that she has power. However, it must be remembered she is not alone as she has witnesses observing her every move and these observers through witnessing the scene many times before, have certain expectations of her conduct. As Millet (1977) suggests she has been constructed and her identity has been moulded on the perception of others as her audience have expectations of how a teacher should behave, and also expectations of how a woman should behave. Echoes of Berger's (1972) gaze theory are evident in the classroom as the female watches herself being looked at; she adapts her behaviour according to the expectations of the watcher(s); her behaviour corresponds with the gaze she receives. Significantly the gaze is male as he is dominant in managerial positions in education and casts his expectations over his predominantly female workforce. In turn the female views herself from his perspective and attempts to adhere to his expectations.

Interestingly though, the characteristics attached to gender as a social construct are either absorbed or rejected by teachers depending on the individual's life-story. Invariably certain gender related traits may be rejected and others adhered to in

the formation of an identity which the individual feels comfortable with, as it cannot be presumed that all stereotypical characteristics will be adopted. Thus the low numbers of women occupying managerial positions in schools cannot be seen as only the consequence of identity incompatibility; women view the role as requiring masculine traits and therefore reject it, but also the outcome of the school's selection process which is heavily influenced by gender expectations.

Arguably, it is in managerial interests to govern the teacher's sense of professional identity to ensure that they correspond with the ethos and structure of the organization. The governing of identity is known as "identity regulation" and its implementation is increasingly becoming a concern within all organizations (Deetz, 1995) within the current culture of accountability. To enhance performance, meet and exceed targets, staff must feel a valued member of a team regardless of their gender. In teaching, membership in the team is further reinforced through Continued Professional Development which is used to reiterate the school's values and beliefs. Interestingly problems arise when the projected professional identity of a teacher (where they desire to be in the future) contradicts the management's perspective of the individual's qualities, or places the institutions needs before those of the teacher. For example a Head of Year may desire to progress to a Deputy Head, but the success of their current position may actually exclude them from the possibility of promotion. The high number of women as classroom teachers and the increased representation of males in senior management can also be seen as reaffirming a school's ideology towards staffing and the allocation of responsibility.

How a school promotes and instils autonomy in its teaching staff is a part of this ideology. Traditionally the autonomous teacher was encouraged as it was believed that a teacher's professional identity was best promoted when a culture of independence was instilled. However, schools are not exempt from the managerial shift which has been witnessed socially in UK culture leading to high

levels of accountability which is significantly measured by exam results and performance indicators (Vahasantanen et al., 2008). This shift in accountability means educational institutions are now much tighter in their managerial processes and “strong social control as opposed to professional autonomy is regarded as a prime factor in the professional development of teachers” (133). One way of controlling teaching staff is through Continued Professional Development, although the result of this structural tightening in the management of a teacher’s professional development is not straightforward, as teachers often view this control with mixed emotions. On the one hand a rigid agenda of professional development provides a framework where teachers feel comfortable with the organized practice (Brown, 2008:7). Yet, ironically they are not being encouraged to challenge and question “the development of their own professional practice in terms of further intellectual and emotional work” (7), which in the long term may hinder their commitment to their professional identity.

It is useful to consider how the structure and organization of a school impacts on the experience of work for women part-time teachers, however, there is a tendency to over focus on professional identity as an outcome of the structure affecting the individual. I would argue that the construction of professional identity is complex and the product of the interaction between the individual and the given context. In schools the constant juxtaposition against others, means the teacher is always measured against a significant other and shifts towards a behaviour signifies the level of adherence to the expectations of the ascribed identity, and are not merely the product of a school’s structuring.

Chapter 5: Methodology

As discussed in the Introduction it is my closeness in characteristics to the research group that led me to consider an autoethnographic approach. By taking my own experiences and uniting them with other women in the same situation as me I hoped to elucidate the reality of part-time teaching. I therefore did not want to hide behind my data, its collection and the theoretical perspectives I adopted, as if I held no part in the construction of the research. It was important for me to be revealed at all stages and to reflect on my contribution throughout.

Furthermore, as I was adopting a feminist perspective, autoethnography would allow my voice and experiences to be heard along with the women I had interviewed. The weaving of these narratives became more apparent during the

course of the interview as my story mirrored, supported and consolidated our shared experiences (Freidan, 1964). Ellis and Bochner (2000) look to autoethnography as a point of witnessing the silenced experiences of others; those areas not openly discussed. In the conversations I held it was these hidden moments that I wanted to bring to the fore and place in an arena for discussion.

As a woman researching women, a feminist framework was therefore an obvious choice as it seeks to empower those involved in the research. When I use the term feminist framework, it is the epistemological premise of feminism that interests me; the central interest in women and women's lives. Within this interest in women I also hold myself as a female researcher with a need to be written into the research process not written out of it. In response to the questions posed in the introduction, 'Why do I feel uncomfortable?' and 'Why do I feel that this is not a worthy area of social research?' feminism allows me my own voice and a space in which to frame my argument (Reinharz, 1992:16). I am therefore able to address these questions within me as a researcher and as a woman.

Whilst I must be true to my voice I am very aware of the need to listen carefully to my research participants; female part-time teachers. This group of women have all agreed to participate in my research and share with me their experiences and stories of being a part of this group. Like Faye Ginsburg (Ginsburg cited in Reinharz, 1992) I am unhappy with the term "informant" which is often used to describe those partaking in the research process. The term informant troubles me due to its connotations with "betrayal, voyeurism, and infiltration" (ibid.128). I have therefore avoided this term and favour "participants" as this suggests a freedom and a willingness to take part. This is important for me as a female researcher in a predominately male environment as I am aware of the mechanics and presence of hierarchy within the educational setting and the research field. I did not want my participants to feel that this was something happening to them, but rather that it was something that they took a share in; to participate is to share

in the experience. Sharing in the research humanizes both the researcher and the researched as they communicate their experience through a shared dialogue.

Like my target group I am also a female part-time teacher. Arguably this enables us (researcher and participants) to communicate in a language familiar to both. It is essential that the researcher knows the language and the culture of the group they are seeking to study as without this knowledge the data collected will be vulnerable to “bias, and interpretations, which may lead to disastrous misunderstandings” (Frontana & Frey, 1994). This may appear more relevant when studying groups with whom the researcher does not share a language or culture. However, even when sharing a language where the spoken words sound the same between the researcher and the researched, the researcher must be aware that some things can’t or shouldn’t be said. As I am a female part-time teacher the experiences of my research participants is shared through a language familiar to both. This thus helps to minimize blocks on understanding and misinterpretation.

Nevertheless, I am also removed from my research group due to my position as a researcher. There were therefore some parts of the conversation which under “normal” circumstances would not be deemed controversial. However, once in my role as a researcher the dynamics of the spoken word changed. For example, with all my research participants there was always the question posed either inside or outside of the interview, by the participant, if what was said would remain in confidence. This was interesting for as a part-time member of staff I had often shared with my colleagues’ small talk and passing comments on daily events or whole school issues. In these exchanges there was never a prelude asking for secrecy, on the contrary, there was a sense of solidarity through our shared position: a sense of trust that neither would betray the other. However, once in my role as a researcher my position altered, and despite my attempts to minimize this alteration in hindsight it was inevitable. Talk now took on a new meaning and crudely there seemed to be a shift from the informal to the formal. I do not use

these terms in their typical sense within the English language for in this instance the informal and the formal can use exactly the same words. However, the shift in the space encompassing the talk altered to the extent that the informal now carried a new weighting, a hidden far more serious connotation.

Hooks (1989) argues that talk between the researcher and the research participant needs to allow “talk back” (1989) which means the participant is given a voice; a chance to talk back and tell their story. However, “talk back” suggests a linear exchange as voices move backwards and forwards and I visualize the space between talk as an arena, a shared space where communication is cyclical and where space expands with the shared experience. In the interview situation the talk between me and my research participants built upon each previous comment. Whilst I did have a set of pre-scripted questions which provided me with a focus, I wanted richness to my data which can only come from the development of ideas and thoughts and feelings. The interview was, therefore, not so much of a turn taking, but a sharing which accumulates and expands with each exchange.



Figure 2 Turn taking and accumulation of experiences in speech

Through the use of interviews I wanted to momentarily mute all outside noise and give these women an arena in which to speak. It is often noted that part-time staff feel they have fewer rights in the workplace, when compared to their full-time colleagues. In turn, part-time employees often do not voice their concerns due to

this image/preconception that time spent in the workplace equates to enhanced rights over working conditions. It was, therefore, an aim of the interview situation to provide these women with an arena to voice their opinions. I wanted to hear a plethora of voices: angry voices, calm voices, indifferent voices and frustrated voices. Yet significantly I wanted to hear silenced voices. How the individual articulates their world is through the discourse they use. I was not exception to this and I therefore also wanted to consider my own voice.

By listening to stories from women Carol Gilligan (1982) suggests that whilst there appears to be one language there is in fact two: a male language and a female language. Female language mirrors male talk, but is in essence significantly different as men and women she argues speak different languages that they assume are the same as they use an overlapping vocabulary. Whilst I do not compare 'male' and 'female' language in my data analysis, like Gilligan my research focuses on the female experience and the language that is used to articulate these experiences. Although Gilligan explores the language used by an eleven year old girl, comparisons can be made with the language used by the research participants. Interestingly many of the stories told by the women I interviewed were laden with issues connected to responsibility and their rights as a woman, as Gilligan noted in her research. These two areas were constantly in a state of flux which I discuss later.

However, it is important that outside noise is only momentarily paused, as this cannot be ignored. In my quest to provide women part-time teachers with speaking space, there is still a need to return to the outside noise as this shapes the conversation within. These two areas, the inner and the outer arena are separate and simultaneously united; two parallel spaces as the individual resides in the social and the political.

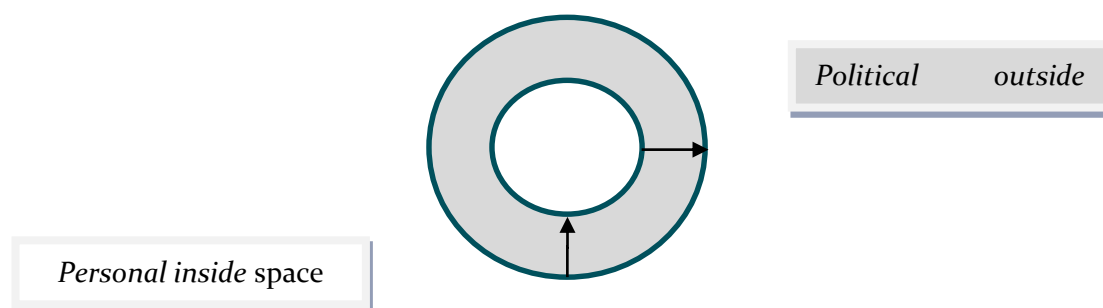


Figure 3 Relationship between the personal and political space

5.1 The interview

As a feminist researcher it was crucial that the research methods I adopted captured the meanings that the research participants gave to their worlds as feminist research should always seek to validate the female experience. However, Ollivier and Tremblay (2000) state that there is no one method or strategy for feminist research and argue the context of the research should guide the methodological choices. Working in a high school with staff from different departments, I decided to conduct a semi-structured interview with each of the research participants as a way of making contact with them face to face. My own feminist position which draws on structuralist and socialist feminism meant that I wanted to explore sexuality and gender within the structure of the school as well as in the organisational practises.

Feminist research should always seek new knowledge with a premise to social change and it should do this by capturing the meanings that women give to their world. I knew that my research must begin with the standpoint and experience of the women I was interviewing. However, I knew that as a part-time female teacher, asking questions to other part-time female teachers, it was impossible to remove myself completely from the research process. On the one hand this was advantageous as I am able to connect with the research participants and as

already mentioned, share a common language. Many feminists argue that “cultural affinity” (Rubin and Rubin, 2005:26) is essential in the research process with the interviewer being in the same position as the interviewee, as only this can lead to a depth of understanding. The use of the ‘same position’ is twofold as it refers to the social characteristics of the researcher and the researched i.e. female part-time teachers being interviewed by female part-time teachers, and it also refers to their overriding position as a woman.

I needed a specific way to capture these voices and the interview on a surface level appeared to be the logical choice. A semi-structured interview would allow me to talk to my research participants in a low key and friendly way, whilst also remaining focused on my research aims. This type of qualitative method would allow me to discover the social actor’s first order constructs. I wanted my interviews to be conversations and I envisioned them to be relaxed and friendly, where revelations were made and confidences shared. Rubin and Rubin have termed what is traditionally known as depth interviewing, responsive interviewing. By responsive interviewing they emphasize the “interviewer and interviewee are both human beings” (Rubin and Rubin, 2005:30) who respond to each other and therefore generate understanding through the conversation.

Storytelling and sharing experiences is rooted in the female tradition. Historically in all cultures, stories have been shared and passed from generation to generation as a means of transmitting history. Stories set norms and values, give guidance and entertain whilst connecting the listener to the past and being rooted in the present. The story is therefore able to unite these two separate spectrums, the present and the past, yet simultaneously the story also serves to give guidance for the future.

Arguably the interview is a hybrid of the story-telling tradition, a “contemporary storytelling, where persons divulge life accounts” (Denzin and Lincoln, 2003:63). Yet, it is also more than this as it is through the act of divulgence that life is explored and interpretations are made. It is through these exchanges with others

that knowledge of our world is created as the inter-view (Kvale, 1996: 14) becoming a point of interconnectivity between two world views. In a voyeuristic world, we constantly look through the windows into the lives of other people; the television chat show, the radio interview and magazines such as *OK* and *Hello* all momentarily open the curtains on an individual's life. As a nation we have bought into this and are hungry to hear the stories and experiences of others. Silverman (1993) claims we now live in an "interview society" in which there is an increasing reliance on the interview as a tool to reveal, to elucidate, to inform in all areas of life. However, the interview is so embedded in our culture that we now reside in a society which has diminished its overall status. This taken for granted attitude towards the interview as a method of data collection has problematized its use, as culturally respondents are increasingly familiar with its structure and better equipped to manipulate their responses. However, all interviews should be seen as social encounters and not as good interviews and bad as it is how people react that is in itself of interest.

I now realise that my earlier view was somewhat naive and that I would not be able to merely corral each participant into an unstructured interview where data would effortlessly spill forward in a completely uncontrived way. Whilst the interview is a conversation it is not a conversation in the typical, everyday sense of the word as it has a "specific purpose" (Cohen et al. 2007:349), and it is this specific purpose that prevents the interview from being a neutral method of enquiry. Patton (1980) describes the type of interview I have used as the "interview guide approach" as I have decided which topics and areas of interest I wished to cover prior to the interview, but did not follow an exact order. Others (Bogdan and Biklen, 2003) call this a semi-structured interview as my overriding questions were repeated in all of the interviews I conducted. However, it was important that I did not allow my preconceived questions to hinder the interview process by preventing the exploration of other avenues of interest as they

emerged. It was necessary to remain open to the unexpected and allow the direction of the exchange to progress organically.

My desire to reduce the hierarchical context of the interview situation became more apparent in my responses/questions during the exchange. As already discussed, working within a feminist framework, there was the need to establish a rapport of equality between interviewee and interviewer in order to illicit more open and detailed responses. Whilst I could never escape my cognizant position, I could utilize it by bringing my experiences to the exchange. Oakley (1990) stresses the importance of the feminist researcher bringing her own biography into the process to break down barriers of power and increase participation. My own biography held numerous similarities with the research participants thus allowing me to make connections and establish empathy; it is by bringing our own experiences to the table that the researcher is humanized and the data becomes richer. This point is of particular interest for whilst the feminist researcher is encouraged to share and utilize their experiences, this can lead to over identification with the interviewee(s) and a false sense of security. It is unavoidable that all power in the situation will be removed, and it is also problematic to presume it should be. In the interview process the interviewer fundamentally holds the power to silence the interviewee's voice when writing up their findings and whilst a feminist researcher should avoid this, the threat can never be completely removed (Stacey, 1991).

As already discussed, the sharing of characteristics with the group being researched was not accidental and had emerged from my own position as a part-time female teacher. I was therefore bringing my past, my beliefs and my experiences to the research context and it was this point of reflexivity that was crucial to maintain throughout the process. Mann and Kelly (1997) note that all knowledge is "grounded in both the social location and the social biography of the observer and the observed" (392), thus expounding the need to consider and reflect on my own biography in the construction of the interview questions.

5.2 The problematic nature of voice, empathy and empowerment.

I talk about giving voice but I am aware that this is problematic as I'm not sure I have any real right to give a voice to someone else. Giving voice assumes that the person or group being interviewed has no voice or they have a voice that needs to be heard. Yet all of the research participants had their own voice which they used clearly. They all could articulate their feelings and none of them struggled to find their voice during the interview. Ashby (2011) considers the problematic nature of voice as a researcher and asks if giving voice actually serves to reinforce the oppression that the researcher seeks to address. For example I picked through the voices I heard and made decisions about what to select. I also made interpretations based on my own experiences and viewed the data from this angle and as Osgood suggests there is the danger that this makes me "unethical, arrogant, and partial" (2010).

As a starting point Ellsworth's (1989) work into empowerment argues that the researcher should empower the research participants to "act against their own and other's oppressions" (300). The problem though is that this suggests that the group I am researching lack power, or that my research can offer power; both contentious areas.

As Ellsworth points out if certain groups are privileged over others then arguably, as a researcher, I'm conducting the research from a privileged position thus empowering myself but not necessarily the research participants. This is considered further as she suggests that the researcher's views and experiences will be weighted differently to the research participants thus unsettling the notion of empowerment especially if I interpret the data differently from the intended meaning (Ashby, 2011).

I am aware that giving a voice or making a voice heard is not a perquisite of empowerment and that researchers must be careful to avoid this assumption. As Parpart (2010) argues the notion of voice as empowerment is problematic and reminds us that the historical framework of giving voice must be considered within the political framework of policy makers assumed to be dedicated to democracy and freedom of speech as the latter cannot be assumed. Therefore the silences I encountered throughout the research and the pleas for confidentiality are not necessarily marks of weakness but as activity that protects the individual. Without doubt the argument that voice = empowerment and that female “empowerment can only be facilitated if she is able to exercise her right in the socioeconomic spheres of decision-making” (Singh and Gupta, 2013: 56) is unsettled if that framework is not dedicated to equality.

Porter (2013) calls for us to rethink women’s empowerment as an umbrella term and to consider more closely the framework in which the individual resides and in which empowerment occurs. Throughout the research process the confidentiality of the research was a concern for all of the participants and they weren’t consciously seeking empowerment through sharing their experiences with me, but it can be argued that a by-product of the research was that they were mobilised into action. As Porter argues the link between voice and empowerment is tenuous as the culture of any organisation impacts on how empowerment can be achieved and equally is received. However, the research can be seen as a means to bring about change, both immediate and long term, by mobilising the empowerment of the research participants.

My close relationship to the research participants also provided a bone of contention as it could be argued I offered a “fake friendship” in order to elicit personal responses. The problematic nature of empathy is discussed in detail by Duncombe and Jessop (2002) as they consider the ethical dilemmas presented through “fake friendship” (16) and simulated empathy. A key point in their argument is if research participants are persuaded to participate by the

researcher's show of empathy then "how far can they be said to have given their 'informed consent' to make the disclosures that emerge during the interview?" (8) On the one hand being a part-time teacher I did empathise with many of the experiences I listened to and as said I was friendly with all of the research participants and worked very closely with one. Yet, I am aware that at times I was over friendly, I was not in an out of work 'friendship' with any and yet I asked and elicited personal disclosures. In addition, at times in my research I show agreement to points that I might normally contest. Whilst I cannot completely vindicate my position Duncombe and Jessop suggest listening to experiences that challenge a researcher's beliefs can be of some benefit as it causes them to listen very carefully. I must therefore not see the creation of a "fake friendship" as detrimental to the data I collected as arguably it did force me to evaluate and reflect to a greater extent than I might have otherwise.

5.3 Recruitment of research participants

Although I taught part-time at X High School the identification of other part-time teachers was not straight forward. Due to inconsistent and fragmented working hours many part-time staff do not mix with other part-time colleagues. The school's finance officer was able to provide a list of part-time teachers. There were seven in total and six of these were women. The women were approached because of my interest in how their gender impacted on their working experience. All six were initially made contact with via a formal letter (see Appendix 1) and they confirmed their interest either verbally or through the school's email system (see Appendix 2). Due to the nature of the research all respondents had several key characteristics in common such as gender, and although they also belonged to the same ethnic group this was a chance occurrence and not a prerequisite.

5.4 Ethical Considerations

All of the research participants were fully briefed on the nature of the research before they gave their informed consent. This was formally done through a letter, to which they replied via email. Confidentiality was a key concern for all of the research participants and it was therefore important to ensure their confidentiality and anonymity would be respected. Before the research commenced I reassured all participants that their names would be changed in the thesis, and this was reiterated throughout the process. At the end of the interview I debriefed participants and asked if they still gave permission for me to use their experiences as data. This ensured that participation throughout was completely voluntarily and sought to avoid any harm.

5.5 Description of the research participants

KYM was 50 years old at the time of the interview. She had been teaching for 24 years all at X High School and “went part-time after 4 years to spend more time with [her] children.”

SHEILA was 53 years old at the time of the interview. She had been teaching for 22 years at X High School; 15 full-time and 7 part-time. She had no children and went part-time to “enjoy a better work life balance (due to stress).”

JOY was 29 years old at the time of the interview. She had been teaching for 5 years although not all at X High School. This was her first year of working part-time after she chose it to spend more time with her son who was then 16 months.

LINDA was 43 years old at the time of the interview. She had been teaching since she was 22, initially aboard and she then did her PGCE in England when she was 32. She decided to go part-time after her first son was born and has now been teaching part-time for 8 years. Linda was looking to increase her hours outside of the school as a Dyslexia Specialist, stating “being full-time in school is unattractive due to the element of pressure.”

CLARE was 56 years old at the time of the interview. She had been teaching for 26 years at X High School; 7 full-time and 19 part-time. She had three children now all grown up and had “drifted into part-time on a permanent basis.”

JANE was 36 years old at the time of the interview. She had been teaching at X High School for 10 years; 9 full-time and 1 part-time. She had one child and decided to go part-time after maternity leave.

5.6 The research process

Five of the six interviews took place in X High School. One interview took place in the respondent’s home during a school holiday. The interviews which took place in school were all governed by strict time constraints. The largest window of opportunity open for any interview was 1 hour; all interviews lasted this long, or slightly less. One interview was followed up at a later date at the request of the respondent who felt they wanted to discuss further some of the key points covered. All respondents knew why they had been selected for the research from passing conversations and through the initial letter sent out. All interviews were recorded and permission was sought from respondents prior to the interview commencing. All data were transcribed promptly in order to minimize interviewer memory loss of key unspoken communication. This was largely because I didn’t want to interrupt the talk by making notes on body language. As I had known the research participants as workplace colleagues for many years, I wanted the interviews to be as informal and relaxed as possible. Arguably it would have seemed alien and acted as a barrier to the data, had I approached the interview in a far more structured way. All the interviews commenced with a phatic exchange and a preamble usually about the day, or something that had happened.

5.7 Problems with data collection

Time was an important consideration during all interviews held in school and therefore a worthy point of note. At X High School, the day was structured as follows:

- Morning briefing – 8.35
- Registration – 8.45-9.00
- Period 1 – 9.00-10.00
- Period 2 – 10.00-11.00
- Break – 11.00-11.20
- Period 3 – 11.20-12.20
- Lunch – 12.20-1.00
- Period 4 – 1.00-2.00
- Period 5 – 2.00-3.00
- End of school day – 3.00

Julia Kristeva (1981) argues that the moving forward of time, the linear, is male time. The tight structuring of the school day, its beginnings and ends, its arrivals and departures are what Kristeva calls the “time of history” (17). This is the arena of the male. This created problems in my interviewing as time is highly valued as a teacher. The comment “I have no free (free time) today” was an issue I was constantly faced with. In addition teachers have to do break time duties/ lunch time duties and detentions as well as contributing to extra-curricular activities, which again eat into any time available. All my research participants bar one, were reluctant to give me time outside of the school day. Time is precious as a teacher as so little time is available to teaching staff.

This posed problems as it was important that time did not dictate the interviews yet as a teacher myself I was constantly aware of the time. The need to move on, the need to set the classroom up, to prepare the whiteboard all played a role in

the interviews. This was unsaid; it was not a spoken acknowledgment or fact but an unsaid truth. It did pervade the interviews, some more than others but nevertheless it was always there as an inescapable force. This constraint on time did impinge on the interview itself and was difficult to address. Finding windows of opportunity where I shared the same frees with respondents was always difficult and I noted that individuals were also reluctant to continue talking into their breaks. Morse and Field (1995) stress the importance of minimizing outside distractions and disturbances during the interview, yet this was unavoidable in the school environment where bells are rung every hour signalling the movement of the academic day. This meant that in some cases the interview was forced to close before it came to a natural conclusion and some areas of interest were not pursued.

5.8 Transcribing the interviews

As a qualitative researcher accurately transcribing the data gathered in the interviews with the research participants was crucial to the validity of my findings. Edwards and Ribbens (1998) astutely identify guidance on how to conduct data analysis as a neglected area leaving the researcher uncertain on how to proceed. This certainly resonated with me although I knew that once the interview(s) had taken place my main concern was transcribing the data quickly whilst the event was still fresh in my mind. However, I had not been prepared for the difficulty of that first transcription. Firstly I was shocked at the length of time that I had to dedicate to 50 minutes worth of conversation. The process was laboriously slow and I found myself constantly having to backtrack and listen again to parts of the conversation to ensure I had transcribed it as it had been uttered. This in itself created another problem for as Kvale (1996) suggests the transcription process is a movement from an oral encounter to a written interpretation of that encounter with different sets of rules. We can therefore never take or presume the

transcription to be nothing more than an abstract picture of the moment it tried to capture. Problems inevitably arose through the interviews inability to capture non-verbal communication in the conversation (hence the importance of early transcription), it also let me down occasionally during moments of indecipherable speech which despite being played and re-played I was unable to capture. Words also took on different implications as during the interviews the language used was very open to grammatical errors and switching between tenses was common. Furthermore, the context and pace of the conversation had been removed making the data appear flat and sterile.

Once the interviews were transcribed as a researcher I had to decide what to do with the data I was confronted with. At this point the data became deeply subjective as I had to decide what parts of the data I would focus on and which I would choose to ignore. This is a pivotal dilemma for any researcher, but one of particular pertinence for the feminist researcher who strives to eliminate power relations in the research process (Harding, 1992; Maynard, 1994; Edwards and Ribbens, 1998). However, in reality time constraints, the size of the research and the researcher's area of interest will drive the direction of the data analysis and this was also true for me.

It can be argued the questions posed during interviewing provide a framework of analysis, and this did carry a resonance for me in my research. As a female part-time teacher I arrived at the interview already laden with pre-conceived ideas about the experiences of this group and I took this as a starting point. Wolcott (1999) poises the question "how much participation is participation enough?" (48), as the life of the autoethnographic researcher is enmeshed with the lives of the researched leading to blind spots in the research process. It is important to consider if over familiarity with the researched is in danger of marring the data collected and is it merely enough for me to be reflexive throughout the research process in order for me to validate my data? This become more apparent the

further I delved into the analysis of the data collected as this also included the way I handled pauses in the conversation and the leads I followed or chose to ignore.

However, the data collected, even from such preconceived ideas was rich and took me into unexpected territory. Very quickly I noticed that several key areas of interest kept emerging across all of the interviews. Cohen et al. (2007) stresses the importance of “maintaining a sense of holism” when chopping the interview into smaller more manageable parts. This is crucial if the essence of the conversation is to remain intact as the whole is able to provide deeper meaning to the fragmented elements selected for their individual interest. Miles and Huberman (1994) list clustering as a stage in the analysing process. By clustering reoccurring themes as a starting point I quickly noticed the women I had interviewed had key grievances in their working life, these included issues with: unfavourable timetabling, peripatetic teaching and juggling domestic responsibilities with work. These concerns were vocalized openly by the interviewees and reflected my taken for granted assumptions about being a part-time female teacher. At this level I noticed nothing of any great note but rather a consolidation of what I expected to hear. However, it was the more subtle nuances that emerged gradually during the analysis that proved of greater interest and which came from “unpacking” the initial general categories I had identified.

5.9 Critical discourse analysis

Once the data had been transcribed I approached the data analysis by using feminist critical discourse analysis. As a feminist researcher it was important for me to capture the meanings that the research participants gave to their worlds and how they used language to articulate their experience. Cruickshank (2012) argues that “language is the medium for the social construction of reality” (40) suggesting that the words used should not be seen individually but as tools in the making of society for each of the research participants involved. The data can be

seen as an articulation of how the research participants saw their world, but also as a way of constructing their world; which cannot be separated. Furthermore, it was important that the interview revealed the emotional personal experience of those being researched but also of myself (Ryen, 2002).

Initially this involved me reading the data and highlighting key themes within the body of each interview. This was relatively straightforward as I had used a semi-structured interview approach and responses were clustered around key areas of interest. Despite this the responses to each of these areas differed, so I identified the experiences that each participant had within each theme. Once I had carried this procedure out with each of the interviews, I was then able to make connections across all of the six interviews using a process of constant comparison.

Being an English teacher and a feminist researcher the use of language was of interest to me in how it demonstrates power and maintains gendered social arrangements (Lazar, 1993, 2005). Lazar's work in particular interested me as she takes critical discourse analysis (Van Dijk, 1995) and suggests that language is of use when investigating feminist issues as it allows the researcher to go beyond mere description and engage with the sociopolitical and cultural implications of discourse. I therefore turned my attention to the words used by the participants to express their experiences of part-time work. I decided to consider the use of euphemisms and metaphors as a starting point as I noticed that several of the women used these to express their feelings; this emerged from my analysis of the thematic framework that I had created. It struck me that euphemisms and metaphors were used to allow the participants to articulate strong emotions and as Van Dijk (1995) proposes critical discourse analysis should aim to reveal that which is hidden or not immediately obvious.

Secondly, I noticed an overuse of pronouns across all of the participants. Arguably dominated groups use a language of solidarity (Van Dijk, 1995; Lazar, 2005). You, them, us, they, were all used to significantly avoid giving names or to suggest a

group separate and different to the one which the participants felt they belonged. By looking at how pronouns were used in the thematic fields I was able to create an image of how language was used to create a sense of participation to the group of part-time teachers, but also a sense of removal or distancing from the group. The latter point is particularly poignant as language can be used to express resistance and challenge the expectations of the group be it cultural or sociopolitical.

The language of responsibility Gilligan (1982) refers to ran throughout the language used as I noticed that there was “a conflict between responsibility to others and responsibility to self” (8). Again, this was identified through the thematic framework which I discuss in further detail in the next section.

5.10 Patterns and themes

On closer examination it became evident that peripatetic teaching was more than an annoying practical arrangement which disadvantaged part-time teaching staff, but was connected to attitudes towards teaching and learning, perceptions of part-time teaching staff, autonomy and power. This was also reflected in grievances regarding the construction of the school timetable where the placement of the abstract space had massive implications for the home/work life balance of the women interviewed. Yet, again beyond this the construction of the timetable also affected how the women perceived their value and worth in the school believing they were overlooked and slotted in around their full-time colleagues. It was evident that space in its many forms was an emerging pattern across the data collected and had implications for how the research participants viewed their worth in the school, but this also extended further to how they viewed their worth as a worker in wider society.

At the start of the research I hadn't considered space as a limiting factor in the construction of professional identity and working experiences, but it quickly became apparent that a complex relationship was emerging between the politics of the school and the space as "constructed out of social relations" (Massey, 1994:2). The concrete space of the school could not be seen as independent but as a product of the social relations being acted out within it. It was this challenge to the space as static that interested me as several of the research participants noted attitudes towards part-time teachers had changed over time, signifying a spatial reorganization had taken place. Nevertheless, the space of the school by its very nature was imbued with relations based on power and status, and even these differed across the generically similar group of female part-time teachers, from permanent room allocation to the endowing of a Teaching and Learning Responsibility (TLR).

However, I noticed that whilst the space of the school was experienced differently due to the variations in power relations being exercised between the members of staff, the social construction of gender within the space was of particular significance as it influenced all other social relations and experiences. In a sense this annexed the women interviewed as their overriding status was their gender and this permeated into their career choices and trajectories. In addition it also affected their perceived and actual mobility within the space they occupied. It can be argued that space itself is gendered and this gendering serves to place limitations on women's mobility and confine them to particular areas. It was whilst compiling the literature review that my research took me into an exploration of teaching as a feminised profession highlighting the underrepresentation of female managers in a female dominated career. This was supported by the data for whilst three of the women interviewed did hold a TLR it was at the lowest level.

The spatial separation of home and work also emerged from the analysis of the data. Five of the women interviewed had taken on part-time work to allow them to devote a large portion of their time to domestic responsibilities. As a space the

home is stereotypically gendered female and a dominant force in the construction of gendered people. A pattern emerged in the data that supported the importance of women in the domestic environment and suggested the ideology was further repeated in the decision to work part-time as a conscious choice. Through workplace conversations I knew that several of the women interviewed would have earned more, or equal to their partners had they been full-time, and yet they were the ones to reduce their time spent in work to run the home and take on childcare duties. Whilst the data did suggest that historically a spatial reorganization of gender roles had taken place it still predominately placed women in the home and in the role of childcare provider. The female's part-time status emerged as another gendered space that hindered access to promotion on a political and personal level again due to its links with domesticity.

A large portion of the data analysis is given to space and its many facets. It became clear that a dominant ideology governing gender roles influenced the decision to work part-time initially for the majority of the interviewees, yet once in work the part-time identity further annexed the women into a particular subsection of the working community influencing how they viewed the job, their treatment and their future.

5.11 The log

My decision to keep a log of soundbytes (fieldnotes) was initially fuelled by a seminar on data collection. A large part of the discussion was devoted to observing, identifying and recording rich data as it happened in everyday working life. I was very excited by this and had already jotted down some passing comments made by other members of staff either to me or to others. The idea of keeping a log gave these passing remarks some prestige and transformed them into 'real' data, something solid that I could work with.

Keeping the log was initially approached with great vigour and I could see the great benefits it would have to my research by allowing me to observe people in a completely natural way. At the stage where I started my log I was still unclear of the direction I wanted my research to take and the soundbytes I collected helped to focus my ideas and thoughts. Mulhall (2003) acknowledges the benefits of this type of research and what she terms unstructured observation as it allows the researcher to observe “discrete behaviours” (307) in the field. This argument is often used in the justification of this method but there are other clear benefits such as: providing an insight into how people interact and perhaps most importantly in revealing the influence of the environment/context in the research.

However, I soon noticed that everything going on around me became possible data and whilst I was observing “discrete behaviours” I felt inundated and unable to differentiate between what was important and what wasn’t, or what could be important and what wouldn’t be. I was overwhelmed by comments that were once just innocuous parts of conversation, but which now became data which I needed to quickly record and try to remember. This is a key concern with unstructured observation as it is often carried out by researchers in their own workplace; being a teacher conducting research in my place of employment it was difficult for me to see the importance in taken-for-granted behaviours. Furthermore, on a practical level the rigid structure of my working day prevented me always jotting down what I had heard quickly. So over time my enthusiasm for the log began to wane and entries became fewer and fewer and eventually and quite unconsciously the log was put to one side.

In hindsight the log was never put to one side. When writing my literature review I was advised to draw on my own experiences to support and exemplify my argument, and after much thought I remembered the log containing parts of conversations recorded over a seven month period. Rereading them after such an extended interval was mixed. I felt slightly embarrassed by some of my thoughts as anyone does when they look back over a personal diary; my thoughts

were sometimes surprising and my additional comments clashed with some of my current ideas. However, it was clearly evident that these soundbytes had influenced my decision to research the working experiences of women part-time teachers as many of the comments were about training, room allocation and the comparable treatment of part-time teachers with full-time teachers. Moreover I had collected many remarks about family commitments and managing childcare when children were taken ill; these now became rich data that I was able to use to support my decision to undertake my research.

I think it is important to note that I had purposely made an appointment with my Head Teacher at the time that I started my log to inform him of what I was intending to do. Ethical issues abound with this type of data collection and I knew that what I was doing may be considered controversial. However, this meeting left me feeling somewhat foolish as he appeared utterly bemused that I had wasted his time to discuss the keeping of a log. Mulhall argues this is often the case as those around us are often not completely aware of what we may be trying to do despite our best efforts to explain. Therefore beyond this initial explanation I kept my intention completely private and whilst I can say that this was not a conscious decision, it clearly stemmed from the dismissal I had received from my Head Teacher. In addition I also believed I had covered the controversies of keeping the log by using my Head Teacher as a gatekeeper. It was only as I reread the log years later that I realised that there were ethical issues with the data I had collected that had to be addressed, if I was to refer to it in my research. Fortunately all the teachers whose comments I had noted, were those of the part-time staff already talking part. To ensure their informed consent I approached them again to discuss the use of the log.

5.12 Validity or trustworthiness?

“All fieldwork done by a single fieldworker invites the question, why should we believe it?” (Bosk, 2008:167).

Without doubt the position of myself in my research raises questions regarding its validity; the log further problematized this as it contained my personal responses and thoughts. However, one way to consider this is to challenge the traditional expectations of validity by viewing autoethnography as a research framework requiring a different set of evaluative criteria. Richardson (2001) argues that autoethnography should be considered for its: substantive contribution, atheistic merit, reflexivity, impact and expression of reality. I felt I was able to meet this criteria as by placing myself in the research I was able to contribute to an aspect of social life, the reality of being a female part-time teacher, which would be difficult to capture by any other means.

Furthermore my research was not a straightforward example of autoethnography as I wove together a mix of conventional interview analysis and my own experiences as a woman part-time teacher. In many ways this provided me with greater academic credence in the traditional sense, yet for me this was disappointing as I had initially wanted to write a ‘true’ piece of autoethnography and ended up creating a hybrid of ethnography and autoethnography. A key reason for this was my naivety in how a piece of autoethnography should look and wanting to create a piece of writing that was considered academic. Yet, arguably the hybrid I had produced enabled me to avoid “criticism of narcissism and self-indulgence” (Holt, 2003: 15) to a degree but it still raises the question of why should it be believed? One way to tackle the validity problem in qualitative research is to draw on “reflexive validity” (Waterman, 1998) where the researcher looks inwards to consider how they have affected the direction of the research. Throughout the research this took place and evidence of this is found within the log and in the piece of autoethnography I created (see Chapter 10). However, this often went on covertly through the repeated musings and reflections along the way which impacted on my ideas.

These internal musings are subject to scrutiny as the academic world still remains unresolved on the validity of qualitative research, and what took place in my own mind would not hold up to any academic enquiry. Therefore to enable me to explore the trustworthiness of my research the framework provided by Lincoln and Guba (1985) is particularly useful as it provides a link with traditional quantitative research criteria by substituting: internal validity with credibility, external validity with transferability, reliability with dependability and objectivity with confirmability.

- Credibility

Here the importance of checking collected data with research participants is stressed to ensure the trustworthiness of my findings. Through the transcription process I repeatedly came across parts of the conversation that either lacked clarity once transcribed, or were of poor sound quality. Where possible I sought confirmation from the research participants. For example the data collected from Linda suggested she was unclear of her employment contract and I needed clarification of whether my interpretation of the data was correct; I followed this point up promptly at a later date.

- Transferability

Lincoln and Guba argue the researcher should aim to provide as much detail as possible about the context of the research. Arguably it is through the provision of extensive detail that the reader is able to fully appreciate the research context and thus consider the transferability of the research to other similar settings. The focus of my research was very contained, a secondary comprehensive school in the north west of England, although at the time of the research the school was facing organisational changes as a new management team was being appointed. Beyond this the structure of the school day and the allocation of teaching space was very typical to other comprehensive schools. Throughout the research I endeavoured to recreate the research context through my narrative, in addition I

purposefully provided descriptions of research participants that move beyond sketchy and strive to give relevant personal detail.

- Dependability

Substituting reliability for dependability is crucial when evaluating the qualitative research procedure, as the very essence of the 'moment' in qualitative research makes it impossible to exactly replicate. Florio-Ruane (1991) calls this the "ethnographic present" that prevents exact duplication but nevertheless should not be completely dismissed. Arguably replication of qualitative research should be possible but the emphasis should not be on gaining the same results. It is therefore the research process that is of interest and this should be laid open for scrutiny through the use of the audit trail. The audit trail should reveal all stages of the research and the data collected in an open and transparent way so that the reader can easily scrutinize the data and the research findings.

- Confirmability

For the autoethnographic researcher, confirmability is arguably the most important component of the research, as self-evaluation is at its core. However, whilst this may involve self-analysis and an exploration of the researcher's role in the research process, it does not always come naturally. For me, the hybrid structure of my research that adheres to conventional thesis expectations, is juxtaposed with elements of myself, thus creating a dichotomy. Arguably this is where the structure of the thesis and its content clash as structurally I have used a traditional framework but interspersed it with reflexive and personal elements. Yet, despite this there is a conscious attempt to critically evaluate the processes I have used in my data collection, data sampling and in my data analysis. The work of Ellis and Bochner (2000) is particularly useful as they argue for 'artistic social science' where the researcher provides feelings as detail as well as fact. Capturing my feelings and incorporating them into the research process was at

times cathartic and by bringing the feelings of the research participants to the fore I hoped to create a narrative about a believable passage through life.

5.13 Attempting autoethnography

It may seem strange to use the verb “attempting” in the heading to this section, but my data analysis chapter, and my analysis of my interview with Clare really was an attempt at autoethnography. My limited experience of what a piece of autoethnography should look like acted as a strait-jacket to its construction and my own self-doubt constantly pulled me back and prevented its construction in the first place.

The data analysis in Chapter 6 blends together the data collected from the interviews with Sheila, Kym, Jane, Joy and Linda as well as my own experiences as a researcher and a part-time teacher. This section is far reaching as it moves across data taken over a twelve month period. In contrast Chapter 7 is far more detailed in the sense that it focuses on one interview in depth. As already discussed my interest in personal narratives gave me the idea to construct a story of my interview with Clare. She was the last person for me to interview and my yearning to do something different kept resurfacing. I wanted to bring myself into the experience as I belonged to the same group as Clare, women part-time teachers and I wanted to explore my parts of the interview as data in their own right. Supporting Lincoln and Guba’s (1985) qualitative criteria for trustworthiness, the autoethnography would allow me to explore my role in the research process in a very open and direct way.

When constructing a narrative from a transcribed interview there is the danger of merely rewriting the exchange and padding it out with some contextual detail. However, autoethnography should move beyond the obvious and capture the researcher’s internal and private thoughts on the process they are part of. In this

sense it echoes stream of consciousness as a narrative technique as the transcribed interview, although now removed in time and place from its origins is still able to evoke the emotions experienced at the time and therefore allow a personal analysis to emerge.

Interestingly a key issue I faced using the transcribed data was not with recalling my feelings and reflecting on the words in front of me, but was located on a practical level and concerned with lexicon. As discussed, the spoken word often differs from the written word in terms of grammar use and particularly tense. Furthermore words are often missed out completely or sometimes used incorrectly, although they are understood through their connection to adjoining words and context. This was a problem in the construction of a narrative and was evident when my supervisor highlighted a section of the autoethnography commenting “issues with sentence construction,” when I had quoted a comment made by Clare verbatim. I then had to decide whether to correct Clare’s use of grammar in the transformation from the spoken word to the written.

I found little guidance on this and eventually decided to correct the quotation but keep the meaning the same. This is a problem for the autoethnographic researcher although arguably it should not be dwelled upon as it is the feelings and emotions of the researcher that are the most important and which constitute the essence of what is often called reflexive writing. Ellis and Bochner (2006) argue that autoethnography shows “people in the process of figuring out what to do, how to live, and the meaning of their struggles” (111). In my autoethnography I wanted to explore how I felt about being a female part-time teacher and the reasons for why my position and label constantly led to feelings of inferiority.

Chapter 6: Awakening the data

In this chapter I present a narrative exploration of the data through an extended metaphor. The movement from night, dawn to midday is not intended in a literal sense, rather it is intended to be read as an echo of my own journey into the data. Like any researcher faced with transcribed data for the first time I felt completely in the dark; this marks the start of my metaphorical journey. Through exploration I became accustomed to my surroundings and slowly I began to make out shapes and the outlines of objects, these objects are the themes that I encountered. This awakening (the metaphor extends to an awakening in me) moved me into the dawn. The dawn is a time of clarity when an awareness occurs, yet this was not complete in terms of its revelations until the sun was at its highest during midday. It was at this point that I could make links across and within the data.

I could have used many other metaphors to describe my journey, but for me the metaphor of a movement from darkness into light represents the journey within me most aptly.

6.1 Night

"I remember that I'm invisible and walk softly so as not to awake the sleeping ones. Sometimes it is best not to awaken them; there are few things in the world as dangerous as sleepwalkers."

- Ralph Ellison, *Invisible Man* -

I was overwhelmed by the data laid out in front of me. Five unstructured interviews, all comparatively short in length, had been transformed into ten, twelve even fifteen pages of flat sterile words. After forty hours of transcription I already felt I knew them well, but as of yet I didn't know them intimately as their individual components swirled in my head to create one giant mass.

I sat back. Where to begin? My eyes moved across the transcripts. I paused. Tried to refocus and gather myself as I scanned and skimmed the data. As if by magic a phrase caught my attention, *"They're making a killing,"* and suddenly I was transported back into Kym's room and I could see the look of annoyance on her face:

"It is paid pro rata which is ridiculous actually because that is one thing that they are making a killing on really because you've got to do the job. Whatever the job is I do it, it needs doing, I do it and get paid 0.9, next year I'm 0.8, if I was 0.7 I'd get .07 or it, of the TLR but you're still doing exactly the same amount of work."

A TLR is a Teaching and Learning Responsibility and when a job is shared by two members of staff, UK law (DTI, 2000) states that the TLR value is of the same proportion of their hours worked. This in turn extends to the responsibilities and duties that are carried out by each member of staff. If the divide is 0.6/0.4, then each member of staff must receive the appropriate proportion of duties and

responsibilities in relation to these hours. However, Kym had a TLR as Second in the PSE Department, but this was not job shared and was solely her responsibility. Her contracted working hours were 0.9 and therefore she was paid 0.9 of the TLR. On the one hand, she showed an understanding of the law governing TLRs, and the above observation illustrates this, yet whilst she accepted this she was also disgruntled and felt that the school were taking advantage of the situation. I recalled the emphasis she had put on the word “ridiculous” to illustrate her dissatisfaction and her use of the euphemism, *“They are making a killing.”* Even though her TLR pay was pro rata she still fulfilled all of the job duties of the full-time job description.

Acker’s (2006) research on “inequality regimes” came to mind as I began to consider how these women were not struggling with legislation alone but with an in-school culture that worked beyond this. I knew that three of the women I had interviewed had a TLR: Jane was 2nd in Modern Foreign Languages, Kym was 2nd in PSHE and Sheila was Head of Sociology. These roles were all paid the pro rata percentage of the full-time entitlement as stated in the *School Teachers’ Pay and Conditions* document (DfE, 2012), yet significantly none of the positions were job shares and therefore were the sole responsibility of each of the aforementioned teachers. Yet despite this all three teachers received only a percentage of the TLR payment. My eyes flickered across to Sheila’s transcribed interview. Hadn’t she said something similar? Something about running the Sociology Department without pay for years.

“Yet I was running, had set a department, was running it and he didn’t seem to want to pay me any extra. So I battled for that one for some years and eventually I was allowed to have a small allowance.”

Sheila had stood out to me as being different from the other women I had interviewed in the sense that she had shown some knowledge of her legal rights as an employee. I had heard her openly say many times in passing conversation that her sister-in-law dealt with workplace law and I could see how this knowledge

had empowered her. Her language was forceful and stood out. She reminded me of Kelleher's (2011) exploration into the feminisation of the teaching profession and the argument that social expectations governing behaviour continue to marginalise women in the promotion process. But I was intrigued as I could see how Sheila challenged expectations of femininity through her actions and also her language.

I could see a common ground emerging in the data although the outcomes were very different. Unlike Kym, Sheila was prepared to challenge the organisational system of the school, whereas Kym was more accepting of it. I reminded myself of Sheila's story from the data and even before the restructuring and introduction of TLRs she refused to accept the school's decision to not pay her extra for setting up and running the Sociology Department; she had been to see the Head on numerous occasions to contest his decision. This had been fuelled by her knowledge of her rights as an employee and also her belief in what was morally just. Her argument was very clear; she had to do the work of a Head of a Department but was not getting paid for it. However, I could see how it wasn't as straight forward as this as Sheila had not asked for the financial reward initially and stated, *"When I first started doing it, it was like try it out,"* suggesting that she had absorbed the expectations of her gender despite her use of language now.

Whilst Kym had enquired about the payment of her TLR she then backed down when she was told, *"That's just the way it is,"* by the school's bursar. Yet the National NUT Policy states:

"Where a part-time teacher undertakes the totality of an additional responsibility, that part-time teacher must be paid pro rata to a full time salary rate. It is possible, however, to ensure that the teacher is fully rewarded by receiving the full value of the TLR payment by increasing the fraction of full time for which the teacher is paid." (NUT, 2008).

I looked back at Kym's comment, *"They are making a killing,"* and I wondered who "they" were. At the time I had filled in the blanks myself and had taken Kym to mean the school's management team. Yet, her use of the pronoun now seemed overtly vague. I realised that on the one hand she could be making reference to

the school's management team yet this seemed unlikely and problematic as they were also paid through the same system as her, and could also be part-time. I reread the surrounding dialogue to place the phrase in its wider context. As Kym's comment was concerning productivity and financial gratification, an area she felt was advantageous to "they," it could be argued that she was referring to the overarching establishment she was working under. Standing (1999) suggests that organisations benefit from part-time workers as they are typically more vulnerable than full-time staff, which results in them taking on extra work or being held back in roles they are over skilled to do. I considered the Bursar's comment again, which was equally as interesting, as legally it is correct although as the NUT policy says schools are able to address this to ensure the teacher is, "fully rewarded." I wondered if the problem was the Bursar's lack of knowledge governing TLRs or her reluctance to share this knowledge with Kym as she was representing the overarching establishment. If it was the latter then the reluctance or freedom to share knowledge was masking more complex ideologies. Kym described the school as making a "killing" which can be read as a financial killing and it is therefore possible that the Bursar's advice was dictated by her financial obligation to the school to save money. Interestingly though Kym was accepting of her position illustrating how part-time staff will often take on roles and responsibilities for which they are not compensated financially (Alakeson, 2012).

I was keen to remind myself of Jane's experience as she was the only other research participant to be in receipt of a TLR. Jane had been teaching for half the time as Kym but they worked in the same Modern Foreign Languages department. It was her tenth year in teaching and her first year as a part-time teacher which made her able to compare her present position of being part-time to her full-time experience. Like Kym, she was also unclear on her right to a Teaching and Learning Responsibility in the school and had received no guidance when her working hours had changed, "*They gave me a second in department still which*

was nice because in theory you are not supposed to have a TLR really I don't think. You're not supposed to be a second if you're part-time are you?"

Like Kym, Jane was also using vague pronouns "like they" to maintain her professional integrity. My mind jumped, did any of the others? I made a note to return to this and refocused on Jane. Her comment raised two interesting points: firstly her lack of knowledge as to her rights and conditions of employment as a part-time teacher, and secondly her gratitude for being given a Teaching and Learning Responsibility where she believed the school was acting outside of its obligations.

It seemed strange that two women in the same department should have such contrasting views. Whilst both felt that their TLR was not financially satisfying due to the amount of hours they put in beyond their contracted hours, Jane believed the school was allowing her a TLR where they legally shouldn't be, and Kym believed her pro rata payment of the TLR to be correct but unjust. As a result neither woman questioned their position any further, and neither woman suggested that they had checked their conditions of service as a part-time teacher with the teaching union representative within the school. The union presence in the school was very strong yet there was no evidence that information had been sought. Interestingly when Jane had dropped her working hours after having her first child, she complained that the school failed to provide her with clear information as to how this would alter her conditions of service, but neither did Jane seek this information. This was similar for Kym, as the school had failed to provide her with accurate information about the payment of her TLR where she was not sharing it with another member of staff.

I was intrigued by this but could see that because Jane and Kym believed X High School to be acting outside of its legal obligations, that benefited them through their TLR payment, they were reluctant to actively seek knowledge that could potentially be disadvantageous for them. Yet, ironically their ignorance held them in a position of subjugation as it became clear they were taken advantage

of by X High School's management team, but this was obfuscated by their enhanced pay and responsibility which acted as a barrier to their own empowerment.

However, I knew that I wasn't exempt from this ignorance. I had felt stupid at Jane's question, "*You're not supposed to be a second if you're part-time are you?*"

"*No? I don't think so.*" I had clumsily replied. Yet, upon reflection it would clearly be discriminatory to not allow part-time employees to take on extra responsibility. I cringed as I read through our conversation. I was the interviewer, asking questions about part-time employment and I didn't know the answers myself. I felt stupid and tried to take some solace in the fact that I was not in receipt of a TLR and therefore had never had to give it any consideration.

However, Jane didn't seem concerned with my lack of knowledge and carried on, "*Which was nice.*" The phrase sounded out of place and twee as though the school had been doing Jane a favour. She went on, "*It was good to let me continue.*" As a profession dominated by women in terms of numbers, it seemed strange that Jane should feel such gratification for her promotion.

As the conversation progressed, Jane reflected some more on her TLR within the school, she acknowledged that it was in the school's interest to allow her to hold this position, "*They had no one to give it to anyway.*" I felt uncomfortable for Jane as she admitted this as I had noticed how her voice had dropped. I tried to move the conversation to a positive, "*Do you like having that extra responsibility?*"

"*Oh yeah!*" Jane's tone lightened.

Schools are no longer allowed to give more than one TLR to a member of staff, and falling numbers in the department meant that there was no one else to whom the TLR could go as all other members already had one within the school. In addition she was also told in order to keep her TLR she had to remain 0.7 plus of a timetable, yet there is no percentage threshold that must be satisfied before

a part-time teacher can receive a TLR; this was clearly the school's need for a language teacher being forced upon Jane. It was evident that Jane felt fearful of dropping her hours below 0.7 as she believed that she would lose her TLR and the financial reward that brought.

She carried on aware that she was, "*Kind of trapped,*" as it was unlikely that she would be able to find another part-time teaching post that filled the criteria she needed to balance being a new mum and a teacher, "*I don't see how I can get to move.*"

I could connect with Jane's feelings as I also felt trapped as so few part-time positions are advertised, but I didn't have a TLR, and Jane's perception of herself as a part-time teacher was clearly affected by the bestowing of her TLR. On the one hand she felt valued that the school wished to keep her on as Second in Department when she believed this was not allowed, yet she equally had a sense that the school needed her services in order to fulfil its obligation, thus creating a sense of confusion.

This was not the case for Sheila. I remembered how proud she was of her workplace knowledge, "*Well I worked out I only need to do 3 out of 5 because I am 0.6 and then, so I thought well, so for example I went in on Wednesday of the first inset day and I've written a letter and claimed the money for that because that was my non-working day so you, that's what you have to do.*"

Her matter of fact approach was refreshing, she had a clear idea of how many inset days she had to attend and what she could claim financially. Her use of the term "instructed" highlighted how this was not common knowledge to her and more importantly how this knowledge was not shared by the school. She stated, "*Other part-time staff have sort of instructed me in this,*" and during the interview Sheila had then instructed me. I remember I had felt energised by what she was saying I could claim, but also foolish at what I had not claimed in the past. From my own experience I knew that accessing policy on my rights as a worker

was not easy, however, I also knew that when policy was accessed it was not always acted on (Boulton and Coldron, 1993). For example, her understanding of her legal rights was not comprehensive and this was illustrated in her uncertainty about her rights regarding open evenings, *"I know there is a theory."* The use of the term "theory" suggested a lack of clarity, but arguably this was due to Sheila not wishing to take advantage of this rule regarding open evenings. By her own admittance she felt INSET days were, *"A bit dull,"* but as a sixth form teacher she was prepared to, *"Give them the time."* This suggested that they were of some benefit to her as sixth form open evenings were a way of promoting her subject Sociology and securing enrolment figures for the next academic year; without this her position as a teacher of Sociology was under threat.

* * *

Jane's disillusionment reminded me of Linda's story and the surprise I had felt when she told me she was employed on a temporary contract for the past five years:

"I've been part-time for, this will be my fifth year. This year has been full-time but it's been, and I think this is really unprofessional, on every half term."

What she was saying to me took a moment to sink in, "So why have they said every half term, I don't understand?"

"Because this post is not real, it's a kind of fictional post."

In her opinion if the school were to make her position official they would be acknowledging the failures of the school's sanction system, *"They've known I've wanted the work and I've said yes, but what I should have done is said yes but for the year."*

It was clear that Linda felt she had been taken advantage of by the school but due to her own need to work she was tolerant of the school's treatment of her.

Every academic year she was uncertain as to whether she would be employed the following year.

At the time of the interview the school had finally offered her a permanent part-time contract for the following academic year and she was grateful for this “I have been very pleased.” Yet legally the school are obliged to do this after employing staff on successive fixed term contracts:

“Successive fixed term contracts will not be allowed to last longer than a combined period of four years. A fixed term employee who has been engaged for four years on two or more fixed term contracts will be entitled to become a permanent member of staff” (National Union of Teachers, 2005).

Interestingly Linda did not show any awareness of this during the interview; she did not use the term temporary contract but she also did not use fixed-term contract. Instead she said, “*They have offered a permanent part-time contract.*” I took this to mean that she was not on a permanent contract at that time but I remembered that this had troubled me and so some weeks after the interview I actively sought her out to clarify what type of contract she had been on at the time of the interview.

I posed the question, “*Were you on a temporary or fixed-term contract at the time of the interview?*” Linda looked vague and carried on eating her lunch considering what I had asked her. She wasn’t sure and asked me to clarify the differences between the two. The following day she came to me as I was on duty in the school canteen, “*I’ve been thinking about what you said about fixed term and temporary contracts, what’s the difference between them?*” We broke into a conversation and as the bell went and we had to move to our classrooms she concluded, “*It must have been fixed term.*”

Linda’s lack of contractual knowledge permeated into her classroom practice in the sense that she adopted a fatalistic approach to her working conditions. I always knew her as working in one of the school’s Learning Support Rooms. However, she was quick to point out that the children she came across were those who had breached the school’s behaviour management system. Many

of the children who came to her room were ones that had been removed from mainstream lessons. I prompted her to expand on her comment that her post was not real:

"If they made this official then they would have to accept (the failure of the behaviour system) wouldn't they."

Again I was interested how Linda, like Kym, also avoided using names. She referred to the school's management team as *they*, as an avoidance pronoun in the identification of who *they* were. Linda was friendly with several members of the school's management team and I took her avoidance to name them as a way of not betraying anyone. Her remark was interesting as it suggested that the type of contract she was employed on was a direct result of the school's reluctance to acknowledge pupils breaching the behavioural systems. If her position were to become permanent, the school would in essence be making a comment on the short comings of the systems in place.

I knew that Linda differed from all the other research participants as she was the only one employed on a non-permanent contract, and arguably her position as a part-time teacher was further problematized by this. Her sense of hopelessness was evident:

"Like X., who else would have him? And that's the other thing that comes into this, this better be bloody confidential, the thing is like X., someone needing work or on a non-permanent contract, I put up with him and his ilk because I want them to renew it, no one else would put up with him on a permanent contract."

I knew myself the fear that changes to my teaching hours brought each academic year, and like Linda I didn't feel as protected as I should have. I sensed that Linda felt she was unable to complain about her position and the behaviour of the pupils who were sent to her because of her occupation of a vulnerable space. Rather pessimistically she stated, *"I'll put up with [him] though because I want my contract renewed."* This seemed very fatalistic but I could empathise with Linda and knew that there was a growing awareness of the reasons why part-time staff tolerate unacceptable working conditions. Linda's experience suggested that

she was working below her potential “because [she] faced restricted workplace opportunities” (Grant et al. 2005) and this restriction made her more likely to remain submissive to what was imposed on her by management.

* * *

I sighed and sat back. Considering how official knowledge acted as a straitjacket for Linda and Kym troubled me. Wasn’t official knowledge meant to support and protect? I cast my eyes to Joy’s interview scanning to see if she had had a similar experience.

Like Jane, Joy was a young mum who had reduced her full-time working hours when she returned to work after maternity leave. She worked the least hours out of all the women interviewed and was not in receipt of a TLR. Through the course of the conversation Joy had been very open about her career ambitions, *“I’m more ambitious than I wanted to be part-time,”* she commented early on.

On a surface level it seemed that her part-time employment was not as important to her as her ambition. However, upon further discussion it became clear that it was far more complex than this. I posed the question, *“Would part-time employment have been an option for you?”*

Joy replied, *“I would have,”* but she immediately followed it with, *“I would like to have moved in the department which would be a lot easier to do if I was full-time.”*

It was clear that she believed being part-time and ambitious were not synonymous and by becoming part-time she was in essence sacrificing progression within her career. As I had listened to Joy I felt there was more to it than this, *“Talking about your ambition, have you got to where you want to go?”*

“I’ve postponed it,” she replied.

I sensed that Joy's knowledge of the promotion system in teaching was preventing her from seeking progression elsewhere. She reinforced this by claiming that she was aware that if she wanted to become a Second in Department she would have to become full-time in any school beyond the school she was currently working at. I wasn't surprised that Joy was aware of the discriminatory circumstances she was a part of (Leahy and Doughney, 2006) but I was saddened that her choices did nothing to challenge them. If anything she was very accepting and sided with the school's management.

She used the euphemism, "*Enough of a pull*" to suggest that other employers would not consider her because of her part-time status whilst at X High School she had a reputation which succeeded her and therefore gave her enough of a pull for them to perhaps consider it; echoing Jane's current position and her receipt of a TLR. Joy's comments regarding postponing her career path due to family commitments is stereotypical and is one often cited when explaining the under-representation of women in promoted positions. Yet clearly it's overly simplistic to suggest that family commitments are by themselves an overriding explanation of this under-representation. Kanter (1977) suggests how an individual responds to a situation is complex and crosses both the practical and personal, and Joy illustrated this as her knowledge of how the system worked was a powerful factor influencing her behaviour.

I could also see how Joy's knowledge of part-time teaching and her perception of motherhood played a significant part in her decision to remain in X High School. She had internalized the dominant values regarding gender roles and these curtailed her working identity before she commenced the promotion process. It can be argued that an internalised lack of confidence in women teachers is preventing them from applying for promotion. This lack of confidence is deep rooted as social expectations governing motherhood still weigh heavily and as is seen with Joy, can lead women to believe they will not be considered for promotion as they will not be able to successfully balance both arenas (Boulton

and Coldron, 1993). These social expectations permeate even further as Joy's part-time identity also served to hold her back. She had become incarcerated by the traditional belief that part-time is not synonymous with promotion and supported this belief orally with her comments and physically with her actions of not actively seeking promotion.

Interestingly Joy's train of thought showed inconsistencies when considering the choices she had made and the choices imposed on her, and so her attitude prompted me to question her use of the term 'choice'. A choice suggests freedom and a range of possibilities, yet some of the choices Joy had made were imposed by outside forces. She believed it was her choice to take a step back in her career by taking on part-time teaching hours, and she accepted this would affect the progression of her career. Yet part-time staff are made to feel that the lack of opportunities available to part-time teachers is acceptable and therefore not to be challenged. Joy argued it was her choice to put her career ambition on hold. However, this confused me, for in contrast to what Joy believed the lack of opportunities for part-time teachers was being forced upon her and other part-time colleagues. It seemed to me that Joy's attitude towards being part-time was a consequence of her own ideas about part-time workers. Leahy and Doughney (2006) suggest that women adapt their choices depending on their position in life and I could see how Joy had done this, but this was heavily influenced by her background and circumstances.

I noted that at points in the interview, Joy positioned herself from the school's perspective. Whilst she was a part-time teacher, she often sided with the school's management. This was evident in her attitude towards TLRs as whilst she did not have a TLR she was sympathetic to schools being reluctant to allow part-time staff extra responsibility:

"I can understand wanting people with TLRs to be full-time because you have got things you want them to do and you would have to prove that you were organized enough in your department to be able to do it on a part-time basis and be willing to put the hours in."

I wondered if she was finding explanations as to her own lack of progression within the Science Department and justifying it. By placing the onus on the school she could remove herself from the equation as it was beyond her control. I was intrigued by this as it seemed plausible that Joy had adopted the school's perception of part-time workers to protect herself (Walby and Olsen, 2002).

Her comments regarding TLRs and the hours worked was interesting on several levels. UK law, *Part-time Workers Regulations* (DTI, 2000), states the TLR duties of part-time staff must be in accordance with their working hours. Yet Joy's remark that you must, "*Be able to do it on a part-time basis,*" suggested that in reality this does not happen; this again echoed the comments of Jane and Kym. Joy reinforced this with the adage that part-time staff must, "*Be willing to put the hours in,*" if they are to do the job properly. She also used the word *prove* which suggested that part-time staff are viewed less favourably in relation to those working full-time and must prove themselves. I remembered something Jane had said which I had found unfair, but which echoed Joy's comment, "*They don't really know what is going on.*" It seemed unfair to me as I knew myself that finding out what *is going on* could be difficult for part-time staff. Sheila had voiced this in her interview, "*I don't feel part of the school like I did*" and, "*I don't tend to hear much about what's going on.*"

I could see how Sheila's personal feelings illustrated the practical issues facing part-time teachers. With a fragmented timetable she regularly missed out on the morning briefing which took place in the staff room Monday to Friday. In the morning briefing members of staff shared information orally to their colleagues and it was an important part of the school day in terms of information dissemination. Attendance at the morning briefing would have allowed Sheila to hear about what was going on within the school and with certain pupils. But it also had a visual purpose as many members of staff, particularly those from

differing departments, had little or no contact throughout the school day. The morning briefing allowed all staff to visually make contact with each other, but Sheila was denied this.

Access to information marks inclusion in the workplace, yet for part-time teachers this is under threat as they are left out of parts of the communication process. If they are denied presence at meetings then visually their power is diminished in both adult/adult relationships, whilst their reduced time in school threatens adult/pupil relationships. I remembered Coffey and Delamont's argument (2000) that teachers possess power and authority whilst women lack power and authority and I thought how being part-time further unsettles this mix. Sheila's experience suggested yet another dimension to this as to be part-time also lacks power and authority and I began to consider how being female and part-time questions ideas of professionalism in the workforce. These ideas link to attitudes and beliefs that women part-time teachers are juggling commitments and are therefore less committed to their career. Now their diminished presence at staff meetings serves to reinforce their commitment to home and their reduced commitment to work.

Sheila stated she felt less visual to the staff but also to the majority of pupils who did not know who she was. When she had been full-time she said she, "*Saw hundreds of kids,*" and felt part of the school environment more so than she did now. Interestingly Sheila claimed that her past full-time status in a large department gave her some sense of belonging to the school currently which is something she felt she would have struggled with if she had only ever been part-time.

Kym had expressed something very similar yet different and I flicked through the transcribed data eager to locate what she had said. When she did fewer hours in school and spent two days at home, like Sheila, she felt she was not as involved in the job, and this involvement affected her own perception of self and also how she felt others perceived her at work. But Kym had been so positive

about her current position. I reread her comment, *“I just feel like there is no difference in me than anyone else,”* Why was there such a difference of opinion? It was obvious to me that despite being part-time in hours (she didn’t work on Fridays), Kym’s length of day, arriving early, finishing late were the same as a full-time teacher and she had her own room. In addition it seemed that Kym had disassociated with the negative aspects of being part-time (Steele et al., 2002) in order to protect herself; as she had many of the benefits of full-time teachers this wasn’t such a leap for her. Sheila wasn’t so lucky, she didn’t have her own room and her working hours were fragmented across the week.

I returned my thoughts to Joy who referred to her lack of knowledge inadvertently when she said, *“Did you not know?”* and, *“Were you not here?”* Whereas she didn’t directly state she felt she was missing information within the school, her comment highlighted that she was. It was clear that the daily exchange of information was crucial to feeling included, and as Joy said about other part-time teachers, *“It is just making sure that you know which days to catch them on.”*

* * *

Kym argued that increased access to legal knowledge had improved the working conditions and attitudes towards part-time teachers suggesting a historical reorganization of attitudes, *“I think nowadays they accept it (being part-time) and now there are more laws about.”*

I was intrigued by this latter comment. I added an example to support her point, *“You can’t ask somebody (to work) for an hour in the afternoon, you have to ask them for the afternoon session?”*

“Exactly!”

It was clear that Kym’s identity as a part-time Modern Foreign Language teacher was dependent upon her historical perspective of part-time teachers, and

her juxtaposition of then and now/past and present. Throughout the interview Kym was very clear that she felt her working conditions as a part-time teacher had improved over her twenty five years in service.

“Those sort of things didn’t exist then or maybe they did and I didn’t know about them,” Kym continued. “You’ve got to be treated the same as everybody in the department.” This had clearly had a positive effect on Kym, as legislation had altered how others perceived her. I wasn’t sure if I agreed with her but as I didn’t have the teaching experience that Kym had I remained silent.

Early in the interview Kym had made the point that women returning to work after maternity leave had caused friction between full-time and part-time members of staff. She had also noted that in her opinion this friction was evident from both men and women full-time teachers.

“Most people in those days they just expected women not to work,” Kym argued that male teachers felt resentment because their wives had to give up their career and the additional salary, to stay at home and look after the child(ren). In addition, women teachers felt jealousy because they had returned to work on a full-time basis after having a family. I felt out of my depth as I couldn’t share in this experience with Kym as I had only been teaching six years, but I was intrigued by where she positioned herself as a mother and a worker. Social expectations governing female behaviour twenty three years ago were evolving, with the numbers of women returning to work after childbirth increasing. This change was challenging existing ideas surrounding childcare and domestic duties, and increasing numbers of women making active choices as to whether they were full-time mothers, full-time workers or part-time mothers and workers. I could see how the changing historical structure was important and had to be considered (Alcoff, 2006) as this affected how all the research participants were perceived by others and also by their self. I knew that historically legislation protecting and governing part-time workers had moved on from when Kym was first teaching. However, despite Kym’s strong voice her knowledge of policy was a grey area as

she had an idea it either didn't exist when she started her career or was in its early stages, and whilst she had some degree of certainty it existed now she again couldn't be sure. Her basis for her knowledge in the law was largely dependent on her treatment by others and not through concrete awareness of what the law was and is now concerning part-time workers. I could empathise as my own knowledge of the legislation surrounding part-time teachers was also vague and still very much in its early stages. As well as this I had a nagging voice in my head that reminded me that many inequalities work beyond policy (Bolton and Coldron, 1993) and gender must be considered as a relevant factor.

I gathered the papers in front of me to form a neat pile, rested my hands on them and closed my eyes. The data had surprised me. I was surprised how little knowledge was shared amongst colleagues who worked closely together. I was also surprised at how knowledge was withheld by others. But, beneath all of this there seemed to be a fear of knowledge; that knowledge came at a cost and that sometimes ignorance was favoured when that cost was too great.

6.2 Dawn

The pages are still blank, but there is a miraculous feeling of the words being there, written in invisible ink and clamouring to become visible.

- Vladimir Nabokov, *Lectures on Literature* -

After yesterday I had felt energised by what I had learnt from the data. My understanding of knowledge coming at a personal cost was intriguing and overnight I had begun to think about the ways this effected how Kym, Sheila, Jo, Linda and Jane felt about their professional identity. I felt a useful starting point would be to revisit Kym's and Linda's use of *they* as this suggested that they saw themselves as different or separate to whoever *they* were. I remembered an interesting part of the conversation with Kym, "*You know part-timers, there was a*

bit of resentment . . . you were getting preferential treatment and other jobs were harder because of part-timers."

I noted how Kym's use of the term part-timers illustrated a mark of separation from the majority of the teaching staff as she no longer belonged to the group of staff occupying the teaching space totally; the full-timers. Instead she had now been (re)aligned with the part-time group and this shift in space had created a shift in her identity. Standing's (1999) argument that the relationship between gender and work patterns must be explored as a process of discrimination seemed pertinent here as Kym clearly saw something of a derogatory nature in part-time staff, although she was one herself. I stared at the word part-time which was now a label to mark a difference between two groups. I noticed how the hyphen in 'part-time' stood as a mark of separation and lack of totality in a culture that celebrates completeness. But it wasn't as simple as this as the hyphen is present in those occupying the space full or part of the time and it is the connotation of the prefix which acts as the determiner of both social and internal perceptions. Those who occupy the space only part of the time lack totality and the label becomes derogatory due to its connotations of not being complete and full. To be a part, one must be a part of a whole, in teaching the whole is time, and to be part of the time therefore carries the connotation of some missing element – an absence.

Yet Kym was a part-time teacher and she could have been using the term in a comedic sense to lighten her point and to not seem overtly dogmatic in her comment; but I hadn't picked up on that. It seemed more likely that she had softened her argument that part-time teachers evoke jealousy in other members of staff by using the opening, "*You know part-timers.*" I moved further down the conversation and noted her use of, "*Little bit,*" which again softened her point. It was interesting that her tentative use of language made her sound uncertain, whilst her invitation for clarification from me suggested a lack of decision in her comments; but again I hadn't picked up on this in the interview. Instead her

tentative approach had bought me into her confidence as she appeared to be testing the water in terms of the listener's reaction. I could read her remark as a powerful, albeit subtle, mechanism to probe deeper into a delicate area of discussion. A less tentative and more forceful conviction could have alienated me and created strong anti-feelings between me and Kym which she avoided through this cautious approach.

Nevertheless, the emphasis placed on part-timers with the tentative prelude, "*You know,*" illustrated the negative connotation of the phrase. The language used in communication, once uttered switches in position as the listener/receiver takes ownership over the utterance. On the surface Kym's comment appeared to be interrogative, yet it had declarative features as she was stating her personal opinion of part-time staff through the comment. What I inferred from the dialogue was problematic and heavily dependent on the context, but given the social familiarity between me and Kym, and our shared sociolect, I deduced a negative inference.

Arguably Kym's qualification of the label part-time was essential to the maintenance of her identity. Deetz (1995) calls this "identity regulation" and it seemed probable to me that Kym was trying to protect herself from the negative connotations of the label. When the self-image is under threat both real and perceived, the self will adopt strategies to protect itself. Kym's defensive strategy was deflection; she removed herself from the negativity surrounding the construction of the label part-time. She disassociated herself by speaking in the second person and as a result her position as a part-time teacher became imaginary as she reinvented herself as a full-time teacher, "*I don't feel any different to anyone else.*" I wondered if this was an example of the mirco-politics that Young and Brooks (2013) discuss as Kym's comment "*I don't feel any different to anyone else,*" suggested that there was an feeling amongst part-time staff of being treated differently.

The self will review and protect itself if necessary in a series of interpretations in a given context. This is the point of intersection between our personal history and social expectations of different groups. As the label part-time has negative connotations attached to it, Kym had to deal with this negativity and adjust her self-image until she created an inhabitable environment.

I also noticed that she used the pronouns *you* and *them* when talking about the working hours of part-time teachers. Her language suggested otherness and a difference to herself. What struck me was Kym's use of *you* and *them* as she was a part-time teacher and she was one of *them*, although she did not align herself with them.

However, I knew that the other women I had interviewed hadn't been as successful as Kym in realigning themselves with full-time teachers or that their attempts at disengagement with the part-time label hadn't always been beneficial. I remembered Steele et al. (2002) arguing that disengagement can backfire and lead to reduced incentive and commitment to work. Jane was a good example of this and I looked back at a part of our conversation together:

"And what are your views of other part-time staff? Do you see them differently?" I asked.

Jane took a moment to gather her thoughts, *"Well you know what, when I was full-time I did."*

"Ok, how did you see them?"

Again Jane took a moment to answer, *"I suppose just as somebody that I would pass in the corridor, they don't really know what is going on, it's terrible isn't it, people do, because they don't see you."*

There was evidence that Jane had been forced to reconsider her perception of part-time teachers now that she had made the transition from one space to another. She admitted that she had viewed them negatively and as her use of *"pass"* suggested they were a group that she didn't mix with. I could see how her perception of part-time staff was now reversed and she was finding it difficult to adjust. Goffman (1986) argues that interaction is crucial to the

construction of our professional identity and if full-time staff are unwilling to mix with part-time staff our expectations are formed within these separate environments. It seemed strange that Jane was admitting to this as she had only ever known me as a part-time teacher and I wondered if I was also someone that Jane passed in the corridor.

I continued to read through the data, transported back to her room and remembering how nervous I felt. Looking at the data I felt saddened by her comment that she had felt trapped and it seemed to me she had no choice but to remain in her current position:

“Yes, I don’t see how I can get to move because it will be a miracle if there is French and Spanish for one and it’s got to be 0.7 hours for two, then it’s got to be within a place to pick up Jake from nursery so that’s three and then obviously I would have to drop the TLR because there is no way there is going to be a part-time second in department. I am kind of trapped unless I decide to go . . . plus the fact that I’ve reached the top of the pay scale so I am expensive.”

Jane saw the part-time space controlling not only her work place opportunities but also impacting on her home-life and being able to collect her son from nursery. This point was significant for her and highlighted the place where her identity as a mother clashed with her work-place identity. The choices Jane made had to accommodate both of these areas and, as the list above illustrates, she was aware that it was very unlikely that a part-time position accommodating her needs would become available. Her concluding point, “*I am expensive*,” was particularly interesting as it highlighted the financial cost of part-time teachers, and challenged the wider social expectation that part-time workers are synonymous with low pay. As Jane had been teaching 10 years, regardless of her TLR, she was far more expensive to hire than full-time less experienced teaching staff.

* * *

Kym’s biography was noteworthy when considering her comments on the changing attitudes to part-time teachers. She had started teaching as an NQT in

X High School 25 years ago. At the time of the interview she was 50 years old and had worked as a full-time teacher before dropping her hours after the birth of her first child. Her length of service in one establishment meant she was able to comment historically on the spatial reorganization and changing attitudes to part-time staff and juxtapose different time periods which she termed those days and now. I remembered the resentment Kym spoke of which she believed was felt by other women at the school who worked full-time, but she suggested there had been a positive change in attitudes and I wondered why she felt this.

I found Kym very interesting as she illustrated how our experiences must be viewed in a changing historical framework (Alcoff, 2006). I returned to her length in service and considered how she replaced resentment with willingness later in our conversation. Legally, new rules governing the conditions of service for part-time employees have been introduced and arguably the success of these are evident in Kym's comments. However, I wasn't convinced as Kym's longevity in one school worked in her favour as she had built up a good reputation and as she stated she felt no different to the full-time teachers.

In contrast Linda hadn't been at X High School very long and she saw little of a positive nature regarding her part-time status. She commented, *"I think what the point is, if you don't knuckle down and say I'm going to be a full-time English teacher, you're more vulnerable, because they want full-time in front of the class don't they? Obviously they do, obviously they do and I understand that."* It seemed to me that Linda was accepting of the treatment of part-time teaching staff and ironically this meant she was inadvertently reinforcing it (Lipman-Bulmen, 1994). Her remark reminded me that she believed and accepted that full-time was preferable to part-time and she saw herself as inferior to full-time teachers; she even sympathized, *"I understand that"*, highlighting how women are accepting of the overarching organization of the school. Arguably Kym had dealt with her part-time status through a process of readjustment which protected her sense of identity by removing it from the negativity of the label part-time; at the

start of the interview she confirmed that she was a part-time teacher and therefore a part-timer and yet as the conversation progressed, she spoke about part-time teachers as a sub group and at times as an observer of this group.

On reflection I felt Kym was over-simplifying the effect and implementation of current legislation to suggest that having part-time status no longer carried negative connotations. For example Jane's incident with the Head left her feeling he didn't know who she was. She stated, "He doesn't even look at me when I walk past him," and, "He has no idea who I am." Whilst Sheila battled a feeling that the general population of pupils didn't know who she was and Linda believed full-time was preferable to part-time. Their combined experiences supported the argument that power differences are detrimental to how women teachers experience their work (Gutek, Cohen and Konrad, 1990), and this was arguably reiterated by the predominantly male leadership in the school, their position as part-time teachers and their gender. I began to see how the amalgamation of the aforementioned had impacted negatively on each of these women creating a feeling of invisibility, but I also felt that their feelings moved beyond mere perception and was rooted in more explicit ways and treatments that they had received.

Once again there was a lot to take in. The part-time label was a source of contention for all of the women involved but this manifested itself in many different ways. For Kym it was disassociation with the part-time label, for Jane a fatalistic approach and for Jo and Linda a siding with management. I hadn't expected such a variety of coping strategies and as with any coping strategy I began to consider what the catalyst was.

6.3 Midday

"Vision is the art of seeing what is invisible to others."

– Jonathon Swift, *Thoughts on Various Subjects from Miscellanies* (1711-1726) -

What was the catalyst for these feelings? What was I coping with as a part-time teacher that made me view myself negatively? These questions had surfaced and interrupted my sleep all night. I knew the obvious difficulties facing part-time teachers: the timetabling and the rooming. In particular these two areas had always nagged at me as I felt disgruntled at the inconvenience they caused.

I knew that these had also been discussed in all of the interviews. Joy, Claire, Sheila, Kym, Jane and Linda had all echoed my feelings of dissatisfaction at their lack of a teaching base or at the structure of their timetable, and I could see how the classroom space became so much more than a place where teaching and learning happened. Again I was reminded of Young and Brook's (2013) research into micro-political activity as it seemed to me that this unequal treatment was something that moved beyond a practical arrangement and was rooted more in attitudes towards full-time and part-time staff.

Rooming was an obvious bone of contention as part-time teachers are typically denied access to a permanent teaching base and have to teach peripatetically. But access to space was also more than this as I knew from looking at how accessible knowledge was for the part-time teachers that I interviewed but also for myself. On the one hand I could see how space was simultaneously structured/unstructured, solid/fluid and visible/invisible. It had boundaries; walls containing the inner space giving it form and structure from the outer, the unstructured space. Yet space was also invisible and complex for all of the women I interviewed; it was not always signified by physical boundaries, and access or denial to these areas was difficult to measure as they were not visibly marked like the structured space, where a no entry sign or a locked door was a clear symbol denying access.

Linda had waxed lyrical about her lack of a permanent teaching base and her interview had stood out to me as it was the first I conducted. I had interviewed her in the Pupil Learning Room (PLR) room in her lunch break. She had the

facilities to make hot drinks in there and offered me a cup of tea. As she sat across from me, I noticed behind her a picture stuck to the wall, torn from a magazine, of Cheryl Cole. She noticed me looking at it and laughed, *“The children think that’s me!”* The image stuck to the wall and her tea making facilities served to illustrate the personal connection between her and the room. She had personalized the space as a mark of her ownership; she was marking her territory and reminding visitors to the room that this academic year it was hers. I found this really interesting for whilst I felt a twinge of envy, as I had never had my own room and I had recently read material that suggested that the classroom may offer women teachers a source of protection and a degree of self-rule in the wider educational environment where they still lack power (Acker, 1995) I was intrigued with her choice of decoration. Taylor (2013) argues that classrooms aren’t mere “containers” or “backdrops” and the objects in them aren’t inert waiting for people to use them. I could see how this would be the case with Linda’s picture of Cheryl Cole as everyone who came into the room responded to the picture in some way. As Taylor argues objects have a purpose but I wasn’t sure what the purpose of the picture was beyond it marking the space as Linda’s. I continued to read the transcribed interview and felt reassured with her comment:

“I created such a big fuss this year with literacy, quite out of character,” she had exclaimed, “Because I am not peripatetic teaching it again, I’m not going from classroom to classroom, when you are taking it seriously as a lesson, when you realise what needs to be done, then the need, any teacher needs their own classroom, don’t you?”

The purpose of the picture seemed clearer now, maybe she used it to mark the space visually to all other members of staff. Linda clearly felt aggrieved as her lack of a permanent teaching space and her phrase *“big fuss”* illustrated not only the behaviour she had to exhibit to get her own room but also how permanent classrooms for part-time staff were not the norm. She used *fuss* as a synonym for a protest, as she was protesting against her movement between different teaching spaces. Now she had her own permanent classroom she repeated, *“I*

am (I'm) not,” to emphasize the importance that this had for her; an utter refusal to return to her previous situation of peripatetic teaching.

I was drawn to her remark regarding taking it, which I took to mean as teaching, seriously. She appeared to be suggesting that the lack of a permanent teaching room and the movement between lessons in some way decreased the seriousness of her teaching; as opposed to the teaching of someone in a permanent room. She argued it was a mix of elements that caused this and commented, *“Occasionally you won’t have the photocopying that you’ve left in your room, all sorts of little things, but not just that, kids want ownership over the room.”*

I noted on the one hand she was referring to the practical side of moving between lessons to a different teaching space. This movement is not merely a movement of the physical self but also the extensions of the self as teacher: the resources, the books and equipment. Secondly, she was arguing that the lack of a permanent teaching base also affected the pupils who wanted ownership over the room they were taught in. Her use of ownership reinforced the relationship between learner/learning and teacher/teaching; between the teacher, the pupil and the space. From experience I knew that the pupils required ownership over the space they are taught in as the space becomes associated with the teacher and the subject taught. The space becomes associated with certain routines and procedures; this was something I had found difficult to achieve. It can be said the room moves beyond its four walls; through its routines and procedures it is given a purpose. Its location, size and furniture within the school signifies it as a teaching space but it is the teacher and the pupil and the act of teaching and learning that consolidates this signification. This is the practical purpose of the room and to not have one’s own room means that the relationship between teacher and learner has to be recreated with each differing space.

Linda’s use of *need* was intriguing as she fluctuated between *need* as a noun and its use as a verb, *“Any teacher needs,”* to exemplify having a personal

teaching space as a requirement. She reinforced her belief in the teacher's need/requirement of their own room through repetition of the word need. Reinforcing the point that to take teaching seriously various criteria apply, such as having a permanent teaching base. I was intrigued by the idea that the room provided Linda with a sense of security and professionalism, a theme also echoed in Kym's early experience as a part-time member of staff.

When I sat in Kym's bright and spacious classroom she too complained that she was moved, *"Around from pillar to post,"* in her early years as a teacher. Kym's use of idiom, *"From pillar to post"* to describe her movement from one place to another carried negative connotations as she described this as, *"The worst thing ever,"* to illustrate the issues it caused for her as a teacher. Different teaching spaces had been a cause of great anxiety and Kym had felt vulnerable and marginalised because of this (Tyler and Cohen, 2010; Taylor, 2013). I scanned through the data but there was no evidence of Kym specifying the issues. Yet, her use of hyperbole, *"The worst thing ever,"* illustrated the negative impact. The language used by both Kym and Linda illustrated a strong affective dimension to what was happening to them. The events both women were making reference to were in the past, but their time scales were very different. Linda's experience of peripatetic teaching was relatively current whereas Kym was remembering from a considerable distance of many years. Significantly the emotion accompanying the dialogue was apparent in their word choices, yet the external stimulus was no longer present and the women spoke from memory.

Again I paused. Linda had marked the space as hers with her poster of Cheryl Cole. Had Kym done something similar? What about Jane, Joy and Sheila?

In daily life we are surrounded by objects that help us find our way and make sense of the world and we naturally gravitate towards objects that we feel comfortable with and that reinforce our expectations of a place/space. In the classroom both the teacher and the learner look for markers which reinforce

purpose and identity as it is these landmarks that lead us to our relationship with the place.

I could visualise Kym's room in my mind; where we had sat for the interview. Her desk had a photograph of her three daughters on it and this marked the space as hers. Immediately I recalled the inspiration for Tyler and Cohen's (2010) work into organisational space; a visiting female colleague had called the display of family photographs "unprofessional" and "anti-feminist" but I could see that these objects were neither of these. Something far greater was taking place and like Tyler and Cohen I began to wonder what these visual markers say about our identity, but equally what part they play in the construction of it.

Kym used the photographs as visual territory markers to anyone coming into the room; staff and pupils alike, that the space belonged to her. I recalled an unpleasant incident I had had with Kym when I had been timetabled to use her classroom for two periods a fortnight. She had been very reluctant for me to do this and found another classroom for me to teach in stating, "*I don't mind who uses my room on my day off,*" but she objected to having to move out of her room on her days in school. I had been so angry with Kym at the time but now I could see that she claimed the space according to the ratio of time she spent in it and this was significant in marking the territory as hers. As her timetabled time in the room was considerably greater than mine, she took possession of the room and saw it as her own. This was further reinforced by the room's location on the Modern Foreign Languages (MFL) corridor; as a Modern Foreign Languages teacher Kym had a greater right to this space than me an English teacher. I knew that having to move from room to room, the autonomy I was able to exercise over the teaching space diminished as I had little power over the wall displays, the table configurations and the materials in the room. The space became a constant source of unpredictability for me as a peripatetic teacher and in turn I became an unreliable figure as I constantly had to respond to the unfamiliar.

"I can't really complain, I have got my own classroom," there was a definite sense of gratitude from Jane. Jane's room was a large purpose built Languages room in the heart of the Modern Foreign Languages department. I remembered she had a picture of her son on her desk; there were also some postcards decorating the walls. Having her own teaching room had allowed her to personalize the space with elements of her private life. This personalization of the classroom showed how the teaching space shifted from a public to a personal domain. Before and after the pupils arrived the room was a personal space which was decorated with extensions of Jane. Through these possessions the room then became imprinted with her personality. Arguably these extensions of Jane, in the form of photographs and personal memorabilia, strengthened her sense of professional identity as they imprinted her personality on the space and the two identities become merged. There was a clear sense that the objects were being used to project "the ways in which she wanted to be perceived" (Tyler and Cohen, 2010: 192) and I began to see how the space could not be simply read as a dualistic arena that shifts from one domain to the other, as the objects brought the personal and the private together. This fusion is unavoidable as the personal is never left behind but travels and moves with the individual, and is then transposed into the public space and spills over into actions and speech. I noted how the transposing of objects was not always visible as the internal objects, parts of the personality, moved secretly inside the individual and whilst not solid to touch they too could be out of place and jar with the surroundings.

As with all the interviewees who transposed visible personal objects into their teaching space, they gave a message to other staff who used the room that this space belonged to them. Permanent teaching bases then moved beyond their room number and became Kym's or Jane's room and not room 84 or 81 respectively. This meant that those entering the space were more likely to leave it as they found it; they would respect the room because the room belonged to someone and was not merely a space within the school.

Jane's comment that she, "*Can't really complain,*" suggested how it was not the norm for part-time teachers to have their own teaching space and she felt grateful for being given her own room. Across the interviews it was evident that the possession of their own room was a desirable state for Jane, Joy, Linda, Sheila and Kym. My eyes moved down the interview with Jane, she had made this remark when summarizing her overall experience as a part-time teacher. I found it significant that one of her closing comments should be about rooming, but it did serve to illustrate the importance that this held for her.

Joy had also shown gratitude with having her own lab and agreed that she was, "*Very lucky.*" Her language echoed Kym's with the use of the term lucky/luckily which again reinforced that room allocation was beyond their control. From my own experience I knew that full-time teachers were given precedence in room allocation and it was unusual for a part-time teacher to have a permanent teaching space. However, unlike Kym's room there was no apparent evidence in Joy's lab that she had personalized the space; there was no evident transposition of personal objects.

Joy's lab was situated on the ground floor of the school and was one of seven labs out of which only six were used. She said she had to share it, only in the sense that someone else used it on her days off. Like Kym and Jane, Joy used to be a full-time teacher before the birth of her son and her lab had been assigned to her when she was a full-time member of staff. It was the largest lab in the school and had wheel chair accessible tables. When she decreased her hours worked she was able to keep the same room as her timetable fitted in with the special school which required a lab with wheel chair access. She was aware that if this timetable did not fit with hers, she would have to move classroom. Joy seemed unconcerned by this and her remark, "*I would have to move out whilst they were here,*" was matter of fact. I sensed that because her timetable did fit with the special school she was provided with a certainty at least for one academic year and she was therefore not immediately concerned with the year after.

I had recently done a cover lesson in there and had noted how there was no evidence that the room belonged to Joy. Kym, Linda and Jane did not have to share their room with other members of staff and the personal objects they displayed acted as territory markers establishing the space as theirs. This was not the case for Joy who had to share her room and I wondered if the lack of personal objects suggested a weakened personal connection to the space. My thoughts on Joy began to spread as she was a Science teacher which entrenched her in a stereotypically male environment and this contrasted significantly with Linda, Kym and Jane. It seemed very stereotypical, but could it be that Joy saw the space as a teaching space and nothing more? The latter all taught subjects where a gendered reading of a text was considered acceptable and all are able to explore and debate the subjective. In literature space is created to discuss gendered perspectives and in modern foreign languages gender is apparent in the use of vocabulary and grammar. Maybe as a science teacher Joy was aligning herself to the commitment in a subject that valued objectivism and rationality; her classroom seemed to suggest this as she had not extended herself into the space. However, maybe the reason was more to do with Joy “actively resisting . . . organisational appropriation” (Tyler and Cohen, 2010: 189) as by not bringing personal objects into the space she could keep her home life secret and hidden, and the two arenas very much apart.

However, it was clear that having their own teaching space was of great importance and I could see how this importance was rooted in the act of teaching as a public activity. All areas in a school are shared by others making them communal spaces; the corridors are shared, the canteen, hall and playground are shared, the library is shared etc. In addition the activities that take place are also shared; the lessons are shared, the assemblies are shared, the school visits are shared. The teacher has little opportunity for privacy. The only exceptions to this are those members of staff who have been given extra responsibility within the school structure. These members of staff will have their own office and therefore

a degree of privacy which marks power and prestige. Kym, Jane and Linda all sought to possess the space beyond merely teaching in it to strengthen their position within the school as having a room suggested permanence and having a permanent teaching base was a mark of equality that they were receiving the same treatment as their full-time colleagues. I paused to reflect some more on this idea. It seemed to me that whilst the permanent teaching base was a mark of power it also served to reinforce their gender identity by what they brought into it. This seemed strange to me as they were using stereotypically female markers to do this (Tyler and Cohen, 2010). I noted how the practical purpose of the room was enmeshed with the personal object which had an emotional function; an expressive purpose. The emotional connection with the space was illustrated by the objects brought into the environment that seemed out of place and unnecessary to the function of the room, yet these objects were powerful as they reinforced individual identity.

This was also the case for Jane who had stuck postcards to her walls which, along with Kym's family photograph, all acted as silent infiltrators clashing with the educational purpose of the space. Yet, it was evident that these objects were placed on or in the vicinity of the teacher's desk to act as "symbolic boundaries" (Lamant and Molnar, 2002:167). I could understand why they did this but I was concerned that inadvertently they were generating and perpetuating the inequality experienced by part-time teaching staff as they used visual markers associated with permanence and full-time teachers.

In addition, I noted how some objects were more out of place than others. I was interested in how some objects were alien to the school environment as they clashed with the order of the educational setting; these objects move from being harmless to potentially distracting/damaging in the classroom. Sometimes permission has to be sought for some objects entering the environment as they pose a threat or breach health and safety regulations. A Christmas tree in a classroom is a seasonal example of a seemingly innocuous object that has the

power to distract pupils due to its placement in the class. It is an object that makes the journey from the outside space into the educational space. Its journey is sanctioned and it becomes a classroom feature for a few weeks until it passes back. Once January arrives the tree is intrusive, strange and misplaced.

Linda's poster of Cheryl Cole was an obvious example of this as it carried the potential to disrupt the intended purpose of the space. Posters of pop stars and celebrities are stereotypically associated with teenagers and Linda unsettled this expectation due to her age and her professional position. The image became a talking point and a constant springboard to conversations regarding its placement in the room and/or Cheryl Cole's representation in the media. I found it interesting that Linda was disrupting the stereotype and forcing me to rethink her use of the poster. I wondered if Linda was purposely transgressing boundaries to unsettle expectations of being a woman and a teacher, but I wasn't convinced. Linda had commented that she had to deal with children who had breached the school's behaviour system by exhibiting challenging behaviour and now I could see how her use of the poster presented an image of herself to the children which she thought they could connect with (Peterson, 1992; Tyler and Cohen, 2010).

* * *

My thoughts turned to the invisible spaces that exist beyond the classroom. These spaces are fluid and extend to the curriculum map and the school's timetable. They are spaces in time dictated by the school's management team, they control the purpose of the space and the flow of knowledge; they are fixed but semi-permanent as they can be altered and rearranged to the meet the school's long term objectives.

I knew there were issues surrounding timetabling for Joy, Jane, Linda, Kym and Sheila which showed a clear discrepancy between laws which state all part-

time employees are entitled to the same rights and benefits as their full-time colleagues, and the practical managing of this in the daily running of the school.

But, the individual stories of the women interviewed differed so much. On the one hand Kym had her own classroom and a favourable timetable with one full day off a week whilst on the other Sheila was still battling with constant room reallocation. Sheila interested me the most as she described herself as having to exhibit certain types of behaviour to be paid attention by the school management team. She described herself as being pushy and realised if she didn't fight for better classrooms and timetable, the school would treat her differently. I wondered if her behaviour was also a form of "active resistance" (Tyler and Cohen, 2010) as Sheila took measures to challenge the status quo. I knew that timetabling and room allocation was not part of her job but as she said, *"It's me it's going to have an impact on,"* and this had prompted her to make changes to her already published timetable during the academic year. Sheila recalled an incident that had a direct effect on her:

Halfway through the school year Sheila was told that one of her teaching rooms was being changed into an office for personal tutors; teaching staff were given very short notice of this. A new timetable was created and she was placed in various rooms resulting in no permanent teaching base and a lack of continuity for her and the pupils. The rooms Sheila had been assigned to teach in were vacant teaching rooms but with no continuity, and this meant that she could be moving from one room to another several times in a day. As the other Sociology teacher, my timetable mirrored Sheila's on many periods in the school week. We often taught at the same time and this meant that with careful planning she was able to rearrange our timetables so that it caused as little disruption as possible to ourselves and the pupils. However, this was at a great personal cost to Sheila as she said, *"I was getting anxious that day, I spent an hour and a half sorting out timetables and the rooms."*

I could see how Sheila was openly challenging the organisation's appropriation of herself and this wasn't easy for her. As I sat staring at Sheila's interview it was evident that the entitlement to the same rights and benefits as full-time colleagues was not without controversy. It clearly didn't extend to part-time teachers having their own room at the expense of their full-time counterparts. However, there is no fixed legislation on teaching space which states that full-time teachers take precedence over their part-time colleagues or vice versa.

Room allocation is interesting as it is a taken for granted assumption that full-time teachers will be allocated a room over part-time members of staff. Practically it may seem that it makes sense that a member of staff frequenting the space more often than another member of staff should be given a permanent base over the latter. Yet is it this taken for granted assumption, which ensures that part-time staff remain disadvantaged when rooms are being allocated as they also adopt this ideology. But the issuing of a permanent teaching base meant far more than a practical arrangement; it was associated with power and I could see how having a permanent teaching base would serve to raise the profile of women part-time teachers amongst staff and pupils alike. This intrigued me as Deetz (1995) states that it is in managerial interests to regulate the identity of its workforce to enhance performance, and I could see how the school's management were viewing room allocation on a practical level only. There needed to be an elucidation in the way part-time teachers viewed having a teaching base so that management could respond and ensure their commitment to the school and profession.

I thought some more about Sheila's position. She was a part-time teacher but she was markedly different to the other part-time teachers interviewed in terms of the age group she taught. Whilst Sheila had taught Key Stage 3, 4 and 5 throughout her teaching career she was currently only employed to teach Key Stage 5. This was primarily due to the subject she now taught, as Sociology was offered at A Level but not at GCSE. Like Linda, Sheila also felt that the students

should have one room and stated, *"We all got timetables on that Friday morning in our pigeon holes and the AS Sociology for example, is being taught in two different rooms and I don't think that is right, the students should have one room."*

However, she claimed she was doing it from, *"The perspective of the students,"* rather than her own. Early in our conversation Sheila had already mentioned that not having a permanent teaching base was, *"Just part of being part-time,"* which suggested an acceptance of this. Her comment had a fatalistic tone as she was willing to accept elements of her working conditions unreservedly, and like all of the women part-time teachers interviewed there was the common theme that having their own room was a luxury they were fortunate to have. Munro (1998) argues that teacher's attitudes are linked to the critical incidents in a teacher's lifecycle and Sarah had openly discussed her depression and how it had prompted her to change her working conditions so that she found them manageable. In this incident she had actively sought one teaching base for the students in a seemingly altruistic act claiming it was essential only from the perspective of the students. I could see how this wasn't completely clear cut for whilst her classes would have one teaching room for sociology on their timetable, she would still have several teaching spaces as she taught more than one sociology class. However, it would still be to her advantage as it would cut down on her movement to different rooms and also on keeping resources etc. in one place. Sheila was tenacious in ensuring that her timetable and environment worked for her and it seemed to me that her depression had been the catalyst for this as her previous experiences in work had been the catalyst for her depression.

Looking again at the data I knew that Sheila, Joy and Jane worked the least hours of all the part-time teachers interviewed: Sheila worked 0.66, Joy worked 0.72 and Jane 0.70 of a timetable at the time of the interview. This was interesting when considering their approach to their teaching space as Joy and Sheila showed little connection with the room(s) they taught in, whilst in addition both of

these teachers also had to share their teaching space with other members of staff, which the others didn't have to do.

* * *

I noticed another interesting anomaly in the data. The creation of the school timetable with regards to the classes taught, by whom, where and when, further compounded the difference in treatment between full-time and part-time teachers. Kym's longevity in the profession meant that her career had seen many changes to her conditions of service. One area where this was particularly evident was in the annual construction of the teaching timetable. Kym had described this to me:

"I think you feel quite vulnerable when you come back and the timetable wasn't always easy for me, once I'd stopped having my full two days off once they were at school (her children), they said well we can't give you that any more . . . there was sometimes when you were in at funny times." She concluded with, "I think nowadays they accept it and now there are more laws about, you can't have them in half a session, I think aren't there?"

This was an interesting point as her remark illustrated the shift in legislation governing part-time teaching staff. Now the Teachers Pay and Conditions Document 2010 states that all contractual arrangements entered into must comply with The Part-time Workers (Prevention of Less Favourable Treatment) Regulations (DTI, 2000), this was not the case when Kym first dropped her contracted hours which meant that she could have unpaid trapped time in her working day which meant she could have a lesson in the morning, a free and then a lesson in the afternoon. Kym described herself as being *vulnerable* as her treatment in work was beyond her control. I could see how this vulnerability was due to the absence of laws governing her working conditions at the time, but also how the school treated her. Again I could see how Kym's critical incident (Munro, 1998) of becoming a mother had impacted on her working experience because as her children grew older her attitude towards her treatment changed.

In contrast Sheila's timetable illustrated these issues as a current concern. Her position of teaching only Key Stage 5 meant that her timetable was

problematic as once her A Level classes were in place it was not possible to fill her timetable with Key Stage 3 and 4 classes. This meant that Sheila often started school late or finished early. In response to her time off she stated she had, *“One whole day and then I have bits, so I finish at twelve on a couple of days and go in late a few days.”* I knew Sheila lived locally and this was one reason she gave for not being too concerned about her fragmented timetable; she could be at school from her home in ten minutes.

* * *

My thoughts returned to how the classrooms were laid out and the objects that the teachers smuggled into the teaching space. I started to think beyond the teacher’s desk; how else had they marked the room as theirs. Linda commented early on the pupils want ownership over the room; they want to see the space as theirs and I wondered how this was achieved.

Teachers do act as gatekeepers as they select and cull the information that is delivered to the pupils. They guard the entrance to the teaching space both physically and intellectually. Yet, the role of gatekeeper extends beyond the selection and transmission of knowledge, as they hold and exercise power over the concrete space; the space in which the transmission takes place. This is manifested in the designation of the room and the physical arrangement of the space that is familiar each lesson, yet it also extends beyond this. From my own experience I was constantly disappointed that I was unable to showcase pupils’ work and utilise the wall displays; wall displays are powerful tools and a crucial feature in the potential of the space to transform relationships. As the only peripatetic part-time teachers Sheila and I were striped of the ability to utilize the wall display as a “boundary object” (Lamont & Molnar, 2002: 180) and therefore denied a powerful tool in classroom management. In addition teaching in several rooms with differing designations and irrelevant wall material in relation to the subject being taught, was confusing for the pupils.

The use of wall displays to exhibit pupils' work was evident in all the classrooms except Joy's, but Joy did have to share her room when she was not timetabled to use the space and arguably this had influenced her. In contrast Linda, Kym, Jane and Clare all used wall displays to show the work of their pupils in their classrooms, but significantly not one of these women had to share their room with another member of staff. The space was theirs to arrange and decorate as they wished.

It seemed that those teachers who personalized the teaching space through wall displays of the pupils work and personal objects, felt a stronger connection to that space than those that didn't, and whilst Joy was glad to have her own room she felt little personal connection with the room beyond its intended purpose as a teaching space. Sheila had tried to address this but I knew from teaching in the rooms that she also used, that she had not been completely successful. She had tried to use the wall displays of pupils' work as landmarks in a vast and confusing environment. I wondered if the wall displays could be seen in the same way as the personal objects that the teachers' used to mark the space as theirs. Although these didn't appear to be outwardly intimate, perhaps they were as they demonstrated a personal connection to the space as "we do not simply occupy space, but rather we become ourselves in and through it" (Tyler and Cohen, 2010: 192).

For example Sheila who had tried to ensure that the pupils felt ownership over the space but also that they viewed her as owning the space. What problematized Sheila's efforts were wall displays from other subject areas that also used the room(s) as their teaching base. Sociology was alongside Psychology, English Literature and Business Studies, which meant the room had no fixed identity. This was also evident in the layout of the rooms which had no fixed table arrangements. How a member of staff found the table arrangement was how the last user of the space had left it. In addition each room housed an eclectic mix of belongings in the form of filing cabinets and cupboards which were

shared between disciplines. This mix gave the room an unstable identity and a sense of confusion; educators entering the space could never be certain how they would find it and the learners were bombarded with a mix of visual clues belonging to a variety of disciplines which could potentially disrupt their learning. It was therefore necessary for Sheila to use a different type of boundary marker other than a personal object from home, although the effect of it was very similar. On the one hand I could see how beyond her school bag there were no obvious personal objects in each classroom that she taught in, that she had personalized the space and marked the territory as hers. Yet I could see that there was evidence that she was boundary marking through her use of the wall displays.

Once again I sat back exhausted. It seemed to me that the practical inequalities that Joy, Sheila, Linda, Kym and Jane experienced had the greatest impact on how they perceived themselves. Their diminished visual presence, the timetabling, the room allocation and the poor dissemination of knowledge all played a part in how they viewed themselves as part-time teachers but also how they viewed other part-time teachers. But, this treatment was the result of wider external ideas of part-time workers and I could see how these were being played out in the organisation of the school. I wasn't surprised that the Joy, Sheila, Linda, Jane and Kym had also internalised some of these ideas, but I was saddened that there was a taken for granted and fatalistic attitude that pervaded throughout as if these women believed *'that's just the way it is.'*

Chapter 7: An autoethnography of speaking out - what about me?

“And now the old story has begun to write itself over there,” said Carl softly. “Isn’t it queer: there are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened before.”

— Willa Cather, *O Pioneers!* -

Throughout the research I remained dedicated to bringing in a close analysis of my own feelings in an autoethnographical piece of writing. I had intentionally earmarked the last interview I conducted to carry out a different type of exploration; I wanted to analyse my role in the research process in the same way that I had analysed the voices of my research participants.

What follows is an attempt to bring my own voice into the interview situation as a joint focus with Clare the interview participant. I use this latter term tentatively as I hope to present a narrative where I explore myself and Clare on a level playing field, where I feel as much under observation as she no doubt did.

* * *

I hadn't wanted to interview Clare. It was nothing personal but my day had been long and I was tired. Her room was Room 1, a large laboratory at the other end of the school from me and I have to admit I felt out of place and alien as I sat in there across the desk from her. Clare had smiled as I entered. She was busy at her computer and looked up to greet me. Being a lab the room was set up in rows and rows of high tables with stools neatly tucked under them. Clare's desk butted up to these tables and so even when I took up my place for the interview, there was a considerable space between us. This wasn't good for an interview situation; the space was too great and in my head I kept thinking how this would hinder the flow of the conversation. Clare was the last person left for me to interview and I knew now from some (although limited) experience of interviewing that if I wanted the interview to flow the table arrangement should be considered. But in this room there was no possibility for movement as the furniture was static and fixed in place. Clare had been teaching at the school for a long time and I held her in high regard which also made me feel slightly on the back foot; I was so grateful for her taking part in the research that I didn't want to ask her to move to another room. So I settled down and took out my notes.

"So have you always been part-time?" I hoped to sound relaxed.

"Erm . . . well I started, I came as a supply teacher to X. in 91 when Mandy, yeah, it was 91, when Mandy started school, my third daughter. So after a long time of being out . . . erm . . . came in just to do supply work and I ended up in the Special Needs Department in 91 and that was covering for one of the eye units that was off. And I started doing three days a week and it was just regular, she was off for months. So I did that for two years . . . erm . . . yeah . . . it was a three day week. It just kind of landed on my lap really."

I relaxed a little as Clare seemed keen to keep going.

"But suited me fine because coming from school, when the kids are coming home from school, me and my friend did it between us and she . . . she looked

after my children, I looked after hers and we had different days, so it really worked hand in hand, because I was working three days, she was working two, so it really worked. So the advantage was I didn't have any child care costs, so that was good. So it just fitted in, I just kind of fell into it."

In front of me my question prompts were set out but I was aware of myself and felt awkward about breaking eye contact with Clare, "Yeah, but you had been teaching full-time before then, before the children?"

"Yeah, before the children, yeah I taught for about . . . ten years."

"So it was a conscious decision, I know it fell in your lap but did you think I want part-time work?" I knew I had to get Clare to really open up and move away from merely recounting her past.

"No, I didn't, it was just a way of doing supply, I phoned up X. just to say I was available for supply, just to get my foot back in with a view to applying for jobs of my own eventually." Clare continued to talk, "So at that point I just wanted a bit of supply to get back in, so I did that and it fell in, it was really just convenient because it fell into place with my friend and I . . . but surely I entered the English Department and I taught English."

I wasn't surprised by Clare's reason for taking on part-time work, but it was one that was often overlooked. Furthermore, it was unclear whether there was a shortage of teaching vacancies in her specialist subject in the area at the time, as this may also have prompted her decision to enquire about supply. However, her comment "to get my foot back in" was telling of her lack of confidence after being off with her children.

I was interested in Clare's position as a Special Needs teacher and an English teacher as I knew she was now teaching Humanities, "Was that your subject when you were full-time?"

"Yeah, English and Drama," she replied. "So I got into the English Department and was teaching quite a lot of Year 7 . . . back then I was doing more English than I was Special Needs." Clare continued, "That was three days a week and then in 1993, two years afterwards they made me permanent . . . didn't even have to go for interview or anything, it was just a case of right do you want to stay as a permanent contract?"

I was reminded of my interview with Linda and her battle to be taken on as a permanent member of staff, yet here was Clare who was offered it without interview. Clare elaborated, "I did a bit of Drama, then a few years after that it was a case of the History Department needing somebody so I ended up going there and since then I've ended up doing more History." Clare's words suddenly catapulted me back to when I first joined the English Department at X. and I wondered why Clare had left her specialism to join the Humanities Department.

"Why did you end up going to different departments?" I felt awkward again, realising I had filled the English position and Clare had moved out of the department.

"I don't know!" she sounded surprised with herself. "I was kind of . . . I think . . . I really don't know and I never questioned it really, I was quite happy . . . I was just approached and asked would you do Key Stage 3 History so I agreed to that and a few years later it was a case of would you like to do . . . would you want to do Child Development? She seemed reflective and her tone changed, "but then other times it has been, I have been told . . . right you're teaching a bit of Geography this year, you are teaching RE this year . . . so things have been hoisted on me, in the end I've ended up doing three subjects this year, all Humanities, nothing to do with my main subject anymore, but I'm ok with that . . . but you do end up saying yes."

The change in Clare encouraged me, she seemed to be opening up, letting her guard down and revealing to me how she felt. This was the first time she had

injected a negative into the conversation, "It's not because you felt vulnerable?" I tentatively posed the question.

"No you just feel . . ." I sensed hesitation in her. "Maybe it's a part of me then, I never felt a part of the English Department, I was just filling in. I didn't feel part of it."

This was interesting as Clare was a qualified English teacher doing English supply in X High School, and so I wondered why she should have felt that she was "just filling in." I knew the English team had changed several times since Clare joined the school and I sensed an undercurrent regarding the current Head of Department, "Is that because of the team? The people?"

"Yes, probably," there was no attempt to elaborate and I felt uncomfortable probing any further. I switched the direction of the conversation, not wanting to create a barrier when Clare was so clearly starting to open up.

"So do you mind having taught things that are away from your first subject, because surely that's a lot of prep, and syllabuses?"

"Oh, it's been absolutely . . . along the way, I've had to do loads of preparation and retraining for it completely on my own, resources and especially in the last few years doing, you know the lower groups. I've had to do a lot of differentiation, so it is, you do end up . . . and along the way I should have spoken up for myself more I suppose." I felt excited, keen to unpick Clare's comment.

"Can you think why you didn't?"

"Because you can't! It's different in different departments, because I know Kym doesn't feel like that, she's always been just the one subject and they've fitted her there, but I've done all different ones all the way." There was no sense of bitterness about Kym's comparable situation, but it did highlight Clare's awareness of the differences in their treatment.

“Do you think the Head, because you have gone through a few, has seen you as a member of staff who slots into their, their shortage?”

A lull followed whilst Clare was clearly thinking about her answer. “Yeah, but I think I am capable as well, without blowing my own trumpet . . . I was unqualified to do it but I put everything into it.” This was an interesting point as it suggested there were mixed feelings regarding her professional identity and how she managed it. On the one hand, Clare knew that she was put upon to plug left over teaching spaces on the timetable, and in essence this could have been very damaging to her sense of professional identity. To tackle this, Clare had adapted the negative into a positive by using the euphemism, “without blowing my own trumpet” and stating “I am capable.”

I was bemused as Clare seemed to pulling back again and wondered if my questioning had been too personal by drawing out feelings Clare didn’t want to revisit.

“As regards to what you want . . . advantages and disadvantages?” I was surprised as the rapport I had worked to establish now seemed under threat. Clare was also the one now asking the questions and I felt myself momentarily stunned and I started to ramble.

“What of being part-time staff? Well yeah, I mean you talk about that in one sense, you’ve said you’ve felt that they obviously saw you as good, you can do your job, you are competent, ok, but is there anyway that you’ve ever felt, I don’t know, maybe that it’s not been so good?” I cringed at my clumsy approach.

I wondered if I had ruined the interview and felt slightly desperate to claw the situation back. Clare remained silent and then thankfully opened up. “Well for years it was the fact that I was peripatetic, I didn’t have a room and I should have so,” here Clare emphasized the “so”, “spoken up for myself more in that respect but didn’t. Because you’re part-time you think well . . . I mean when we came here I wasn’t catered for and that’s wrong, and I should have spoken up for myself but

didn't." Clare continued, "So I've ended up in a Science room, but at least it's mine."

"You've asked for this room?" I took a look around the lab we were sat in.

"No! I wanted a room! I was wandering around at first having to go to different rooms, on my timetable when I first got it I was all over the place. I said, I can't, I'm not doing that because I did it at X. Do you remember they did up a spare room and I shared it with somebody . . . but I had it mainly on my own and I realised then how much easier it was to teach, so much easier. I thought what an idiot. I automatically thought I'd have one here when I came and I didn't! They hadn't catered for me."

On the one hand Clare's comment illustrated how established she was at the school that she had felt able to voice her opinion, nonetheless, it seemed strange and inappropriate that Humanities were being taught in a Science lab, "Do you teach Humanities in here?"

"Yeah, which isn't the best, it's not conducive. I mean they're on stools all the time, but at least it's my room." She continued to talk about the Science labs and how too many had been built and were left unused further fuelling her disgust at not being given a room.

"Well, that's interesting" I interject. "I don't have my own classroom, but I didn't know there was a room that I could've used . . . I go all over the school?"

"Do you still do that?" I sensed a common ground was emerging between us as we had both been affected by our peripatetic timetable. "Oh! (big sigh) Well I'm sorry, I'd have (phew sound) . . . have you asked?"

"I complained a little."

"You see it's only in hindsight, I should have so spoken up."

“So why do you think that is then . . . because if you were full-time staff you would have had your own room.”

“Of course you do!”

“Do you think that’s because you were part-time that you were overlooked?”

“Yes! Not even consulted . . . but I suppose I should have said, but would they have given me one? I don’t know.”

Clare’s anger was in contrast to how she had responded about being given different subjects to teach. She has seemed accepting of the latter as if it suggested she was an able teacher, yet, in contrast the lack of her own teaching space clearly angered her.

My own fear of being under-valued was brought to the surface by Clare’s words. She was at the end of her career now and taking retirement; whilst mine, I hoped, was emerging now my children were of school age. From my own treatment I knew this lack of consultation also extended to the construction of the school timetable, “Were you unhappy with your timetable at any point?”

“Oh yeah! . . . There were times where I was point 6 before I became point 8, where I had little bits of days, I only ever had one full afternoon off, I didn’t like that and I was promised that it would be looked at first, but it still wasn’t looked at.”

Clare suggested that poor timetabling was an issue at X High School only adding, “Apparently in other schools they organize the part-timers at first.”

“Do you think we’re stuck on at the end?”

“Yes, yes, yes, definitely, do you think that?”

The similarities in our relationship were established by Clare’s invitation to hear my experience. Initially I had been driven to research the experiences of

female part-time teaching staff on the back of my own, yet had typically marginalised these. Clare's question showed an interest in what I thought.

"Yes, in my experience, I'm shunted everywhere, I'm always late for classes and some days I teach in . . . on a Monday, I teach seven periods on a Monday in six different classrooms and over at the college."

"Oh that's exactly what I was like! When I first started I was always late, running here, there and when you get there you've forgotten something, you haven't got your stuff in the room, it was a nightmare."

"I've never spoken up really," I add noticing Clare had now adopted the roll of the interviewer. "In a way that . . . I've never put my foot down, maybe I have spoken but I've never put my foot down because again maybe I feel part-time, somehow I feel well I'm part-time, somehow the full-time deserve it, their own room." Inadvertently Clare had forced me to face my own deep rooted perceptions about full-time and part-time staff. Despite my sense of injustice and my grumblings over my own treatment, within me there was the notion that rooming in the school was justified.

I carried on, "I'm not saying they do but in me, there is that instilled in me, that stops me saying anything, stops me making a fuss." I paused for a moment to catch my breath, aware that Clare had opened up a flow of thoughts within me.

"Yes, that was me for a while and it's only as I'm coming to the end," Clare laughed at the reality of only now being confident enough to express how she felt. "I'm thinking I should have spoken up for myself earlier. At least I've got a room now and that certainly helps but you do have to speak up for yourself more, it's not guaranteed for you at all, it's a case of she'll be alright."

It struck me as incongruent that Clare hadn't spoken out earlier. My impression of her had always been as someone who spoke their mind and yet

here she was telling me she had remained silent and accepting. I wondered if this was connected to how she thought others perceived her. “Do you feel in some way, as a part-time member of staff, that people perceive you in a different way to their full-time colleagues?”

Clare was quick to answer. “It’s changed,” she commented reflecting on the time she worked less hours. “You were so busy wandering around trying to find your room and get yourself sorted for the next lesson that I didn’t get to the staff room a lot and I felt a little bit out of it, plus working for different departments. But then as I’ve become more established within departments, and I feel part of it, I feel fine now.”

My own experience had been similar to Clare’s and I remembered how I felt overlooked and insignificant when I was working below point 5 of a timetable. “So do you view part-time staff in anyway different to full-time staff?” I was curious how part-time members of staff viewed others in the same position.

“Yeah, it’s a strange thing isn’t it, it’s as if you don’t quite maybe deserve all the facilities that the full-time staff have, same as you thinking for a long time, well no I’m part-time so I don’t need my own room, I’ll just fit in.” Clare was again bringing my experiences to meet her own. “Yeah you feel grateful for your job, strange isn’t it?”

I knew I worried a lot about what others thought of me in the school and that this was linked to my part-time status, but now Clare was inadvertently forcing me to consider the prospect that it was my own negative preconceptions that triggered this fear within me as I projected these preconceptions back on myself. This fear had grown as I had taken on teaching away from my specialism and I wanted to discuss this further especially as Clare told me that she was currently teaching three subjects and not one of them was in her specialist subject, “Three subjects? And are you bothered about that?”

"Yes because it's nearly killed me this year doing three different ones and I think I'd probably be doing more (Clare was retiring and making reference to her timetable if she was staying on) because Linda is doing more of her Learning Support, so I'd be covering more I think." Clare continued, "There's a case of, I think Clare will do it! Especially this year I've had bottom groups RE, two dire groups."

I wondered if this was just a coincidence although I was aware that Clare was suggesting it was connected to her part-time status, "Why do you think you get the bottom groups?"

Clare's reply was very matter of fact, "Well to save Helen (the head of RE), and she openly says it, so she can teach and she can get good results." The tone changed and there was a slight pause, "Maybe that's my fault, although I didn't have an option really, I was told."

"Do you think that links to the idea of being part-time?"

"Well when you look at it, they got Linda to do it and she's part-time, I would be doing it so I don't know who else they'd ask." Clare quietened for a moment, "It might be you," she laughed.

I felt cross that Clare had said this. I felt she was passing her negative experience on to me and I wanted to make a stand and say I wouldn't let that happen. "Thanks," I churlishly replied, "I'll be full-time anyway from September." I cringed at how I sounded and felt I had to say something to smooth over my reaction. "Otto's at school full-time from September and he's my last one, you know it will be a big change for me coming full-time. The biggest difference for me will be having my own room."

"Oh it will be marvellous," thankfully Clare hadn't seemed to pick up on my emotional tone or if she had she was purposefully ignoring it. "Oh you'll see a massive difference."

I continued nervously, reminded of a habit I have of saying to much when I feel awkward or threatened. "I've often found if I use other peoples' rooms, people can be quite cruel and make me feel unwelcome."

"Yeah, I can imagine," Clare empathised with me. "I used to get, oh you're using my room, oh do you mind if I stay in there and do my work, this kind of thing. And then you can't log on (to the computer) because it's their room and you do feel a bit of an interloper. But I did put my foot down with that."

We had already covered this and I was worried that the conversation was going around in circles rather than moving forward. "So has your overall experience been positive or negative?"

"Well you see the advantages are that it keeps you sane. That one day off a week where I can do jobs at home and then have more time with the kids at weekends, that has been my main aim, it has kept me sane." Clare was keen to continue. "They're old now, they've left home, but right through while they were growing up I was able to spend my weekends with them because I've never had a cleaner or anything like that, it's just me doing my jobs on a Friday or whatever day I'd have off." Her flow slowed for a moment, "I'm trying to think what my advantages are, I did write a few, totted them down." I was taken aback that Clare had come prepared to the interview and even more so when she located a list on her desk. She started to read. "Time for other things, keeps you sane, a day off to look forward to, not tiring myself out, at least you had one day a week to take a breather, it helped me especially when I was point 6, it just helped me to keep my foot in the door, you know to keep up with the trends and teaching." Clare took a large breath, "Helps to keep button on the pulse regarding changes in the development. Still gives you opportunity to have professional development because I'm still . . ." she stopped as though not convinced with what she had said. "I was allowed to go on courses but I felt everybody else went on them while I covered for them. I didn't feel worthy of them maybe, silly isn't it."

I felt relieved with Clare's last comment although it clearly had sadness to it; it provided a break from her matter of fact list. It also opened up an interesting point for discussion, "So didn't you go on many courses?" Once again my own experience was very similar as I had not attended a course for professional development for years but by my own admission I could not remember the last time I had asked. Thinking about it I realised that my part-time working hours were a key reason why I hadn't actively sought to go on a course as I didn't feel deserving of it.

"No, not many, but at least they were available, to be honest they were!" Clare had noted my doubting expression as her comment had reminded me that I, like Clare, rarely went on courses. I was beginning to feel a sense of injustice at our treatment. Sat in this environment, talking about our experiences made me realise how I had consciously made a point of annexing my feelings in order to protect myself. If I had spoken out and complained I may have been viewed as difficult, but more than this, had I complained I would be acknowledging that I was treated differently.

Clare started moving forward with her list of disadvantages. "I have a few of them," she laughed and launched into a long tirade. "Having to be peripatetic, that was my biggest bug bear, it used to drive me insane and sometimes I didn't know if I was coming or going," she caught her breath, "and you'd end up in a room without your gear. That was a nuisance and it makes you feel incompetent and makes you look incompetent in front of the kids." I wondered how this linked with Clare's professional identity if she had constantly felt that she looked incompetent. These practical arrangements seemed so small, but they had the biggest impact on the daily experiences of being a part-time teacher. I knew I had felt incompetent many times when I arrived late at class after a break duty. A break duty meant I wouldn't have had time to prepare the teaching space. Often I found myself meeting the pupils at the door, books in hand, letting them in while trying to remember yet another seating plan for yet another different table

arrangement, frantically scanning the room for the board rubber or trying to log onto a computer locked by another member of staff.

Clare reiterated my fears, “You’d land up in somebody’s room and their board work was up there, you’d wonder can I rub this off or can’t I? And, they’d come in and tut tut; that happened.” She rounded up with, “In for part days, which is inconvenient and staying longer and petrol costs, you know paying everyday would cost you.”

We continued to discuss where Clare lived before she returned to her list. “You feel as though you miss out on certain things as regards to the social side with staff.” Being part of the team was reinforced through attendance at staff functions or even lunch time in the staff room; attendance at these events helped build friendships and support networks within the school. I knew from experience that a weak link to these events impacted on the overall teaching experience. Clare continued, “And also the biggest disadvantage when I started was the pension.” This was completely new to me. Being part-time myself I had only recently entered the pension scheme and didn’t realise that fifteen years previously I wouldn’t have been able to do so. “I wasn’t allowed to contribute because part-timers couldn’t.” I was surprised and shocked and wondered if this was just for the teaching profession or for all part-time employees; Clare didn’t know.

Later that evening I remembered Clare’s comment regarding pensions and googled ‘history of pensions for part-time staff.’ The search confirmed that in 1994 two court judgments were published which stated that an “occupational pension scheme which excluded part-time workers contravened European equal pay laws if the exclusion affects a much greater number of women than men” (Justice, 2012). From 1May 1995 part-time teaching staff were able to elect to join the teacher pension scheme.

The conversation started to drift, Clare returned to discussing her initial teaching subject of English, but I felt I was starting to lose her interest, when by chance Clare asked me, "So you've just taught English haven't you?" and then quickly added, "Oh no, Sociology."

Clare's question startled me and I was momentarily taken aback, but then I found myself opening up to her, "Well Sociology four years ago when they said there wasn't enough (hours). I'd been off with Otto and then they said to me there aren't the hours in English. Sheila phoned me at home when I was on maternity leave." Recounting this to Clare I realised how vulnerable I must have been, and as I could remember the exact place where I had taken the phone call it must have affected me deeply. "She said there aren't the hours in English, so I felt I'd be shunted out being part-time." I was aware that Sheila was Clare's friend and I didn't want to say anything that might be repeated. "So I thought at least if I say I'll do it, I'm taking some control over myself rather than someone telling me what I am doing." Saying this to Clare I wasn't sure it made sense, after all I was being pushed into doing something I didn't want to do out of fear that I might lose my job. My Head of Department had once told me that I was more vulnerable because of my part-time status and I really wasn't sure how true this was. "I started to do some Sociology and that crept up as there weren't the hours in English, though that wasn't where my heart was and that's why I started to apply for other jobs this year, I felt I was being driven further from my specialism."

Clare nodded in agreement, she looked sympathetic, "Yeah, that's what happens. If I'd taken the bull by the horns and done that myself . . ." She was reflective for a moment, "I probably could have done."

We discussed how Kym had managed to avoid this by only teaching languages. Clare was adamant that this was because she had been full-time prior to dropping her hours and that all the advantages of being full-time, such as room allocation had stayed with her. Clare described this as being "established",

although she was aware that this was very difficult for part-time staff to achieve if they had only ever been employed as part-time staff.

“I feel like I walk down the corridor sometimes, it might be in my own head but people might not even say hello to me.” Clare agreed. “I think, do they think I’m not very good at my job?”

“Yes!” I felt Clare was starting to open up again, “I’ve felt a little undervalued sometimes by people. For the last year I’ve realised you do get the bottom groups, a lot! That’s what made me say that’s enough, but it’s when I said I’m going, then suddenly I get people saying, oh we’ll give you better groups, that’s what made me think I’d been a bit of a mug maybe.”

It was these deeply personal revelations made by myself and Clare, which revealed how damaging the connotations of working part-time can be to the individual and their professional identity.

Clare added, “Don’t say what I say will you?” I reassured her that I was saying things as well and so brought her more into confidence with me. “I’m not ambitious, I just want to do my job, but I think to get on here . . .” Part-time teachers rarely feature at management or leadership level and Clare was inadvertently addressing this. In the school she knew that ambition beyond the classroom was seen as a mark of commitment.

I had recently received a promotion to Second in Department and Clare’s comment reminded me of my own feelings. “I’m not ambitious, it was Rachael saying fill this form in, have you filled it in? The money will come in handy, and it’s weird because it fell into place, but it isn’t something I would actively seek out, I don’t want to be Head of Department, definitely not.” Even as I said this I wasn’t sure if it was true. At the time of my interview for Second in Department I was a part-time teacher of English and Sociology whose confidence in the job was very low. By never putting myself forward for promotion I was able to avoid feeling

rejection and foolishness if I didn't succeed. The high personal cost of failure was something I actively wanted to avoid.

"I like teaching in the classroom," Clare replied, "Being with the kids, that's the bit I like. But you do get to the point where you're too expensive for them as just an ordinary classroom teacher. Some people that I speak to now, have been forced into doing that, going into posts of responsibility. They'll take an NQT before me whatever." This was a sad reality of being a part-time teacher. Once you are at the top of the pay spine you may be significantly more expensive than a full-time newly qualified teacher. As part-time staff are rarely found in positions of responsibility such as management then schools are reluctant to pay upper pay spine wages for classroom teaching alone.

Again the conversation started to drift onto the school's current restructuring and threat of closure. All jobs were under threat as a new management team was being appointed and this had created great uncertainty and anxiety amongst staff. Clare hadn't wanted to be a part of this and had opted for redundancy as she wanted to retire and so took advantage of the opportunity. She continued to chat generally about the changes being made and where she thought the school was going until the end of the day was signalled by the school bell. We were still in conversation as Annabel, one of the office staff came to the classroom door to speak to Clare, and so her attention was taken by school business and I left the room.

* * *

In the above data analysis I consciously embedded myself in the narrative so that I could consider my own experiences as a female part-time teacher, but also consider my experience of being a researcher. Firstly, throughout the interview with Clare I was constantly aware of having to make decisions regarding the questions I would ask and avenues I would go down. Whilst this is an issue for any researcher, my closeness to Clare as a colleague problematised this further

as I didn't want to probe into areas that I believed could have potential harmful consequences for my relationships with other members of staff. This was notable in Clare's comments regarding her decision to leave the English Department as the person that Clare was making reference to was my Head of Department at the time.

Secondly, the data illustrated how our shared experiences allowed for a deeper dialogue. By deeper dialogue I mean a dialogue where both the researcher and the researched have a common experience or encounter; a sharing of knowledge. Our common experience was having to teach subjects beyond our specialism. This was different from the other research participants and it impacted massively on our working experience. For me and Clare, being an English teacher, or a sociology teacher, or a history teacher, or a teacher of religious education possibly on the same day, was unsettling to our sense of professional identity and impacted negatively on our working experience.

Finally, the autoethnography with Clare allowed me to be critical of my part in the research process. Although I only created a piece of autoethnography with the interview with Clare, I know that similar thoughts, feeling and considerations ran throughout all of the interviews I conducted. My role in the data collection process could not be written out and it was essential that I was critical and show an "awareness and expression of the discursive milieu of oppressive or liberating influences" (McIlveen, 2008) throughout the research process.

Chapter 8: Conclusion - wearing a cloak of invisibility

There were many things I wanted this exploration to do, both in terms of its content but also its structure. On the one hand the study set out to explore how women part-time teachers experience their work and what influences this experience. As a part-time teacher myself I was interested to know if other part-time teaching staff had similar experiences to my own and the extent to which their part-time work status impacted favourably or unfavourably on their working experience. On the other hand I wanted to create a piece of autoethnography where I could reflect on my role and position in the research process.

8.1 The research findings

By working within a feminist framework, gendered power relations inherent in the structure of education organisationally and socially, could be explored. Particular attention was given to the individual within this exploration as I sought to contextualise the teaching experience beyond the immediate influence of the school. The overreliance on the working experience is often at detriment to the wider social and political experience, and my research sought to consider both

external and internal influences impacting on the aforementioned. I identified three main areas of significant interest impacting on the working experience of women part-time teachers, these included: macro/sociocultural influences in wider society, meso/organisational factors as in the structuring of the school, and micro/personal factors as in the individuals internalised beliefs. There is evidence that each of these areas impacts on the working experience.

Firstly, I sought to discover how the feminisation of the teaching profession acted as an overarching influence impacting on the working experience of women part-time teachers. The findings of the research were supportive of Acker's (1995) argument that common sense attitudes towards teaching as a caring profession are detrimental to women teachers, and evidence for this was found in all three of the aforementioned levels; it was found instilled in wider social attitudes towards teaching as a profession particularly suited to women, deeply embedded in the organisational and managerial framework of teaching with roles, positions and allocation of staff heavily influenced by gender, and absorbed by teachers themselves in the roles they adhere to and the treatment they tolerate. It is interesting to note that the findings of my research support Griffith's (2006) argument that teaching is only feminised in the sense that it is predominantly female, beyond this the term is misleading as the teaching profession shows little evidence of being feminised in terms of enhanced workplace opportunities for women part-time teachers; this is illustrated in the research by the underrepresentation of women part-time teachers on the senior leadership team. Interestingly there was a considerable awareness amongst the women interviewed that applying for these positions was pointless for, as one part-time teacher put it, "they will want full-time staff for those positions so I'm not going to bother applying."

There was considerable evidence that "inequality regimes" in X High School did prevent women part-time teachers from going for promotion, but that this underrepresentation was not only the result of the school's structuring and

expectations of the leadership team. It moved beyond the organisation of the school and their selection process, as there was a strong suggestion that the individual response of the part-time teacher is the most debilitating in terms of how they approach career advancement, and that this is a key player in holding them back. This was more evident in the younger members of staff with young children, who had moved to part-time employment in the last five years, as they still sought career advancement in the long term. For this group there was a strong awareness of the boundaries denying them access to promotion, but there was also a sense of the practical difficulties facing them in negotiating home and family commitments with work.

Secondly, my research set out to explore the relationship between teachers and their part-time label, and the extent to which this was of detriment to the overall teaching experience particularly when attached to gender. This was found to be particularly detrimental on a micro/personal level as negative macro/sociocultural attitudes and the school's meso/organisational attitudes towards part-time employees were absorbed by the individual and hindered not only their professional progression but also their perceived value as a worker. Interestingly, it was found that the research participants also served to perpetuate this negative ideology towards part-time teachers through their workplace choices and attitudes, thus illustrating the strength of these influences. When attached to their gender the negative aspect of the part-time label became further exemplified and the research suggested this was due to its connection to women working part-time to manage home/childcare responsibilities and employment. The findings of the research were particularly supportive of feminist theory (Cixous, 1976; Irigaray, 1977; Gilbert and Gubar, 1979; Coffey and Delamont, 2000) as gender stereotyping prevailed heavily in the construction of the professional identity of the research participants, as their attitudes towards work often mirrored what was expected of their gender.

I also considered whether the choice to teach part-time was important in how work was experienced. I was interested in the extent part-time teaching was a primary choice and the degree to which this influenced how work was experienced. Interestingly there was evidence that part-time teachers with children, who choose part-time employment to balance work and home, cannot be seen as a collective group possessing the same core values. Outwardly it seemed that the choice to teach part-time was the result of becoming a parent, yet the decision to make this choice and the reaction to this choice varied and depended on an individual teacher's attitude towards work, career progression and being a parent. Furthermore, my research does serve to challenge Hakim's (2006) argument that part-time workers lack employment commitment, and that their choice to work part-time illustrates this. On the contrary there was considerable evidence that women part-time teachers are very committed to their work, but there was an overriding fatalistic awareness that it is difficult to reconcile teaching part-time with the demands of leadership positions, as well as the awareness that they are less likely to occupy these positions than their full-time counterparts.

The study sought to answer the following questions:

1. To what extent does the part-time label impact on the working experience of women part-time teachers?
2. To what extent does the choice to teach part-time impact on the working experience of women part-time teachers?
3. Do women part-time teachers experience work differently to full-time teachers?
4. How relevant are generic explanations of part-time work to the teaching profession?

The most obvious finding to emerge from the study was that women part-time teachers do experience work differently from their full-time counterparts and whilst the reasons for this are varied and numerous, several key areas of interest are

apparent. Firstly, it is found that part-time teachers are treated differently to full-time teachers with particular reference to room allocation, timetabling and progression opportunities. Secondly, the application of the part-time prefix is detrimental to the professional identity of women part-time teachers as negative connotations of the label are identified socially, organisationally and individually. Thirdly, it is problematic to apply generic explanations of part-time work to the teaching profession as teachers do not meet the typical criteria of a part-time worker, i.e. low pay and insecure working conditions. However, this is not to say that part-time teachers do not meet any of the criteria as they are typically grouped in non-managerial positions and denied access to progression.

8.2 An exploration of the data

There was a real sense of having a part-time identity that was experienced by all of the women involved in the research. Significantly it moved beyond being a work status and had permeated into all areas of their professional identity influencing how they viewed their current teaching position and their future in the profession. Interestingly the data suggested that the structuring of the school was very damaging to the formation of professional identity for part-time teaching staff and that this was most evident in the concrete and more tangible spaces assigned to the part-time teacher. However, it was also evident in the invisible spaces that part-time teachers felt they were denied access to with the most notable being access to knowledge. Those involved in the research often felt not privy to and/or difficult to access daily knowledge and their needs were not always catered for when workplace knowledge was being disseminated. Being denied/blocked access to knowledge is arguably a practical consequence of being a part-time teacher with a fragmented teaching timetable and reduced time spent in school. However, the data proposes it moves beyond the practical as it suggests a structural inequality in the organisation of the school that hinders part-time

teachers accessing knowledge and thus holds them back. Previous theory (Reinharz, 1992) suggests that the act of obtaining knowledge is essential to empowerment as it leads to change by revealing the mechanisms holding us back or in a position of subjugation, but practically it is very difficult for part-time teachers to gain access to up-to-date knowledge. Furthermore, the restrictions placed on part-time teachers being able to access knowledge is an example of a structural inequality which is found to impact negatively on the overall working experience. Whilst historically there is evidence that workplace policy has improved working conditions for part-time teachers, I found that some workplace inequalities work beyond policy as they may not appear noticeable to an outsider, in addition they shift and change over time and are deeply subjective which means they are incredibly difficult for part-time employees to contextualise and act against.

Arguably some inequalities experienced by the participants worked on the premise of silence as they appeared insignificant and even silly to those unaffected by them. Sheila was the only participant to openly vocalise her dissatisfaction to the school leadership team, but this wasn't typical across the research with the majority refraining from challenging the inequalities they experienced.

Logan et al (1973) and more recently Feldman and Doeringhaus (1992) argue part-time workers operate within a different reference frame to full-time workers. Part-time workers they argue gravitate towards other part-time workers as people tend to compare themselves to others in a similar situation. This was not strongly supported in my research as whilst the research participants did repeatedly refer to other part-time members of staff, they also compared themselves to full-time staff as a collective group. There is therefore the suggestion that part-time workers measure their worth, not only against other part-time teachers but also against full-time teachers. The implications of this are particularly significant for if part-time teaching staff repeatedly see full-time teaching staff receiving favourable

treatment and work place benefits, part-time teachers may loosen their commitment to the school (Hippel, Walsh and Zouroudis, 2011). There was considerable evidence to indicate that the more positive the working experience the stronger the commitment is to the school, equally when this is threatened and the working experience is unfavourable, detachment from work occurred. A key outcome of the research revealed that this constant comparison to full-time teaching staff impacted negatively on the overall teaching experience as part-time teachers repeatedly saw themselves as a lesser. However, there was also the suggestion that whilst the inequality experienced between full-time and part-time teachers, such as room allocation and timetabling was experienced at a deeply subjective level, my research further suggests that this subjectivism was linked to wider negative attitudes of part-time teaching staff which the part-time employee absorbed. This latter point is of particular significance as women part-time teachers are aware of the negative connotations surrounding part-time employees, and whilst they have absorbed many of these negative stereotypes there was evidence that they use various deferment mechanisms to protect their professional identity for as one part-time teacher put it, "You know what part-timers are like." This type of distancing from negative stereotypes was evident throughout the group as the above comment illustrates; with part-timers removing themselves from the part-time group and aligning themselves with full-time staff.

This exploration contests assumptions that part-time teachers are less committed to their work, and argues it is the part-time label that is very damaging to how part-time teachers perceive their worth in school. This is further compounded when gender is attached to the part-time label as there is evidence that the avowed identity of women as teachers comes under threat through the addition of the part-time label, and she is then confronted with negative perceptions of part-time employees both socially and within the job. In addition, it was implied that the part-time label was particularly detrimental to women part-time teachers when coupled with their gender as they were then viewed as workers seeking to a balance

commitment to two very different spheres which was viewed unfavourably, or perceived to be viewed unfavourably by the employee. It was evident that being labelled part-time was problematic to the construction of professional identity as part-time teachers are unable to disengage with the negative connotations of being a part-time employee. However, this is very complex as it depends heavily on the perceived perception of the school's management towards part-time employees and an individual's internalised perception of part-time teachers. Repeatedly the women involved felt undervalued or not valued by the school's management team and this was again echoed in the practical arrangements of teaching spaces, timetabling, training sessions and promotion. Although arguably whether or not the school did undervalue part-time teaching staff is of little consequence, as it is a part-time teacher's perceived valuing/undervaluing that is significant in weakening their connection to the school.

Secondly, to varying degrees the research participants justified their unequal treatment by cross referencing it to stereotypical expectations of working mothers and/or part-time workers. It was suggested that part-time teachers renege ambitions of progression as they are unable to unite their working status with career advancement. This is interesting as when coupled with organisational attitudes and social attitudes to part-time employees and working mothers, the part-time label becomes particularly powerful and restrictive. These findings were supportive of Alcoff's (2006) research on public identity as my research implied that all of the participants moved between roles which were significantly viewed negatively in UK culture, i.e. part-time worker and working mother. This was very powerful in convincing the women involved that their marginal position or lack of advancement was justifiable.

8.3 Contribution to knowledge

To date a large body of research has focused on the criteria of part-time employment with its low pay, lack of progression opportunities, unsociable hours and insecure/temporary contracts (Walby and Olsen, 2004; Grant et al., 2005; Alakeson, 2009). Whilst these explorations are useful they not able to evaluate the extent to which these impact on the working experience of part-time staff on a daily basis and also throughout their working lives, nor do they differentiate between different occupations. By looking beyond generic explanations and considering the effect they have on the individual on a deep and personal level, my research captures the meanings that part-time women teachers ascribe to their lives (Munro, 1998). As a result the study illuminates the importance and relevance of exploring the individual experience in the part-time process, as it suggests that being part-time is much more than a work status imposed on, or chosen by, the individual. This was particularly notable in the comparison the women part-time teachers made with full-time teaching staff, but as already mentioned full-time teaching staff are also predominantly female and gender was therefore not a point of differentiation between the two work statuses. However, the leadership positions in education continue to be filled by men and if women teachers compare themselves to the men in these positions, then they will continue to experience threats to their professional identity. This is further compounded by the part-time status as this group are even less represented at management level than women in general. There is clearly a call for more women to be employed in middle management and leadership positions in education, so that female teachers are provided with non-threatening role models that they can aspire to. In addition space should be made for part-time teachers to occupy these positions either independently or as job shares.

Currently research focussing on part-time teaching is very limited and has tended to concentrate on those working in further or higher education (Bryson, 2004; Beaton and Gilbert, ed. 2012). Yet virtually every high school in the UK employs

part-time teachers, more than one fifth of teachers employed in the UK are part-time workers (Hutchings, 2010) illustrating how this is an underexplored area in current research. In addition the structure and organisation of FE and HE facilities in the UK differ considerably from the structure of high schools, and straightforward comparisons cannot be made. Research that combines being part-time and a high school teacher is very difficult to find and illustrates how this remains an underexplored area.

8.4 Limitations of the research

There are several limitations to this research and arguably the most notable is the overall size of the exploration. Firstly, the project used a convenience sample that was pre-decided as it used all of the women part-time teachers identified, six in total. Many would argue with a small sample size, caution must be applied, as the findings might not be transferable to large groups. However, this was not the intention as the stories and data included in my research are all very personal and particular to the individual women involved. Therefore the significance of this research lies in its qualitative nature that reveals the everyday meanings attached to being a female part-time teacher, and contextualises the amalgamation of these experiences in the workplace; it is therefore possible that the findings of my research will resonate with other women part-time teachers. Furthermore, it can be argued that the size of the study was advantageous as it resulted in a depth to the data that would otherwise have been unobtainable with a much larger sample. However, the collated data does face the problem of fallibility for it cannot be presumed that teachers hold “direct access to truth” (Carter, 1993) and it is important to remember that the exchange between the interviewee and interviewer is a construction which will change with time and experience.

Secondly, my research suggests that greater attention should be given to what it means to be a part-time employee, and the meanings part-time teachers apply to their status. Listening and recording the voices of women part-time teachers is the most important part of this research, but there are clear limitations to the extent that the research has captured them. The unstructured interview as a method of data collection is a very useful way of securing entry and as a means of cross referencing the data gathered from the research participants, though, it is a snapshot in time and therefore limiting in its ability to capture changing emotions and experiences. A greater range of data collection methods would provide a greater insight into the intricacies of women's lives (Munro, 1998), in particular the use of life histories would enable deeper probing and allow a picture to emerge of how the women involved view and react to their part-time status over time.

Furthermore, as the study was conducted at only one school the context of my research was very significant to how the women involved experienced their working conditions; their experience was particular to the school. This is a limitation of the research as other secondary schools in the UK may/will structure the school's timetable and room allocation differently for part-time workers.

8.5 Key messages

Part-time teaching is experienced differently to full-time teaching posts and this is typically manifested in the everyday comparable treatment of part-time and full-time employees. Most notably, full-time teachers continue to take precedence over part-time teachers in room allocation and timetabling. This daily inequality permeates into the part-time teacher's professional identity and is of detriment to its construction. Clearly there is a real need for schools to provide greater support for part-time teaching staff to improve morale within this group. Firstly an awareness needs to occur where these discrepancies are acknowledged and

vocalised in order to challenge the silence that permeates around workplace inequalities. This could be realised by holding meetings for part-time teaching staff with representatives of the school leadership team so that key issues are provided with a channel to be vocalised. A school that takes an interest in all members of teaching staff, and where all teaching staff feel involved is more likely to produce teachers who are committed to their work and long term employment.

Buddying part-time teaching staff with full-time teaching staff could also be used to ensure knowledge is disseminated. This suggestion would also break down the divide between full-time and part-time employees in schools.

Socioculturally negative stereotyping towards part-time workers is in urgent need of being challenged and broken down. Part-time teachers are not exempt from this negativity permeating their work and private identity, especially when coupled with their gender. More work needs to be done by employers to ensure that part-time staff are fully integrated into all areas of working life. Arguably teaching should be at the forefront of this distribution in its role in teaching the future employers and employees.

Whilst a large portion of the data illustrated the inequality part-time teachers experienced in relation to their full-time counterparts, it is important to contextualise this inequality. Arguably over emphasis on the school experience obfuscates wider social inequalities which need addressing. Alterations to the organisation of schools do need to occur, but it is important that these changes also look beyond organisational inequality and focus on wider educational debates, debates surrounding gender stereotyping and social injustice.

8.6 Future research

This exploration has thrown up many questions in need of further investigation particularly in the area of the choice to teach part-time. Whilst choice was

identified initially a worthy area of investigation and an area given much attention in academic research, my research did not capture the extent to which this impacted on the overall working experience of women part-time teachers. Whether part-time teaching is experienced freely as a primary choice or whether it is imposed due to lack of full-time teaching positions, will arguably effect how work is experienced. However, this was not clear in the sample used, and only one participant made reference to wanting to acquire full-time work before they were offered part-time. Research to date has tended to focus on part-time employment being a lifestyle choice typically favoured to accommodate home and work, although the high qualification base required for teaching and the commitment to CPD unsettle this and suggest that the association of these factors be investigated in future studies.

Future research should expand the range of theories, which are currently applied to understand part-time employment, to incorporate different occupations and gender. Teaching is of particular interest due to its amalgamation of a high skill base, advanced academic qualifications and continued professional development, characteristics not typically associated with part-time employment. In particular these should focus on how the individual experiences part-time work and makes sense of their working world. As part-time teaching spaces continue to grow and remain over represented with women, over the last thirty years this growth has gone from less than 4% of the full-time equivalent teaching workforce in 1985 to 12.7% in 2010 (Hutchings, 2010), it is important to look beyond statistical analysis of part-time employment patterns in teaching by exploring the lived experience of those involved and through the contextualisation of this increase. Again this increase in part-time teaching staff needs to be considered within wider educational debates and debates on women and employment, as well as at a personal level.

Epilogue

“Inspired by my own experience as a woman and a part-time teacher I wanted to add my own voice to existing theories by exploring the minutia locked within the daily routines and practicalities of working as a female part-time teacher” (15).

Voices are difficult to capture and my own voice was no exception. Even now as I write this I wonder if I have listened to my own voice and produced something of which I can be proud of. Writing this thesis has been a long and difficult journey for me and along the way I have at times experienced moments of elation, I have been repeatedly doubtful and uncertain, and at times I have become disorientated. I therefore want to dedicate a section of this conclusion to the autoethnographical approach as this was such a difficult journey for me.

When I look back at the final sentence in my prologue, I wonder if I have added my own voice to existing theory which seems far grander and knowledgeable than I am. Self-doubt returns again and I pause to consider if I have added anything to existing theory at all. After all my initial inspiration for this piece of research came from my experience; deep and profoundly personal experience of being a part-time teacher as I felt constantly ignored, less professional and undervalued, which I believed was a result of my part-time status.

I was desperate to tell a story of what my experience was like and along the way capture the experiences of other women part-time teachers to create a collective voice. I knew the story had to contain certain key elements so I included: a protagonist (myself), a problem/dilemma to overcome or resolve and a series of events linking it all together. Yet, my story I now know was only one of the stories I was to write, for there are many others hidden within the construction of this thesis and its embodiment as a text.

Firstly, all of the women involved in the research had a story to tell that was much larger than I was able to capture and represent in this research. Their part-time stories had begun as much as 25 years ago for some and as little as 2 years ago for others, yet significantly all the stories heard were not concluded but were still being written and read. Even for Clare who only had weeks to go before her story as a female part-time teacher came to an end and she took retirement, there were still those few weeks of storytelling left. It is impossible to capture the extent and range of feelings experienced over a part-time career albeit of twenty five years or two, and I therefore see the data and the stories I have collected as summaries to a much larger plot.

Secondly, I was so desperate to make my experience heard in this thesis and make my presence explicit throughout that I talk a lot about autoethnography and its benefits. I know I haven't produced a 'true' piece of autoethnography but there are elements of autoethnography in my opening chapter, my data analysis in Chapter 6 and most obviously in my attempt to construct a piece of

autoethnography on my interview with Clare. I have mixed views on the hybrid structure I have created, for on the one hand it gives the thesis a dissatisfying form that seems to stem from a confusion of its identity. Yet, strangely I can parallel this with my own experience of being a women and a part-time teacher, for there is a constant push and pull with the perceived expectation of me as a researcher and what I wanted to do. The self-doubt resurfaces again and I wish I had been braver and crossed the boundaries in front of me for as Hendry (2010) suggests we must act “as troubadours of knowledge: that we traverse across terrains that often seem far off and foreign to us. Wandering, and perhaps getting lost” (78). I think I held back from losing myself completely as I feared going into unknown terrain and ‘getting it wrong’, however, if I were to do this all over again . . .

***“You see, the strangeness of my case is that now I no longer fear the invisible,
I’m terrified by reality.”***

-Jean Lorrain, Nightmares of an Ether Drinker-

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Appendices

Appendix 1. Email of consent

From: Joy

Sent: 15 April 2010 08.53

To: Julie Skarratt

Subject: Interview

I'm quite happy to be interviewed if it would help

I'm 29, teaching for 5 years (I think) 4 of them full time, this is my first year part-time. I chose it to be with my son who is now 16 months.

Joy

From: Jane

Sent: 15 April 2010 11.27

To: Julie Skarratt

Subject: Reply . . .

36 years

This is my 10th year.

Full time – 9 years

Part-time – this year

I decided to go part-time when I had a baby after Maternity leave.

Thanks

Jane

From: Kym

Sent: 15 April 2010 11.47

To: Julie Skarratt

Subject: research

Yes Julie I don't mind taking part,

Kym x

From: Clare

Sent: 16 April 2010 13:44

To: Julie Skarratt

Subject: Research

Dear Julie, in response to your request, I agree to take part in your research.

In answer to your questions:

- I'm 56 years old
- I've been teaching for 26 years in total
- 7 years full time (time off in between to have 3 children)
- Approximately 19 years part-time (0.8)
- Came to X to do supply teaching, covering for long term illness on a part-time basis. Somehow, drifted into part-time on a permanent basis. Found I liked it and a day off a week helps to keep me sane (relatively!!!)

Hope that's ok.

Clare

From: Sheila

Sent: 22 April 2010 12:25

To: Julie Skarratt

Subject: Your research

Hi Julie, here are the answers to the questions you asked:

I am 53

22 years teaching; 15 years full time, 7 years part-time.

I went part-time to enjoy a better work life balance (due to stress)!

Hope this helps, Sheila

From: Linda

Sent: 06 July 2010 08:41

To: Julie Skarratt

Subject: RE:

Lovely – I'll be ready to ramble on incoherently . . .

From: Linda

Sent: 01 November 2012 17:26

To: Julie Skarratt

Subject: RE:

Here you are:

I have been teaching since I was 22 and I am now 45. I taught abroad and then trained in England and did my PGCE 13 years ago. I went part-time when my first son was born ten years ago – having kids was the reason for going part-time. I am now part-time but looking to go full time, by building hours up outside of school in dyslexia assessment and support – being full time in school is unattractive due to the element of pressure – I suppose it's true to say that balancing the life of a teacher and mother is a tough one!

Hope this helps – ask if you want more detail

Linda x

From: Kym

Sent: 12 November 2012 09:32

To: Julie Skarratt

Subject: Blank

I'm 52

Teaching 26 years I think (including this one).

Went part-time after 4 years to spend more time with children.

Am now 0.9.

Regards

Kym

Appendix 2: Transcribed interviews

24th June 2010

In Jane's Language classroom

- 1 JPS First of all thanks for saying you'll talk to me and I'm a bit
- 2 worried about this as well as I don't want it to sound, you
- 3 know, contrived. Which I think sometimes it can do can't it . . .
- 4 so. I'm recording it, is that ok?
- 5 Jane Is it? What's the word. . .?
- 6 JPS Confidential?
- 7 Jane Yes that's the word!
- 8 JPS Completely confidential, in fact you mustn't worry about
- 9 anyone knowing any of this stuff.
- 10 Jane It's that they'll know who part-timers are.
- 11 JPS First of all, if I just ask you some things about your background
- 12 really, I know I met you at Highbury but how long have you
- 13 been teaching?
- 14 Jane Erm, 10 years, this is my 10th year.
- 15 JPS OK, were you teaching anywhere before then?
- 16 Jane No, I came to X as an NQT.
- 17 JPS Oh right, OK then, so when did you become part-time?
- 18 Jane This year?
- 19 JPS And why was that?
- 20 Jane I've had a child.
- 21 JPS And does it fit better to be part-time?
- 22 Jane Yes.
- 23 JPS You like being part-time?
- 24 Jane I love spending time with my kid, Wednesday is a late start and
- 25 I love that extra time at home but obviously it is harder at work
- 26 to fit everything in.
- 27 JPS Managing everything do you mean? Doing all your jobs?
- 28 Jane Erm, yes, I mean I work through my lunch cos I figure that's an
- 29 extra half an hour, I mean now I'm a bit more relaxed cos year
- 30 11 aren't here, but I figured that if I work in my lunch that's an
- 31 extra 4 hours, no two hours I gain a week.
- 33 JPS What do you mean work your lunch?
- 34 Jane I just work through and don't have lunch.
- 35 JPS Right.
- 36 Jane Erm . . .
- 37 JPS Why because being part-time you don't feel you have enough
- 38 time to do your work?
- 39 Jane Yes.
- 40 JPS Even though we have protected time, you don't feel you have
- 41 enough time?

- 42 Jane Erm, don't get me wrong, it's not that . . . If I work in my lunch I
43 can fit it all in.
- 44 JPS Right, OK.
- 45 Jane When I was full time I had more time.
- 46 JPS OK, so being part-time is harder then? I always think schools
47 get a good deal with part-time staff because of the hours we
48 put in, as much as full time staff although we might not have
- 50 Jane Yes, especially with my form for example. I was told I not
51 getting a form as part-time staff do not get a form, which is
52 great, if you think of work my form creates it is as much as a
- 53 JPS Did you not want a form?
- 54 Jane Well, originally I did because they had been my form, but when
55 I came in for the meeting they said "well actually part-timers
56 don't have a form" so I thought well ok cos it's not just the form
57 it's what comes with it.
- 58 JPS But you have had this form a while though have you?
- 59 Jane Since they started year 7.
- 60 JPS And what year are they now?
- 61 Jane Year 10.
- 62 JPS Right, OK then. . . They were being taken away from you
63 basically? . . . erm.
- 64 Jane Yes. First I was a bit . . . , cos I really do like them . . .
- 65 JPS Yes?
- 66 Jane But then I thought no, that's a lot of work I'm going to have to
67 do, but then cos they can't find a form tutor, which I guess is
68 the same for you?
- 69 JPS Yes.
- 70 Jane They gave me back my form which is very busy and that in
71 itself has a lot of work.
- 72 JPS Definitely!
- 73 Jane They put up the percentage of the time I have to work.
- 74 JPS JPS: Have they? So they asked you about that?
- 75 Jane Well no, they just . . .
- 76 JPS OK. Yes that is hard because normally you have an extra
77 fifteen minutes every day, don't you? For years I never had a
78 form being part-time, never, and I could think in the morning I
79 am going to photocopying, I am going to this . . . now you have
80 to do much more thinking, it is much more like a full time post.
- 81 Jane It is and it's not just . . . I mean my form is really demanding
82 and I cope with their stresses in the morning and I'm usually
83 flustered myself coz having a child is completely different but it
84 really is the reports and all the chase ups and the follow ups
85 from all the form makes its extra.

- 86 JPS It makes it more like full time?
- 87 Jane Yes.
- 88 JPS Do you feel that this school views you differently as a part-time member?
- 89
- 90 Jane Erm. . . yes I suppose . . . erm you just feel a bit of a nobody really don't you? Which I can understand in a way, I mean I am
- 91 still . . . they gave me second in department still which was
- 92 nice because in theory you are not supposed to have a TLR
- 93 really I don't think. You're not supposed to be a second if
- 94 you're part-time are you?
- 95
- 95 JPS No? I don't think so.
- 96 Jane But because we are an option subject and numbers are low so
- 97 they said well that's fine plus the fact that there is nobody else
- 98 in the department to take the TLR because Hazel Green has
- 99 already got something, Kym has already got second in PSE
- 100 JPS They had no one to give it to anyway?
- 101 Jane No they had no one to give it to anyway . . . erm
- 102 JPS Do you like having that extra responsibility though?
- 103 Jane Oh yeah, it's quite a close knit department, it's not been any
- 104 extra work really than what I am used to, I'm not working an
- 105 extra four hours because of second in department. Everything
- 106 that I have put in place over the last few years runs nicely and
- 107 I just make sure that it stays running nicely . . . Joyce (HoD)
- 108 has been great this year, not asked me to do a lot of things.
- 109 JPS So she has been supportive? So what about the rest, the
- 110 management team and the head? Do you feel it's . . .
- 111 Jane The head doesn't know me apart from slagging me off in front
- 112 of the whole school about an email.
- 113 JPS Yes, I remember that, I didn't know it was you.
- 114 Jane Yes, he doesn't even look at me when I walk past him.
- 115 JPS Right?
- 116 Jane He has no idea who I am apart from when he came to
- 117 JPS Do you think that's . . . he came and apologised for?
- 118 Jane For . . . making that comment after my union rep went to speak
- 119 to him.
- 120 JPS Oh really . . . so you followed that through then?
- 121 Jane Yeah . . . Ric came to see me and said it's really not on and
- 122 should not have happened, and then he went to speak to the
- 123 head and the head came to apologise and that is the only
- 124 dealings I've had with him.
- 125 JPS Do you feel that is partly because you are part-time status?

- 126 Jane Er, probably yeah but I don't know, I can't compare it to
 127 George who knew everybody and who knew everyone's name
 128 and background, I don't know, I can't compare that. But yeah I
 129 do feel like a nobody.
- 130 JPS You interest me because you have got that promotion, I
 131 suppose I could say that I feel overlooked in some ways as
 132 part-time as like you said, you're not allowed that promotion
 133 which is an interesting thing isn't it, but you've actually been
 134 allowed that as a part-time member of staff, so that's good isn't
- 135 Jane Yeah, I can't complain about that at all, it was good to let me
 136 continue with it but I had to remain 70% plus and I kind of had
 137 no choice . . .
- 138 JPS Is this the subject that you qualified in?
- 139 Jane French and Spanish.
- 140 JPS And you teach French and Spanish?
- 141 Jane Yeah
- 142 JPS And what about the future? Do you see yourself as going full-
 143 time again?
- 144 Jane I don't know, I think, I think the problem with being . . . it's kind
 145 of . . . being a mum and being part-time I have to consider them
 146 both together. I am now part-time because I am now a mum
 147 and I want to spend time with my child as a result I have taken
 148 a bit of a step back in my career and I've not taken on new
 149 things this year, I have just let things carry on and not done
 150 new things. However, I can see myself getting bored so the
 151 thing is whether I go back full-time and then take on new
 152 things or stay part-time and focus on X. for a while and pick up
 153 my career in a few years, I don't know. But at the moment I
- 154 JPS And at the moment with everything that is happening to the
 155 school, do you feel disadvantaged being part-time? I'm talking
 156 about this restructuring and jobs.
- 157 Jane I've not considered it but maybe I should be but I think the
 158 thing about this subject, it works well for them because we
 159 have had less teaching hours so when I said I want to go part-
 160 time they jumped at chance, there wasn't a fight, they didn't
 161 have enough hours for our department anyway. And Friday
 162 which is when I have my day off, Kym is off on Friday as well,
 163 Hazel doesn't have any lessons, she has her Head of House
- 164 JPS She doesn't teach all day Friday?

- 165 Jane I think every other Friday she doesn't. It's just the way the
 166 timetable works and Jacqui only has one, basically Andrew
 167 has managed to build the timetable around us because not like
 168 you we don't teach the whole school. So actually it has
 169 worked really well this year for our department otherwise . . .
- 170 JPS In English there aren't enough hours and that is why we are
 171 teaching Drama now aren't we as well. Because there aren't
 172 enough hours to fit, well I'm not thankfully but Andrew and
 173 Jacqui are because there aren't the hours in English anymore,
 174 there aren't the kids so I'm lucky really to stay in the
 175 department because . . . that is why when I dropped English
 176 initially after Hugo and did a bit of Sociology that was fine
 177 because there weren't English hours anyway, so there are cut
 178 backs everywhere but I do worry, hopefully I don't want to be
 179 here but you do think as a part-time member of staff
 180 overlooked and a fit in? This is your second year part-time?
- 181 Jane No, I've only done this year. I can't really compare, I do feel
 182 out of it don't get me wrong but I think that is purely because I
 183 don't know what is going on half the time because I am not in
- 184 JPS Yeah and dinner time.
- 185 Jane At dinner time I'm not sat in there (the staffroom) and the head
 186 has no idea who I am and . . . saying that Marie Ann (the
 186 bursar) knows and if I did go to them and say look at this role
 187 or that role, I've got quite a good reputation so I'm sure they
 188 would back me up but I think when I asked it came at a really
 189 good time because it was last year when they were asking if
 190 you wanted to go part-time. So it actually . . .
- 191 JPS So it fitted in with them?
- 192 Jane It fitted in with them with their bigger plan.
- 193 JPS Yes, and that's when it works isn't it? So going back to you
 194 having your little boy Cameron do you think your role as a
 195 parent is a disadvantage to you in your career because you
 196 said you were taking a step back, so that's a conscious
 197 decision but do you think that women can have the child, the
 198 career, that is all possible and this is just a decision to take a
- 199 Jane It is possible look at Emma she works full time and she has a
 200 million and one responsibilities . . . it is possible.
- 201 JPS Would that affect your home life?

- 202 Jane Yeah completely because I am constantly tired now, I don't
 203 know how you do it with four kids, and I can't imagine how I
 204 would do it if I were full time and it's a constant stress to try to
 205 fit it all in because I am the one who picks up X and drops him
 206 off so I'm always on a time limit whereas in the old days I was
 207 here to seven if I needed to erm . .
- 208 JPS You're thinking about adding to your family though are you?
 209 Jane Not right now no, but yeah not too long.
- 210 JPS How old are you Jane?
 211 Jane 36, 36
- 212 JPS 36, ok so you started teaching when you were 26? Was that
 213 straight after your degree?
 214 Jane Yeah.
- 215 JPS So you did your teacher training and just came here. Do you
 216 feel just knowing this school puts you at a disadvantage as
 217 Jane Yeah, I am being to think about it now, especially with what is
 218 going on and I'm looking at jobs.
- 219 JPS Part-time jobs aren't easy to come by are they?
 220 Jane I know, this is what I'm really really concerned about as well,
 221 I'm quite worried I'm going to get trapped.
- 222 JPS Yeah, I agree with you because when I look I was lucky to find
 223 this because we used to have a lot of part-time staff, a lot.
 224 More than any other place and then of course when I saw the
 225 part-time position I thought I'm going to go for that . . .now . . I
 226 very rarely see any for part-time or it would be for very few
 227 hours like 0.5 or less even and I wouldn't want to be doing
 228 that. I agree with you, you feel sort of stuck here.
- 229 Jane Yes, I don't see how I can get to move because it will be a
 230 miracle if there is French and Spanish for one and it's got to be
 231 0.7 hours for two, then it's got to be within a place to pick up X
 232 from nursery that's three and then obviously I would have to
 233 drop the TLR because there is no way there's going to be a
 234 part-time second in department. I am kind of trapped unless I
 235 decide to go, plus the fact that I've reached the top of the pay
 236 scale so I am expensive.
- 237 JPS So it's all against you! (laughs)
 238 Jane Yeah! Basically the odds are like . . .
- 239 JPS And if you think about it that comes from the part-time role,
 240 having the kid, having the part-time role brings with that . . .
 241 pigeon holed a bit, stuck. Difficult to move?
- 242 Jane Yeah sure, unless I decide to go full time again.
- 243 JPS And what are your views of other part-time staff? Do you see
 244 them differently?

245 Jane Well you know what, when I was full-time I did.
 246 JPS Ok, how did you see them?
 247 Jane I suppose just as somebody that I would pass in the corridor,
 248 they don't really know what is going on, it's terrible isn't it,
 249 people do because they don't see you. It's quite funny, I was
 250 speaking to somebody and they didn't realise that I was part-
 251 time, they said I never see you at lunch so they didn't know I
 252 was part-time because I don't see you anyway.
 253 JPS Right, ok, that's a good thing isn't it?
 254 Jane It is yeah, erm, I don't know, I suppose I did look back and
 255 think but then being part-time you, I don't know about you but
 256 when I'm not here I don't even think about school it's just not . .
 257 . so on Friday, my weeks a four day week now, I have a three
 258 day weekend and I don't sit there on Friday and think "Oh I
 259 wonder what is going on at school?"
 260 JPS So you don't plan or anything on those days off?
 261 Jane I can't because I can't till Cameron is old enough to play on his
 262 own.
 263 JPS Well at the end of the day we are part-time and we are not
 264 meant to be working those days.
 265 Jane I refuse to work on my day off, I refuse to unless it is
 266 something, I've done it once or twice . . . an important
 267 JPS So you've had to reflect on your position a bit, maybe not
 268 intentionally but with being part-time yourself now, you are one
 269 of those people that others view as . . .
 270 Jane Yeah, but like I say I can't really complain, I have got my own
 271 classroom and I do feel part of the furniture but I still feel that I
 272 haven't got a clue half the time of what is going on , I
 273 constantly have to ask Joyce.
 274 JPS Why don't you go to briefing?
 275 Jane I miss two and one I'm on duty, but one thing I do though, is
 276 with having my emails at home I do check my Friday emails so
 277 that is one way of keeping, so I do know what is going on
 278 before I start work on Monday.
 282 JPS So you're in contact?

30th June 2010

In PLR with Linda during her lunch break.

1 JPS So first of all thanks for talking to me and I'll just ask you a
 2 few
 3 questions about being part-time so how long have you been
 part-time?
 4 Linda Yeah, I've been part-time for, this will be my fifth year. This
 5 year has been full time but it's been, and I think this is really
 6 unprofessional, on every half term literally, they have decided
 7 to have me another term full time.
 8 JPS So the school has control there and you're hanging in the
 9 balance.
 10 Linda Every year, now it's played in both of our favours this year as
 11 they've known I've wanted the work and I've said yes, but
 12 what I should have done is said yes but for the year.
 13 JPS So why have they said every half term, I don't understand.
 14 Linda Because this post is not real, it's a kind of fictional post taking
 15 over from Di and Hilda and I think they can't make it official
 17 as most of the time the kids that are exited come here and
 18 maybe they should be going into isolation and maybe they
 19 should be using the buddy system, but the buddy system has
 fallen down.
 20 JPS Yes, ok.
 21 Linda But if they made this official then they would have to accept
 22 wouldn't they, if I look at who comes in here on a regular
 23 basis there is a lot of waifs and strays.
 24 JPS You see the same faces?
 25 Linda I see a lot of the same faces.
 26 JPS So politically they would be making a comment?
 27 Linda Yes they would really. Like Archie White, who else would
 28 have him? And that's the other thing that comes into this, this
 29 better be bloody confidential, the thing is like Archie White
 30 someone needing work or on a non-permanent contract I put
 31 up with him and his elk because I want they to renew it, no
 32 one else would put up with him on a permanent contract.
 33 JPS No.
 34 Linda They would kick him out, you know Leo Heart, who would put
 35 up with him? I'll put up with though because I want my
 36 contract renewed.
 37 JPS Yes.

- 38 Linda I've really felt that this year, I've really felt that I've got the end
39 of the barrel.
- 40 JPS But you think you'll get more security next year? Will you be
41 part-time again?
- 42 Linda That suits me actually because I think, I think full time
43 teaching is a hell of a tall order with or without a family it is a
tall order.
- 44 JPS Yes.
- 45 Linda You've got a family to run and the younger the family is . . .
46 I've really felt the balanced is tipped this year in favour of me
47 working, this is not how I want my life to be.
- 48 JPS No.
- 49 Linda So I have opted, not opted, they have offered a permanent
50 part-time contract next year which I have been very pleased
51 about.
- 52 JPS Permanent part-time, so. . In essence even though none of
53 us might be here in a year, does that mean that you get a
54 redundancy package?
- 55 Linda Yes, it means I'll get a redundancy package and it means I
56 suppose I'll have a little bit more security although as you say
57 that has obviously changed.
- 58 JPS And then you can be more empowered to say no to that
59 Archie White kid, that actually I'm not putting up with that.
- 60 Linda Yes, no I do that, I follow the school's rules but where on
61 earth would you put him at the moment? So there have been
62 issues like that. I do engage with kids like that, I do like them.
63 It has been two sided and I think as well to be fair, you know
64 . . . there is a personal element as well as I needed it so I'm
65 not going to knock it. I'm not totally complaining I just think
that . . .
- 66 JPS Well you've been full time for how long from when you
67 qualified?
- 68 Linda Oh when did I qualify, Oh? Well I qualified in 2000 but I had
69 already been teaching for six years without a PGCE.
- 70 JPS OK, I didn't know you could do that?
- 71 Linda Tara Davies was an unqualified teacher, Debbie Longden is
72 an unqualified teacher, but I taught abroad, PGCE is needed
73 in this country.
- 74 JPS What did you teach abroad?
- 75 Linda Do you really want to know this?
- 76 JPS Yes.
- 77 Linda Ok, I taught for two and half years in Africa in Namibia, I did a
77 VSO, VSO volunteers, so I was an English teacher in a
79 secondary school which was, as a result of the segregation, it
80 was a really exciting time of my life, I taught at a

81 predominantly black school and I was the head of English. I
 82 oversaw the transition from the South African tricolour, I
 83 taught children in their third language Lord of the Flies.
 84 Teaching Elliot's poetry, very very difficult. Oh they got the
 best results . . .

85 JPS So they were forced to study that?
 86 Linda Yes they were forced to study that because of apartheid, so
 87 really tremendous, and I loved that, they were so motivated
 88 Julie, I mean that makes you think as well, I mean these kids
 89 had bullet marks at the back of the classroom, awful things
 90 happened. If I did a revision session they were stood at the
 91 back of the classroom. Hung on to every single word that
 92 you said. Because they knew that would get them out of the
 93 situation they were in. Sometimes I fail to grasp with the kids
 94 we've got here . . . that they can't get that simple . . . There is
 95 a massive culture difference but then you have to look at that
 96 whole culture because it is not wealth par se but the pursuit
 97 of wealth that is an acceptable part of our culture now isn't it?

98 JPS Definitely!
 99 Linda Because we see that don't we, we see that. You can get
 100 everything from Primark now.

101 JPS So once you had been over there two years did you come
 102 back to England?

103 Linda Erm no, I went to work in Prague.
 104 JPS Was that full time?

105 Linda Yes that was full-time. That wasn't quite the same that was a
 106 job teaching English as a foreign language and I taught in
 107 Paris as well for three years.

108 JPS And then you came back here.
 109 Linda When I came back here I left education, worked in publishing
 110 and did a little bit of charity and then I went and did the
 PGCE.

111 JPS And then you worked full-time?
 112 Linda Yes I have worked full-time since then.

113 JPS Which schools were you at?
 114 Linda A couple of schools in London and then in Hastings. Just
 115 one year there and Brighton for three years. During that time
 116 my son was born so I started to do part-time . . .
 117 So then I started to think it's all a bit much, you have four kids
 118 and you manage it you must be better organised than me.

119 JPS I am part-time, I get every Tuesday off
 120 Linda It's not a lot is it?
 121 JPS And I have started to feel lately am I missing out on certain
 122 things maybe because I feel disillusioned here.

- 123 Linda Yeah, like, I tell you one thing I feel I miss out on being full-
 124 time, it's the way a lot of our society works, it is based on
 125 female networks still and we meet people when we drop the
 126 kids off and pick them up and although we might be quite
 127 dismissive of that because we are just making friends I think
 128 the kids really like it, the kids like being invited back to so and
 129 so's house and you know, you are just a part of it more.
 130 When you're working it is just more difficult.
- 131 JPS It is, you do miss out.
- 132 Linda You see my new year's resolution was to be home to eat at
 133 five o'clock and I don't do it and that's pathetic isn't it, I'm not
 134 even doing a full . . . What it must be like doing a full quota of
 135 classroom teaching, and marking those books, I don't have
 136 marking as much, I have RE but I don't go to the same
 137 extent. How I could do Helen's job, and to think, you can ask
 138 me more questions if you want but I have been thinking what
 139 are my thoughts on this . . . I think the idea that feminism was
 140 launched and initiated and everyone was behind it was
 141 fantastic for women, came out of the home, my mother for
 142 example brought me up in the home and then she studied
 143 later, there was an idea that a women could have an intellect
 144 and would want to use it, and her life was enriched by that.
 145 She went and taught at the polytechnic she had a good . . . it
 146 was part of the enrichment of her life. My husband is a real
 147 feminist man, he's read all the books, god what was that book
 148 . . . but still it doesn't balance out. Just because I'm working
 149 full-time doesn't mean he is working at home, he's great with
 the kids.
- 150 JPS Is he a house husband?
- 151 Linda He's working from home, he is working but there is still stuff
 152 to be done isn't there and I find talking to other women that
 153 that is where feminism doesn't join, I do the majority of the
 154 housework and a full time job. Let's not talk about the care of
 155 the children which is paramount surely to any kind of
 success.
- 156 JPS When you were part-time did you find that easier? Did you
 157 have more time to do those jobs?
- 158 Linda When I had the job here of being a . . . Do you remember
 159 when Janet and I did the PLR, she did three days, I did three
 160 days, it was like a referral room, yeah? I didn't realise I had it
 161 so good, didn't realise I had it so good. That was great, there
 162 was no marking, no class teaching it was like a secret I had
 163 down here.
- 164 JPS You got paid as?

- 165 Linda I got paid as a qualified teacher but if I'm absolutely honest I
 166 don't think you need to be a qualified teacher to do that.
- 167 JPS No?
- 168 Linda In all honestly it is not using your skills and it's not long term
 169 very good for you as a teacher to do that.
- 170 JPS So did you find your home life was different as a part-time
 171 teacher? Was it easier?
- 172 Linda You're just more part of your home life aren't you? If you do
 173 full-time you lose that contact with the home. And you do get
 174 home very tired, I do anyway, I think everyone is different
- 175 JPS No you're right, and what about in school, your position do
 176 you feel as part-time staff, I know you are technically full-time
 now.
- 177 Linda Not really.
- 178 JPS . . . that other full-time staff view you differently?
- 179 Linda Oh yeah. In my interview for deputy SENCO George (head
 180 teacher) said would I participate in inset days, would I
 181 facilitate inset days and I said I don't think I can, I don't think I
 182 have the status at the moment to do it, I don't think anyone
 183 would recognise me as having anything worth saying, which
 184 is quite a dramatic statement, he said well we'll have to rectify
 185 that or something reassuring, Individually people recognise
 186 but overall I have members of staff assuming that I'm paid
 187 less or . . . whether this was linked to the fact that I wasn't
 188 delivering a subject . . . not necessarily connected to part-
 189 time teachers, but the combination of delivering this room on
 190 a part-time basis meant that I've had crap respect, absolutely
 191 bollocks, my self-esteem is a teacher on the floor and I left
 192 PGCE with a distinction so I could obviously do it at some
 193 point. Do you know what I mean and I don't know if it is the
 194 combination of things or
- 195 JPS Do you feel you are involved in school life as a part-time
 196 member of staff?
- 197 Linda That's terribly difficult isn't it, as the bell goes I want it all done
 198 as quickly as I can and go home. Don't you feel like that?
- 199 JPS Yes I do.
- 200 Linda And the other thought, when you look at that, I have this thing
 201 about women, English society runs a lot of goodwill. I'm the
 202 only mother at that primary school that bloody resents that
 203 fund raising. It should be entirely funded centrally, our high
 204 streets are littered with charity shops, you don't get that in
 205 France, I lived four years in France, and I think that has
 206 permeated the public sector, we do stuff like the film club etc.
 207 etc. (after school clubs) because we want to be seen as good
 208 and as really keen on our jobs. Would they ask men to do

209 that? Look at Jo she does all that timetabling and she
 210 doesn't get paid extra per hour she just gets extra hours.
 Would you find a man doing that?

211 JPS Well they would probably say they should get paid for this
 212 Linda And they would be kicking up a hoo ha, so I have thought that
 213 ELA staff are not recompensed well!
 214 JPS ELA?

215 Linda English as an additional language, the immigrant children . . .
 216 erm . . .

217 JPS Yeah?

218 Linda That's not on my pay packet!

219 JPS So you just do that?

220 Linda I suppose, why did I do it? I wanted to secure my job, coming
 221 back to the temporary contract thing it was a strategic move
 222 on my part, I mean I do enjoy it, it lifts my spirits, they are
 223 such great kids and I do like them but also when we had
 224 OFSTED last year they wanted to know that there was a
 225 protocol in place and I sent a weekend writing up our system
 226 for acceptance and monitoring and assessment and progress
 for our ELA children.

227 JPS You had to do all that?

228 Linda Well I did it. Had to do it? I did it. But I'm not recognised for
 229 it, SLA is not part of SEN, they don't have special needs
 230 because they can't speak English, do you see what I mean?

231 JPS Yes.

232 Linda They think it is part of my SEN post but actually they are on a
 233 very dodgy wicket there. But would a man do that, would a
 234 man enter into that game?

235 JPS I think they would ask for financial reward?

236 Linda Yeah, they're used to it, getting recognition and getting it
 237 whereas women are used to saying oh ok.

238 Linda Yes you're not a team player, that's a good one isn't it. There
 239 is a lot of that, whether you are full or part-time. The problem
 240 with part-time I had is that what we have spoken about in
 241 recognition but also that I haven't had a permanent contract
 242 so they have gotten more out of me again and again with
 243 always wanting to secure that contract so I have done quite a
 244 lot of work actually, you know, in order for them to say . .

245 JPS You're playing a game?

246 Linda I've never played the game like this (laughs)!

12th July 2010

In Joy's lab

- 1 JPS First of all, how long have you been teaching and is this the
- 2 subject you qualified in and how long have you been part-time, or
- 3 have you always been part-time?
- 4 Joy Erm, I'll start at the beginning, I've been teaching, this will be my
- 5 sixth year so I get my UPS at the end of this year. I am a
- 6 qualified biologist and I have got a bachelor of science in biology
- 7 and, so science in general is not what I'm qualified in but
- 8 particularly chemistry so I specialised in that at GCSE and A
- 9 Level. I just have to teach general for KS 3 . . . I've only been
- 10 part-time this year. This is the first year, after I came back after
- 11 maternity leave and I went part-time after that.
- 12 JPS So you wouldn't have considered part-time work before?
- 13 Joy I couldn't have afforded it to be honest. I needed, once I came
- 14 back after that balancing off child care costs and then my
- 15 husband got a better job, that's only then that we could afford
- 16 part-time and it was very last minute that we could because he
- 17 got this better job that I could even manage and I'm point 4.72
- 18 around about there so it's only one full day off I have a week so it
- 19 helps a bit with child care costs.
- 20 JPS So you mentioned before that you couldn't afford to go part-time
- 21 before if you could have afforded it would part-time employment
- 22 have been an option for you?
- 23 Joy I would have, it would have been a balancing up, I'm fairly, I just
- 24 like being disorganised and I'm think I'm fairly bossy in a technical
- 25 way (laughs) and I would have liked to move in the department
- 26 which would be a lot easier to do if I was full time, so I think if I
- 27 hadn't had Sam and wanted to be at home a little bit with Sam I
- 28 think I would probably have stayed full-time for ambitions
- 29 purposes rather than for . . . I would like to be part-time for me
- 30 but I'm more ambitious than I wanted to be part-time.
- 31 JPS Ok and have, so where have you got to regards . . . talking about
- 32 your ambition have you got where you want to go?
- 33 Joy No I've postponed it.
- 34 JPA Because?
- 35 Joy Wanting to be at home with Sam.
- 36 JPS So would it be fair to say that you having a baby has affected your
- 37 choices at work or is it because you have made those choices
- 38 yourself, they haven't been imposed on you because you've had
- 39 a baby?
- 40 Joy No they haven't been imposed on me but they're choices that I
- 41 have made . . . that I'm fairly well aware that if I want to move to

- 42 second in department or anything else, unless something came
 43 up here where I would have enough of a pull to be able to apply
 44 for it, I would have to go full time in order to be able to move up
 45 and I made the decision that I want to be part-time more than I
 46 want to move up at the moment.
- 47 JPS Are part-timers allowed to take on second in department roles?
 48 Joy Yeah they are allowed to take on TLRs but the school has to
 49 approve it.
- 50 JPS Ok and of course going to a different environment where they
 51 don't know you.
- 52 Joy Yeah I don't think they would accept that I think you would have to
 53 go to a full time member of staff.
- 54 JPS So from that point of view would you say having a child has
 55 hindered your progression?
- 56 Joy My progression yeah definitely.
- 57 JPS So within the school environment you have been full time up until
 58 now, do you think the way you are viewed in this school has
 59 changed because of your part-time position now?
- 60 Joy I don't most people realise I'm not here full time . . . apart from
 61 within the department and then pastoral staff I don't think people
 62 realise that . . . in fact people keep saying "were you not here?",
 63 "did you not know?" I don't think they really realise I'm not here
- 64 JPS Is that because you were here full time?
- 65 Joy Yeah probably.
- 66 JPS Their just used to having you around? So how do you think you
 67 are viewed by others in this school then? Exactly the same way?
- 68 Joy Most of the time probably yeah.
- 69 JPS And how do you view other part-time staff then?
- 70 Joy I was always rather envious of them so . . . No I don't view them
 71 as anything less it is just making sure that you know which days
 72 to catch them on, that has always been my big problem and so . .
 73 . but it is only people that I come into contact with on a regular
 74 basis have I been I suppose bothered to find out which days they
 75 come in. For example I think you are part-time aren't you? I don't
 76 know which days you're in and out and it has never affected me.
- 77 JPS Yes.
- 78 Joy I know because you're a Mulberry tutor that Dan does your other
 79 days but I wouldn't have known otherwise.
- 80 JPS Ok.
- 81 Joy I don't know which days you do but like I know that, Janet and I
 82 used to meet up and take our babies out, I know Janet's day off is
 83 a Friday. Unless it's impinged on me I've not.
- 84 JPS Right, ok and of course is your day off is different next year. Does
 85 that mess all your child care plans up again?

- 86 Joy It's not particularly messed up, he goes to his grandparents three
 87 days a week and they're having him the same three days, just my
 88 child minder is going to be the other day moving from one day to
 89 the other so it's not messed it up do much but it will be my form
 90 that will get really confused.
- 91 JPS Yes I imagine they will. So this is your class room? And even
 92 though you are part-time you are static are you?
- 93 Joy Yes.
- 94 JPS Just have one room?
- 95 Joy Yes.
- 96 JPS You're very lucky having that?
- 97 Joy Yes very lucky. Park Lane use it on my days off but I'm not here
 98 so it doesn't bother me.
- 99 JPS Ok and was that something you asked for or were you just . . .
- 100 Joy I was full time when I was assigned this classroom and so that
 101 kind of helped and at the time because it is the biggest one that
 102 Park Lane use because it is more wheel chair accessible there it
 103 more wheel chair accessible tables in here. I was always aware
 104 that it would be used and now that I've gone part-time Andrew's
 105 been timetabling them in on my days off. Otherwise I would have
 106 to move classrooms whilst they were here, so now I'm. . .
- 107 JPS So you seem really positive about being part-time and it hasn't
 108 affected you at all.
- 109 Joy Apart from . . . as long as I want to stay and I want to stay at this
 110 level it's worked fine, it's it's, I know that if I want to move school
 111 or if I want to move to a different job higher up the scale I have to
 112 leave, I have to go full time.
- 113 JPS So why do you think that is?
- 114 Joy I think they have enough part-time staff that they can get from
 115 within their departments in other schools, I came here full time
 116 and I went part-time, they don't tend to employ part-time staff,
 117 they are rare, particularly in a core subject like English and
 118 Science, they are gold dust because you have enough people
 119 who want to teach it full time and you have enough hours that you
 120 need to fill so if you have less hours you can usually persuade a
 121 member of staff to go because they are a big enough department
 122 to persuade them to go. I can understand wanting people with
 123 TLRs to be full time because you have got things you want them
 124 to do and you would have to prove that you were organised
 125 enough in your department, to be able to do it on a part-time basis
 126 and be willing to put the hours in, you can't prove that at an
 127 interview I don't think you can prove your work ethic until you've
 worked there.
- 128 JPS Is TLR pro rota with what you are 0.7?

- 129 Joy I think so, it's not something . . . I've accepted the fact that I would
 130 have to go full time to do it so . . .
- 131 JPS So on a wider issue if you are talking about at other schools,
 132 perhaps because you haven't got your foot in the door, because
 133 that is what you're talking about isn't it? Do you think therefore
 134 that, I mean most part-time staff tend to be women, therefore
 135 would you be saying that women are being over looked; no part-
 136 time staff are over looked because of the nature of being part-
 time?
- 137 Joy Yeah probably I think there are so few part-time positions
 138 because you can usually fill them in house rather and then you
 139 advertise for a full time one and you can advertise for a full time
 140 NQT easy, you can pay less money and all these kinds of things
 141 and I do think that part-time staff in terms of moving once you
 142 there and want to stay part-time are disadvantaged, there are jobs
 143 there but they're very far and few between and often the ones I
 144 have seen what they are looking for is an older member of staff.
- 145 JPS Why do think that is?
- 146 Joy Because then they are not off with their children
- 147 JPS Ah, ok, that's interesting isn't it?
- 148 Joy Because I know, I applied for a job at St John Deans for a part-
 149 time biologist and everybody that they have appointed, well
 150 George got the Chemistry position. They are looking for people
 151 with George's experience, and he's gone part-time, so they are
 152 there but what they are looking for is that amount of experience
 153 so you have got to be older and so they don't have you going off
 154 with child care problems.
- 155 JPS Of course, so therefore that comes full circle doesn't it? You're
 156 being a mother and you're being penalised for promotion and
 157 certain positions because of the fact that you're part-time because
 158 you're a mother? It goes around and around. That is interesting, I
 159 didn't know he was going part-time to work somewhere else
- 160 Joy But he's gone with the wealth of his experience and that's what,
 161 that's how they have justified it and not gone about it in a
 162 discriminatory manner.
- 163 JPS He must be very expensive.
- 164 Joy Oh yeah! But he's part-time so . . . but all the members of staff
 165 there are that kind of age, it is very rare, unless they're male to be
 166 younger and be part-time.
- 167 JPS Right, ok, so when you're off here with the kid.
- 168 Joy In the whole year I've been off once and that was because I had
 169 been up all night, he went to his child care, he went to his
 170 grandparents anyway, I went to bed because I felt so awful.
- 171 JPS Have you just been lucky that he has not been very ill or very
 172 good child care that will take him?

173 Joy Very good child care, well it is his grandparents so they will often,
 174 if we have been up with him over night and he's been awful they'll
 175 often take him and keep him over there the next day anyway. So
 176 we have just been very lucky with child care, lucky with childcare,
 177 nothing to do with him not being . . .

178 JPS So you wouldn't want to take time off, because you were quite
 179 proud when you said that.

180 Joy I don't want to take time off, it's not even so much because I don't
 181 want to take time off, I don't want to not be here because if I'm not
 182 here I have got to leave work for my classes, well look at my
 183 desk, this is what has happened when I was on maternity leave.

184 JPS Ok.

185 Joy Yeah, and my pens go missing, my books go missing, their books
 186 go missing and you know all the things that I just don't want to
 187 happen when I'm not here so . . . if at all possible I would rather
 188 be here even if I'm not feeling very well myself because it is worse
 189 if I'm not

190 JPS No you're absolutely right, it is like that . . . teaching, it is easier to
 191 just come in and get on with it because of the repercussions.

192 Joy Yeah, well as well we live in K. so even if I'm not feeling well I
 193 have to bring Sam across to M. for his childcare so . . . if I've
 194 come across to M. I'd then have to drive back to K. to go back to
 bed.

195 JPS Is that where your family live?

196 Joy Sam's family, my husband's family, they live in T. I'd still have to
 197 bring Sam across, drop him off with them, go home to go to bed
 198 to come back to get him (laughs) in which case I might as well
 199 come into work.

200 JPS Ok, you might as well get on with it.

201 Joy Yeah!

202 JPS And do you plan on having anymore children?

203 Joy I'd like to yeah, and to be quite honest apart from if what was
 204 going on here wasn't going on here, in which case who knows
 205 what is going to happen, I probably wouldn't go full time until I
 206 had, I'd like one more and wouldn't go full-time until after that.

207 JPS How many years have you been at this school?

208 Joy Four, four years.

209 JPS So you would rather wait, you're talking about holding back, I
 210 mean you're young.

211 Joy Twenty nine.

212 JPS So you just want to hold back until you have had your children?

213 Joy For where I want to go next, if I saw something I really wanted
 214 now I'd still go for it because of what is going on here.

215 JPS That's fair enough, you're not thinking about redundancy?

- 216 Joy I don't think we could afford that, I don't think I have been here
 217 long enough to get enough of a redundancy!
- 218 JPS To be able to afford to stay on?
- 219 Joy No because my husband is also up for redundancy and having to
 220 reapply for his job.
- 221 JPS What does he do?
- 222 Joy He works at a hospital, he's the manager of a hospital so he is in
 223 exactly the same boat, so we'd kind off just wait for that and see,
 224 and that would see when we would have the next child as well
 225 because I wouldn't want to move schools and then have a child
 226 straight away. I'd need to get in and get my feet under the door
 227 and know what is going on then go off again.
- 228 JPS So your career is in a way mapping where you're going with your
 229 home life, isn't it?
- 230 Joy Yeah we are waiting to see which one goes first in terms of
 231 waiting to see what happens with his job but if he gets his job then
 232 we'd think about having another child fairly soon, erm, so that we
 233 can move on, get out of the way all the sleepless nights and
 234 nappies and do that. I wouldn't want more than one, I hated
 235 being pregnant so, just a horrible thing, I'd like another child so
 236 I've got to go through that again but I would kind of put my
 237 progression on hold till I have done that unless . . . I've got to go
 238 full time because he doesn't get his job. I might as well go for full
 239 time with more responsibility because that is where I'd be going
 240 anyway and I've done a lot here that would enable me to get that
 241 kind of job. I've done the budget, the planning, all the exam
 242 entries and all the stuff that I need to do to move on so I'm not
 243 waiting to get the experience to move on I'm waiting to want to
 move on.
- 244 JPS Waiting for the right window of opportunity and you're lucky
 245 having this room but what about timetabling, do you feel that
 246 timetabling you're given a bit second hand because you're part-
 247 time? Are you the person that fills the gaps sort of thing?
- 248 Joy No, no!
- 249 JPS So you're very luck here in this department?
- 250 Joy That's part of it, Margaret and I teach A Level Biology and it is
 251 only the two of us that do, so I automatically know that I have A
 252 Level Biology erm . . . there are three biologists in the department
 253 and we share out GCSE, but as we have six sets, five in Year 10,
 254 next year's Year 11, six sets in Year 10, I know that I will have
 255 GCSE teaching because there are just not enough of us
 256 otherwise and then yeah I fit in but I know I will have a core of
 257 good classes and erm . . .
- 258 JPS Good classes with regards to behaviour or ability?

- 259 Joy Both erm . . . Andrew has been very good as well saying what do
 260 you need for your childcare arrangements in terms of times and
 261 days and I just told him I need a day off but I don't mind which
 262 day, the grandparents are quite flexible so he's made sure I've got
 263 a full day off. So I'm not, it's not a problem in that kind of sense.
- 264 JPS You're very lucky.
- 265 Joy Yes!
- 266 JPS You clearly have a positive experience, talking to different
 267 members of staff, all have very different experiences.
- 268 Joy A lot I think depends on how supportive your Head of Department
 269 is and Margaret herself was part-time when she had children, she
 270 was part-time up until she got HOD's job here. So she, I think she
 271 went into teaching late, I'm not pretty sure but she was part-time
 272 when she started at Highbury so she, she knows all the pitfalls
 273 and she doesn't treat me like a part-time member of staff other
 274 than making sure I'm here for meetings, which I quite easy could
 275 have done without but she's been quite supportive and I think a
 276 lot depends on that, how I know Cynthia's had trouble because
 277 she teaches so many different subjects, she doesn't have a
 278 cohesive timetable where mine is I am teaching A Level Biology, I
 279 will teach GCSE Biology and then I will fill in with the rest of
 science.
- 280 JPS Yeah.
- 281 Joy And, so but she doesn't have that, I know what I will be teaching
 282 each year, I will usually have a year off, this year my year off is
 283 going to be Year 11.
- 284 JPS You will have a Year 10 will you?
- 285 Joy Yeah I have three groups of Year 10, I've got Year 12, 13 so but I
 286 know because of what, I know she wants me to teach.
- 287 JPS That's good, so you feel that you're valued?
- 288 Joy Yeah but that's a lot to do with my place in the department and
 289 then how she wants me to be and I think it's a bit different if you're
 290 not like that within the department.
- 291 JPS Definitely, ok thank you.

15th July 2010

In Kym's classroom

1 JPS First of all thanks for saying you'll talk to me, I want this to be
2 like a conversation, I know you're good at talking, first of all if
3 you could just give me some background on, for example, how
4 long have you been teaching, how long have you been part-time?

5 Kym Right, I think I've been teaching, I think this is my twenty fifth
6 year and all in one school at Highbury so I started off very
7 young and I went for maternity leave the first time probably
8 only after two years of teaching, and in those days it was quite
9 different because it was only just like acceptable, things were
10 changing and it was starting to get a bit easier to get it. Most
11 people in those days, they just expected women not to work
12 and also the men that were left over from the secondary boys
13 modern were resentful because their wives had to give up and
14 give up the salaries and all this lot. You know it wasn't
15 particularly easy from that point of view but the school bent
16 over backwards to make it accessible. It was Terry Steven
17 again and he was very open to make it as easy as you know
as helpful as he could.

18 JPS So that was the head, I take it?

19 Kym Terry Steven was the head at that time yeah . . . and he was
20 always well up on all the new rules coming out and new things
21 coming out at that time er . . . that weren't there before I don't
22 think, about how much time you could have and you know if
23 you wanted to come back part-time they would help you find a
24 part-time job but before that I think it was just unheard of, that
25 you know, very few people went back I think.

26 JPS So you've been part-time ever since your first baby?

27 Kym So yeah yeah, went back three days for quite a long time till
28 they started school and then gradually started adding a bit
29 more on so now I'm er. . . I think this year I've been 0.9
30 because I teach two hours after school a fortnight, it made me
31 0.9 but I still get a day off.

32 JPS Your children are all grown up?

33 Kym Well grown up, they're all at secondary school, the last one is
34 going into sixth form this time.

35 JPS You still want to remain part-time?

36 Kym I want to keep one day off, keep one day off er . . . just because
37 I've been teaching a long time and you know it's for sanity
38 really, if I can afford to do that, well you pay your money you
39 take your choice don't you? . . . Fortunately I've been able to

- 40 carry on and if I needed to I could do more but at the moment
 41 I'm doing it because I have been doing it a long time and it
 42 keeps me sane and less tired than other people
- 43 JPS So at this point in time it is not particularly about you having the
 44 family at home?
- 45 Kym It's more about me now although I still feel I needed that time
 46 even when they were older they still like you there, you've still
 47 got, you're not doing as much psychically for them but you
 48 need to be there mentally for them, which it just as hard so I
 49 still felt that you needed to be there so it's nice just to have
 50 more organisation at home and be able to do those things on
 51 that day that you can't do on the other days. Usually in the
 52 beginning it was still about them er. . . even if it's just getting
 53 yourself organised before they come home so you're not as
 54 tired, not as stressed and have more time for them when they
 come home.
- 55 JPS And is this the subject you were qualified in, are you teaching
 56 the same thing?
- 57 Kym Yes I teach French and Spanish and I have done all the way
 58 through. I've never taught anything I'm not qualified in.
- 59 JPS What about responsibility in this school?
- 60 Kym Well in the beginning if you were part-time you couldn't have
 61 any at time, it was just unheard of, you were just out of the
 62 picture, so for a long time, before I went part-time I was quite
 63 ambitious and I had done you know, a year heads job and
 64 things like that and I was being asked to do things by the
 65 senior management. But in those days they used to groom you
 66 a bit into certain roles er. . when I came back it was just never
 67 an option, I didn't want to anyway, I'd changed and you don't
 68 know how you're going to react, you know after that I was not
 69 interested in that, I just wanted to come, do a decent days work
 70 and go home and forget about it as much as possible. But also
 71 it wasn't an option in those days, whereas now it is and a lot of
 72 people, you know Janet's come back as second in department.
 73 I'm doing second in PSHE part-time, I've had a role as a
 74 coordinator, with the sixth form when we went to the college,
 75 so we were able to pick and choose er . . some nice roles to
 76 add to, you know, what I want to do.
- 77 JPS When you said that before you had the baby you were
 78 ambitious, how many years were you teaching before you had
 79 your first child?
- 80 Kym Not long, only two or three I think.
- 81 JPS Two years and you had already gone on a course and . . .
- 82 Kym Course for what?

- 83 JPS Sorry did you say you went on a course to take on extra
84 responsibility in the school?
- 85 Kym No I had taken on, I had been an assistant head, in those days
86 we used to have that position and had been encouraged to
87 apply for a year heads job while I was on maternity leave but in
88 those days there were like eleven people going for it and I
89 don't think I gave a very good interview because I don't think
90 my heart was really in it, but in those days I was being
91 groomed like for that kind of thing.
- 92 JPS When you said that you as a part-time member of staff you
93 couldn't take on extra responsibility, is that a legal thing or just
94 that you were over looked within the system?
- 95 Kym It was just, just that no one would ever consider you. No one
96 said no you can't but it was just something that you felt wasn't,
97 you know, do able. Nobody did and er. . it was just sort of
98 suggested that it wasn't on the cards.
- 99 JPS Why do you think that was?
- 100 Kym I just think that was the time as well, I just think you know, that
101 it was all fairly new. You know part-timers, there was a bit of
102 resentment, other women who had gone back to work full time
103 resented you if you were part-time as well, you know things
104 weren't made particularly easy for you, whereas now I think,
105 you know, there is a lot more willingness to sort of, you know,
106 well they've never had to move things around but it was felt by
107 others that you know, you were getting preferential treatment
108 and other jobs were harder because of the part-timers. That
109 kind of thing was implied. There were very, a couple of strong
110 people around in those days, other colleagues who had done
111 the same thing and come back full time, er . . I think there was
112 probably a little bit of jealousy to be honest but
- 113 JPS I know now you talk about your room, you've got this lovely
114 room here, has that always been your case being a part-time
115 member of staff?
- 116 Kym No, that was the worst thing ever, was moving around from
117 pillar to post. I mean luckily once in languages mainly we were
118 all in one area, even so that was bad enough having to move
119 from room to room and I think it is only because we have falling
120 numbers at the moment that we can be in our rooms when we
121 are free and things like that, because that used to happen,
122 even when you had your own room it was usually timetabled
123 with someone else in it erm . . whereas in the moment I don't
124 think there is anybody in my room when I'm free.
- 125 JPS Isn't there?
- 126 Kym No, so I'm quite lucky.
- 127 JPS And are you a form tutor as well?

- 128 Kym Well I share one, I do one with Joy, so I do her when she's not
 129 in, I do the form so I was a form tutor, as a part-timer I've
 130 always been a form tutor, I went into the sixth form, for years
 131 and years I was with the sixth form which I really enjoyed. But
 132 we've lost the sixth form now.
- 133 JPS Of course we have. They don't take the registers do they? I
 134 had forgot about that.
- 135 Kym But I just miss the contact and I got really into the UCAS and
 136 the universities and got quite a lot of knowledge to do with that
 137 which I built up and the specialism and you don't get to use it
 138 then which is a shame.
- 139 JPS So talking about you're position in the school, then how other
 140 people view you. Historically you can go back twenty years
 141 can I say, part-time?
- 142 Kym Yes.
- 143 JPS Twenty years is that about right?
- 144 Kym Yeah I would say so.
- 145 JPS So do you think, you talk about your experience being quite
 146 negative, viewed with resentment by other women, has that
 147 view changed?
- 148 Kym Oh gosh yeah, I think that's society, I don't think it was
 149 particularly bad in that school I just think that was the way it
 150 was viewed in general, you know, and that used to be a boys
 151 secondary modern so it had a top heavy element of male
 152 teachers there still. Do you know what I mean? Mainly male
 153 teachers and you know quite older ones as well, gradually they
 154 all changed and things became more and more acceptable.
- 155 JPS So in this school now do you feel people view you Kym
 156 differently because you are part-time?
- 157 Kym No, I don't think some people know I'm part-time to be honest,
 158 but I suppose I'm erm . . . doing a lot more now than I was, you
 159 know at one time there was two days when I wasn't in a week,
 160 whereas now there is only one erm . . . no I don't feel any . . .
 161 quite the opposite now, I think, you know I was always treated
 162 very fairly by the school, Terry Steven always did everything
 163 you know, completely by the book and he was very supportive
 164 but he was a bit more open minded you know.
- 165 JPS And now under the new head, you feel that he is supportive?
- 166 Kym I doubt he knows that I'm part-time, I wouldn't know, I would
 167 have thought that he didn't know that I was part-time. I'd be
 168 surprised if he knew
- 169 JPS Because we have a lot of part-time staff here?
- 170 Kym Well I don't know, do we?

- 171 JPS Yeah, I think so, maybe not as many now as we used to have
 172 when I first started Highbury, then there were loads of part-time
 173 staff, but even now we have eight and the majority are women
 174 Kym Joyce because of the fall in numbers she had a day when she
 175 is down on her hours and before this reorganisation was on the
 176 cards she was actually going to go for one year and have a
 177 day off, and still be head of department. Only doing it for a
 178 year, because it suited her to do it for a year, you know,
 179 recharge her batteries that kind of thing, because the thing is
 180 you get older as well and do it for different reasons and there is
 181 a lot more people as they have got older have gone part-time,
 182 given up responsibilities and are at the end of their teaching
 183 careers, I think there is another side of it.
 184 JPS Yes there is, with your responsibility, it that paid pro rota?
 185 Kym It is paid rota which is ridiculous actually because that is one
 186 thing that they are making a killing on really because you've
 187 got to do the job. Whatever the job is I do it, it needs doing I
 188 do it and get paid 0.9, next year I'm 0.8, if I was 0.7 I'd get 0.7
 189 of it, of the TLR but you're still doing exactly the same amount
 190 of work. And I have brought that up with Marie Ann (bursar)
 191 and she said that's just the way it is, as far as I'm aware she's
 right.
 192 JPS Yes it seems very unfair doesn't it?
 193 Kym Well it doesn't make sense does it? I don't know how they can
 194 justify it really, I mean she didn't say she agreed with it just
 195 that's the way it was you know.
 196 JPS I think schools get a good deal out of part-time staff.
 197 Kym Yeah they do!
 198 JPS Because you do more work?
 199 Kym I think you do, I think the people who are clever enough to see
 200 that, realise it and make the most of it.
 201 JPS Do you on your days off work as well, plan?
 202 Kym No, unless there is something, for whatever reason, I make a
 203 point of not doing anything on my day off because that is the
 204 point of a day off.
 205 JPS Has it always been like that?
 206 Kym Yes.
 207 JPS And do you view other part-time staff differently?
 208 Kym No, no, no most people that I know that have gone part-time,
 209 like Janet has gone part-time, she was full time before and
 210 obviously had a baby, gone part-time erm . . . the same with
 211 Joy so not at all.
 212 JPS So would you say then, I know you talk about being ambitious
 213 before you had the kids, do you therefore see having a family
 214 as putting a stop to your career?

215 Kym I think that was just my personal experience, because there
 216 were lots of people who didn't. Anne Dooley at the same time
 217 as me had a baby, Jilly did, Judith Hart did, they all carried on
 218 as normal, I came back, oh actually I came back one year full
 219 time, I forgot about that and erm . . I came back for one year
 220 full time and really found that I was missing out. And there was
 221 another girl in the department who had a part-time job and she
 222 left and so I said can I have her job so I took over her job. So I
 223 did try it full time for a year, my heart was elsewhere really.
 224 JPS So it just changed?
 225 Kym It just changed my perception, it wasn't other people's
 226 perception of me it was my, I just didn't want to be there all the
 time.
 227 JPS So, I get the feeling talking to you that it has been a positive
 228 experience for you, being part-time?
 229 Kym Very positive, very positive, completely positive, I feel very
 230 lucky really that I have had the opportunity to do it, as I say in
 231 the beginning it was a bit harder, certainly now people will work
 232 with you as much as you can, you know.
 233 JPS Do you share any of your classes?
 234 Kym No.
 235 JPS So everything is just yours?
 236 Kym Yes, I think in the past I may have shared with Sarah Morgan,
 237 they did like a rolling programme so you teach them, she'd
 238 teach them whatever it was 1,2,3 and then I'd do 4,5,6 and it
 239 might, because whatever the timetable was then, but that has
 240 never been a problem, in fact it's quite been a benefit.
 241 Obviously it is like A Level classes you can, when we've had to
 242 do that in the past you just do different topics. Otherwise
 243 we've just been very careful to liaise with each other before the
 244 next . . . it's never been anything but a plus really.
 245 JPS So you've not felt you've had to fit in around people?
 246 Kym No.
 247 JPS That's good. Is there anything you would like to add about
 248 your experience?
 249 Kym No, like I said it's, the only negative, when I look back on it
 250 now, I think you feel quite vulnerable when you come back and
 251 the timetable wasn't always easy for me, once I'd stopped
 252 having my full two days off once they were at school, they said
 253 well we can't give you that any more, they start messing
 254 around with it. And I do think there was sometimes, when you
 255 were in at funny times and I think nowadays they accept it and
 256 now there are more laws about, you can't have them in half a
 257 session, I think aren't there? Yeah I think, you couldn't have
 258 someone in, if you get them in you have got to pay for them for

259 a full session or something so . . but in those days you just had
to put up with it

260 JPS You couldn't ask somebody for an hour in the afternoon, you
261 have to ask them for the afternoon session?

262 Kym Exactly, they couldn't ask you to come in without paying you
263 for it all because, even if you didn't teach it, it wouldn't be fair.
264 Those sorts of things didn't exist then or maybe they did and I
265 didn't know about them. I think it's got quite, quite well
266 structured now, there seems to be proper not just someone's
267 opinion but proper things that you follow, you know, everything
268 is pro rota, your frees are pro rota and I remember once when,
269 actually that's the only negative thing that ever happened to
270 me, once I had less frees than I should have done and when I
271 queried it I was told, you're part-time, so why was I the one
272 losing the free why wasn't someone else losing the free? And
273 the answer was you're part-time. But the head put that right I
have to say.

274 JPS But legally aren't we meant to have a certain amount of frees?

275 Kym It's pro rota, but that didn't used to be the case. It wasn't
276 absolutely written in stone, it was up to however people
277 interpreted it. And at the time the person doing the timetable
278 you know, was giving me that answer but when I queried that
279 with the head he said no that's not right. There is no reason
280 why it should be you, you've got to be treated the same as
281 everybody in the department, so again it was a negative that
282 turned into a positive

283 JPS And do you see yourself as remaining as a part-time teacher?

284 Kym As, yes I do because I don't really feel part-time, I know it's just
285 one day but I don't feel part-time anymore really, erm . . and

286 JPS Why don't you feel part-time?

287 Kym I don't know, I just feel like there is no difference in me than
289 anyone else. I know I've got that one day tagged onto the
290 weekend but I still feel that I am here doing a normal, I get here
291 early in the morning, I leave late at night for four days. I don't
292 really feel that I'm not in the swing of it. I think one time when
293 the kids were little I did feel out of the loop of things and I don't
294 feel that now, you felt that some things didn't involve you or
295 include you or whatever, I certainly don't feel that now!

296 JPS So you see yourself as staying part-time?

297 Kym I see myself as staying part-time, who knows at the moment
298 what is happening to us. I mean if I had to go for another job
298 then it might be that I would look at a full time job but I'd like to
299 stay as I am you know, all things being equal till I finish but I've
300 done it for twenty five years, it's not getting any easier and you
301

302

know, I think it makes me better at my job having that extra time to be, recuperate and have a bit less stress basically.

16th July 2010

In PLR with Linda

- 1 Linda Something which I thought about afterwards which I hadn't
- 2 said to you but I wanted to, I think it is quite important, I don't
- 3 know if it would appertain to your studies but, it's this idea isn't
- 4 it of women now have the opportunity now to go out and work
- 5 and an area that isn't looked into is actually some women don't
- 6 want to do that and it's the assumption that everybody wants
- 7 to go out and have a career. What about the nurturing and it's
- 8 that sort of acceptance and I thought in my mind it was kind of
- 9 parallel of when I went to work in Namibia, maybe we did talk
- 10 about this last year, last week, and there was this . . . the black
- 11 population had taught a twenty six year war to end apartheid
- 12 and they learnt to be subservient to the very few white people
- 13 that were there. When I got there it was shocking how they still
- 14 were subservient to me, you know, to me. But you know they
- 15 had learnt this pattern and it's very difficult, you can't say one
- 16 day to the next, change your thought pattern, change your
- 17 way, you know, you can't do that and maybe there is a pattern
- 18 where women have for so long used language like "well I've
- 19 cleaned the kitchen floor" it's not your kitchen floor, it belongs
- 20 to the family but we are so engrained in our heads that it is our
- 21 house and our responsibility, you know some women still want
- 22 to be doing that but also some women that do want to go out
- 23 are in-between because they probably still have got in their
- 24 heads that that's their job as well.
- 25 JPS Because you spoke last week about the home and how you
- 26 wanted to be more in the home?
- 27 Linda Yes, yes, yes, that's a personal thing for me, yeah that you
- 28 know that. Obviously I realise that that's not everybody's cup
- 29 of tea and I don't know if I would want to be there all the time
- 30 doing that.
- 31 JPS And do you think that when you talk about language there, do
- 32 you think that's played out within the school? Do you think of
- 33 any instances where as a female teacher you're maybe viewed
- 34 differently or where your language, you're using language in a
- 35 different way?
- 36 Linda I'll have to think about that, it's a good question erm . .
- 37 .thinking about what we said last week about the clarity of
- 38 contracts, the assumption that women will do stuff, that
- 39 wouldn't necessary make that assumption on a male. I'm
- 40 searching to think of actual words that people use, actual
- 41 language but it occurred to me, no I can't think of any

- 42 JPS Do you think that maybe your position in here, you speak
43 about caring as well then, do you think your position as a
44 female in this environment?
- 45 Linda I think it probably helps with my SEN work because I've got a
46 bit more . . . Jenny personifies it really, you know she's very
47 very caring to the children who find inclusion difficult. Who
48 maybe don't benefit from this environment so that's . . . But I
49 think, a male would do this job very well as well, I don't think
50 it's particularly . . . I think the problem with my job now in this
51 room is that we don't really know what the outline of this job is,
52 we know all the badly behaved ones come down don't they
53 and that can be done by a male as much as a female.
- 54 JPS Did we speak about how you feel perceived by other members
55 of staff, do you feel that you are overlooked?
- 56 Linda We did speak about that, I think it's six of one and half a dozen
57 of the other really because yes you are, you are, if you are a
58 part-time member of staff you do miss out on things and
59 things do go quickly and there is that inevitability but I think the
60 flip side to that is that you are still expected to produce. If
61 literacy flops next year, this initiative, it'll be me that didn't
62 teach it, not cross curricular but in those lessons. I have to put
63 part-time but still have to put it in, so they want both but I
64 suppose that I think how much do you want to put into it, you
65 can give so much can't you to our jobs?
- 66 JPS End up doing full-time hours in a part-time salary
- 67 Linda Yeah, absolutely, and all the things you could attain, you could
68 be supporting the drama work, I'm quite interested in that, it's
69 quite a fun . . . you could be doing all the sports stuff that goes
70 on . . .
- 71 JPS what about, I was thinking about your trolley that sometimes I
72 see you pushing around, there's the trolley, and I know as a
73 part-time member of staff that I've struggled with classrooms
74 and that to me personifies, well no it doesn't personify does it,
75 but it is a symbol of our struggle?
- 76 Linda (Laughter) Would a man push a trolley up and down the
77 corridors? I do that because I am physically, it weighs a tonne,
78 when I teach in your room, I have two sets of books to carry
79 back and forwards I mean you need something to help you do
80 that!
- 81 JPS So therefore how do you see your position with regards to
82 classrooms, timetabling where do you think part-time members
83 of staff come within that?

84 Linda I created such a big fuss this year with literacy, quite out of
85 character because I am not peripatetic teaching it again, I'm
86 not going from classroom to classroom when you are taking it
87 seriously as a lesson when you realise needs to be done, then
88 the need, any teacher needs their own class room, don't you?
89 This business of going from classroom to classroom is
90 appalling; yes it is part-time teachers that do that isn't it? I
91 can't stand it, you know you forget things don't you, it's only
92 naturally that occasionally you won't have the photocopying
93 that you've left in your room, all sorts of little things, but not just
94 that kids work an ownership over the room, so I'm doing,
95 teaching from room 18 now.

96 JPS So you asked for a permanent room?

97 Linda Oh yeah!

98 JPS Do you have to teach other subjects now?

99 Linda I'll be doing one RE, everything else will be in room 18.

100 JPS That's nice.

101 Linda Hmm?

102 JPS So you won the battle?

103 Linda Yeah but I was quite stubborn!

104 JPS OK.

105 Linda Because, I don't know how you feel about it, but I've just done
106 a year of RE and it's really really difficult not having your own
107 room, you're never on time, never there before them, you
108 never get anything set up.

109 JPS Well it has a knock on effect with discipline doesn't it as well if
110 you're walking in as they're there, trying to get resources out,
111 trying to write on the board what needs to be done . . .

112 Linda Trying to get SIMS up, you just get, no no so I'm not having
113 that for another year, but I mean, the thing is that is how
114 education is, they want you to give everything.

115 JPS What about promotion, do you think you are over looked with
116 regard to promotion?

117 Linda Well not really because I am 2nd SENCO?

118 JPS Are you meant to have that position as a part-time member of
119 staff, because when I spoke to Jane, because she's been
120 given a second in department, isn't she, and she said "I don't
121 think I'm meant to have this part-time" part-time members of
122 staff are meant to have the responsibilities, now I don't know
123 for sure, I'd have to check on that myself.

- 124 Linda No I don't, it would make sense, what a lot of what I do is
 125 covering meeting that Joan can't make and all the monitoring
 126 stuff, I don't know, they have said to me but to be honest I
 127 think they are on a bit of a dodgy wicket anyway, who would
 128 do that? It's quite a lot of work erm . . . for the actual extra
 129 money that you get.
- 130 JPS Oh it is for what you do!
- 131 Linda Yes I think you can end up doing a lot for not very much extra,
 132 so personally I don't feel that I have been overlooked in
 133 promotion but to be honest Julie I haven't really sought
 134 promotion, I don't want that right now at this point in my career,
 135 you know, and I think in some respects like I said I have
 136 played the game, I have got on with people, I think that's very
 137 important to be a team player but I came on with a group of
 138 four other supply teachers and I'm the only one left, and I think
 139 I'm really pleased with that you know, and I think that's linked
 140 to the subjects I have to offer.
- 141 JPS Because the school needs you?
- 142 Linda English, it's a key subject isn't it?
- 143 JPS So is there anything as your role as a part-time, that you
 144 wouldn't do, you talk about after school clubs and things, extra
 145 activities, well I'm part-time I'm not going to . . .
- 146 Linda Erm . . . I think it's more a case, it's not that I'm part-time it's
 147 because I've so many other things to do, so if you take for
 148 example this year, in order to get a contract I did RE, it's a
 149 heck of a lot of work for me, because I've had to learn a whole
 150 new subject to deliver it so it's been more time consuming to
 151 prepare my lessons than it has been for you because, you
 152 know you've done them for a few years, the same texts,
 153 haven't you, so I haven't got involved in things really because
 154 life itself, I want at the end of the day to go home to my kids, I
 155 don't want to be here at seven, eight o'clock like some
 156 teachers are . . . not my scene at all, but erm . . . yeah, I think
 157 what the point is if you don't knuckle down and say I'm going
 158 to be a full time English teacher you're more vulnerable,
 159 because they want full-time in front of the class don't they,
 160 obviously they do, obviously they do and I understand that, so
 161 if you try to sidestep it you're more vulnerable to being asked
 162 to deliver RE for a year, to maybe not getting your own
 163 classroom, to maybe being bypassed, I don't know what your
 164 other interviewees are saying but maybe some feel they
 haven't been promoted

- 165 JPS I don't think I've wanted to be promoted but I feel that I've not
 166 always been valued especially when I did less hours, I am
 167 virtually full-time now, but when I did less and had more days
 168 off I became very invisible I felt around the school erm. . . I felt
 169 what I had, two days off a week, I was invisible, I was not part
 170 of school life, I just dropped in, parachuted in.
- 171 Linda But you have a very supportive department?
- 172 JPS Yes I have and I am now virtually full-time because it is only
 173 one day off, like on a Monday I teach seven periods so that
 174 sort of made up that way so . . .
- 175 Linda It must be difficult if you don't have a department, because it is
 176 quite an isolating job anyway isn't it, you're in your classroom
 177 all the time, it must be difficult then to feel part of it erm . . .
- 178 JPS Do you feel like having children has held your career back in
 179 any way?
- 180 Linda Yes of course it does, because if you want to, you've got four
 181 children, how amazing is that, I've had two and I feel, yeah but
 182 this is my point, I wanted to be held back, I felt like I've done a
 183 lot already, I've done a lot, you know, I don't need to be head
 184 mistress, I'm not seeking that, I'm not particularly career driven
 185 person, I'm going to do the dyslexia qualification next year, but
 186 actually one of the reasons, one of the reasons, I'm doing that
 187 is coz I think I can manoeuvre a timetable around that, I can
 188 have a life through seconding myself to schools as a teacher
 189 of dyslexia and literacy, that is my, so I'm not looking to up my
 190 hours, I'm looking to make them more tenable.
- 191 JPS More power?
- 192 Linda Oh yeah, I will be in charge then, when I say I am working, do
 193 you know what I mean, and I really feel that you're not in
 194 charge.
- 195 JPS Any of us?
- 196 Linda Any of us here probably, any of us really but I feel you know,
 197 they have given me another RE hour I found out when I was
 198 sitting in front of Shelia, nobody had said to me, how bad is
 199 that?
- 200 JPS I have to teach another hour and I didn't know that either until I
 201 was in the staffroom we are all down to teach another hour, I
 202 had no idea.
- 203 Linda Fantastic, what joy, yeah how to make you feel good in one fail
 204 swoop but don't you feel that in some ways you are just being .
 205 . . with what is going to happen to this school? We're not
 206 consulted or in charge of what we do are we?
- 207 JPS No not at all.

208 Linda And you know you go into teaching because you are a creative
209 person don't you and now this, just this plethora of sheets that
210 we have to fill in, and reports and feed backs, the balance is
211 going isn't it?

October 27th 2010

In Sheila's house

- 1 JPS So first of all if you could give me some back ground on how
- 2 long you have been teaching, how long have you been part-
- 3 time and was this the subject that you qualified in?
- 4 Sheila Oh, I've been a teacher since 1988 so twenty two years, but I
- 5 was an English teacher – I don't think I was really qualified to
- 6 teach that actually because I did an English and history degree
- 7 and majored in history but anyway I did my PGCE, got a job as
- 8 an English teacher and then I've been teaching sociology
- 9 alongside English for about fifteen years and then I became a
- 10 learning support SENCO, special needs coordinator at school
- 11 and that was – I'm not very good with dates – I think that was
- 12 about eight years ago. So I did sociology, the SENCO job and
- 13 then during the course of being SENCO after about two years
- 14 of doing that I became part-time and stopped being SENCO did
- 15 some learning support teaching and sociology and then over
- 16 the past three years I've been teaching psychology but all doing
- 17 sociology and psychology part-time. Neither of which I'm
- 18 qualified to teach but
- 19 JPS So did you drop – going back to your role as SENCO – did you
- 20 drop that responsibility because you went part-time and couldn't
- 21 keep it on?
- 22 Sheila No I was SENCO part-time as a job share with another woman
- 23 who had been a SENCO previously. She came in to continue
- 24 with some SENCO work because I decided I couldn't deal with
- 25 being SENCO full time, so I came back, to do it part-time
- 26 because I had been off sick, so I came back part-time. And
- 27 then the two of us job shared that but at the time there was a lot
- 28 of reorganisation and so I decided I just didn't want to continue
- 29 with the SENCO at all for my mental health.
- 30 JPS Ok so that is when you, but you said you already started to
- 31 teach sociology during that period?
- 32 Sheila I did sociology about fifteen years ago so I was definitely an
- 33 English teacher and sociology for about I don't know, probably
- 34 about five or six years did both
- 35 JPS How did that come about teaching sociology then?
- 36 Sheila It was at the end of my fifth year at the school and a lot of the
- 37 students who I had met in year 7 were planning to leave
- because they were planning to do sociology A Level and they
- couldn't do it at the school, although they could have done
- other A Levels they couldn't do sociology. So I asked if it would
- be possible to teach it having got it at A Level and the school

38 then gave me the chance to train by basically sending me off to
 39 work at home with books and gave me money to buy books and
 40 go on courses, so that I just sort of taught myself how to teach
 41 myself how to teach sociology
 42 JPS So the school were supportive?
 43 Sheila Oh yeah very good and even the head teacher taught sociology
 44 alongside me for the first year although he wasn't very good at
 it
 45 JPS And that was sociology A Level?
 46 Sheila Yeah and then for two years actually he taught it
 47 JPS Oh did he?
 48 Sheila Well he was on the role as having that job.
 49 JPS The old, not George?
 50 Sheila Yeah
 51 JPS Oh George taught it! Did he?
 52 Sheila Yeah! (laughs) but it wasn't very good because he was hardly
 53 ever there and he didn't follow the syllabus so it wasn't ever so
 54 helpful.
 55 JPS Ok, I didn't know that, I can't imagine.
 56 Sheila Oh yes
 57 JPS So you were his boss in a sense?
 58 Sheila Yes I was fortunately the parents who complained just went to
 59 him.
 60 JPS Right, that's good.
 61 Sheila Yeah.
 62 JPS So you became part-time eight years ago and you say because
 63 Sheila Yeah it may have actually been six, I have got the date written
 64 down do you want that detail?
 65 JPS No it's fine
 66 Sheila Yeah maybe six or seven years ago.
 67 JPS Were you part-time when I started at the school?
 68 Sheila Yeah because I came back from being ill.
 69 JPS Right, ok.
 70 Sheila So I think I was part-time then.
 71 JPS Ok, so it was through you being poorly that you decided that
 72 Sheila Decided to go part-time.
 73 JPS And has that worked out better?
 74 Sheila Yeah much better – I like having days off.
 75 JPS So the stress of work accounted to you being poorly?
 76 Sheila Yeah, yeah
 77 JPS And with regards to being a part-time teacher at school do you
 78 feel your role has changed, I mean you talk about
 79 responsibilities but you still have responsibilities and you still
 80 have now, because you are the head of a department aren't
 81 you? Do you feel the school, even though you have been part-

- 82 time have always been supportive of you having extra
responsibility in the school?
- 83 Sheila No, I had a bit of an issue for years with the head, the previous
84 head George, trying to sort out whether he would he would pay
85 me to be head of sociology for years and years I had that issue
86 with him. All around me people seemed to be having, at the
87 time you didn't get much money for being head of department,
88 but he, or for having extra responsibility and he used to give
89 people extra responsibility and I wasn't sure it was actually for
90 the right reasons because they all seemed to be men and they
91 didn't necessarily do a huge amount of work for what they were
92 supposed to do and yet I was running, had set a department,
93 was running it and he didn't seem to want to pay me any extra.
94 So I battled for that one for some years and eventually I was
95 allowed to have a small allowance.
- 96 JPS That's interesting, so when you say that, maybe I'm wrong
97 here, but was there not meant to be a head of sociology, could
98 sociology run without a head of a department?
- 99 Sheila Well that was my argument really, because I still had to do the
100 work that a head of department had to do but didn't' get paid for
101 it. Obviously when I first started doing it, it was like try it out, but
102 because it was very successful and a number of children
103 stayed on who wouldn't have stayed on and because the
104 results were good, it seemed unfair to me that he would give
105 money for people to do outdoor education which actually meant
106 taking them climbing once a week, or once a fortnight, or once
107 a month or whatever, and run a General Studies department
108 when there were hardly any children doing that subject yet, to
109 try to get him to think of sociology as an academic subject, he
110 wasn't interested in paying.
- 111 JPS And you mentioned before that, you mentioned men . . .
- 112 Sheila Yeah definitely, I mean I don't know if he would have paid me
113 had I been male but he had a number of men that he gave
114 money to that didn't always seem to do an awful lot for their
115 money and I didn't think it was very fair.
- 116 JPS And what about this new head do you feel that he's supportive?
- 117 Sheila Oh yes, he's brilliant, I mean I don't know what he thinks about
118 me being paid to do the job because it was the structure and
119 the structure came in when they changed all the points, like I
120 was given, well in fact given more money than I had been
having
- 121 JPS So when did the new structure come in, is it a new thing?
- 122 Sheila No it came in at Highbury and . . . about four years ago I should
123 think, it was a government structure change which had to be
124 implemented in each school

125 JPS So he's just took you on as the package hasn't he, he's just
 126 accepted that?

127 Sheila Yeah and I don't know what he thinks so . . . I don't think at the
 128 school he's left anybody is paid to do that job but I haven't
 129 actually found that out.

130 JPS Yeah that would be interesting.

131 Sheila Yeah it would.

132 JPS But they can't take something away from you can they?

133 Sheila No, no.

134 JPS And with regards to, before you were part-time did you have
 135 any preconceptions; did you perceive part-time staff in
 particular way?

136 Sheila Well I didn't . . . I think because part-time staff aren't around
 137 you tend to be a bit dismissive of them because they don't
 138 seem to be around so some of the things that I now benefit
 139 from like not having a form and not having to go to all the inset
 140 days which I think is a benefit, then I used to think they get
 141 away with things which now I benefit from so . . . but also
 142 politics, there are a lot of politics in schools and I think one of
 143 the things I found when I was ill, although it wasn't healthy to be
 144 ill, was to get away from the politics of the school because due
 145 to the nature of the department I was in there was an awful lot
 146 going on which I knew about which I didn't think I should know
 147 about really. And so yeah it was better for my health not to
 148 have to be obsessed with school all the time.

149 JPS Yeah I think it is a job we can become too involved in.

150 Sheila Yeah.

151 JPS Lots of tittle-tattle?

152 Sheila Yeah and my head of department was married to a governor so
 153 erm. . . and also a union rep he knew an awful lot and she
 154 would occasionally tell us things.

155 JPS Right ok, which maybe you didn't want to know?

156 Sheila Well I did at the time but it wasn't healthy.

157 JPS No, because it is what you do with that information.

158 Sheila Yeah, yeah, and it was like, I tend to mull over things and think
 159 about the implication of things and get stressed.

160 JPS Like a snowball.

161 Sheila Yes, and my husband did say when we went away the first
 162 time, I was off ill twice but the first time we went away down to
 163 Cornwall one evening, him and his sister and brother in law and
 164 he was saying, I was saying it is so nice not to have to think
 165 about school all the time and he said it's so nice not to have to
 166 talk about school at three o'clock in the morning, which I hadn't
 167 really realised but to discuss issues about school, I used to
 168

169 have a little Dictaphone beside my bed to whisper into about
 this that and the other, don't forget this . . .

170 JPS That shows it's a bit obsessive.

171 Sheila Yeah and not healthy.

172 JPS And do you feel now that you have gone part-time that you are
 173 able to put the school in a box?

174 Sheila Yes much more compartmentalised than it was because I do
 175 things on my days which are nothing to do with school,
 176 sometimes I mark, or lesson prep but it gives me the weekends
 177 to do things that aren't anything to do with school

178 JPS So your perception of part-time staff, how do you now think as a
 179 part-time member of staff others see you?

180 Sheila Well I think they just think like I used to, that I just get away with
 181 it and don't have to do things, and sometimes I'm a bit sad
 182 because I used to enjoy a form, and I did used to enjoy being a
 183 much more significant part of the school but I think now it is a
 184 good thing to be distanced.

185 JPS Yeah in a sense that you are away from the politics not away
 186 from the . . .

187 Sheila No not away from the teaching but away from the politics and
 188 also daily tickle tackle or even just about kids and all the
 189 distressing things you hear about their lives and it is good to be
 190 away from that.

191 JPS Yes that can get you down.

192 Sheila Yeah, but also I don't tend to hear much about what's going on
 193 really because I am not there.

194 JPS But you just have one day off a week?

195 Sheila One whole day and then I have bits so I finish at twelve on a
 196 couple of days and go in late a few days.

197 JPS So you still feel, you're not part of the school?

198 Sheila I don't feel part of the school like I did but having been there for
 199 so many years, I think if I hadn't, because I started there full
 200 time and it was in a bit major department and saw hundreds of
 192 kids all the time I sort of feel part of it, but I think if I just started
 193 part-time it would be different.

194 JPS Yeah because everyone knows you around the school.

195 Sheila Yeah but most of the kids don't.

196 JPS Do you not think?

197 Sheila No, well people say hello to me in the street and things and I
 198 hear them say that's a teacher from my school so I think I am a
 199 visible presence but because I don't teach anybody but sixth
 200 form, I don't tend to have.

201 JPS And how did that come about?

202 Sheila Because I was teaching sociology and the SENCO job,
 203 gradually as I relinquished being SENCO at that time the head

204 of sixth form was on maternity leave, things like that, so I ended
 205 up job sharing head of sixth form because I had a lot to do with
 206 the sixth form and then obviously moving into teaching
 207 psychology A Level meant that I only see the sixth form now,
 208 because I was doing learning support before with individuals
 and small groups.

209 JPS Did you not like that?

210 Sheila Well it was alright, it was very boring actually doing one to one
 211 work with not very bright people, I'm sorry but it was.

212 JPS That's fine.

213 Sheila In some ways it was alright but in some ways it was like, I did
 214 tend to get to know those students and their parents and things
 215 but I think with the change in the nature of the special needs
 216 who are coming into the school, when we merged with X, and
 217 the new SENCO it was sort of getting quite lively and very
 218 different from the special needs that I had been dealing with
 219 although school did train me to teach students with dyslexia so
 220 the first year I was SENCO I was also doing an intensive
 221 course at Manchester Met so . . .

222 JPS I bet that was useful?

223 Sheila Well it could be if I ever wanted to teach dyslexic children, my
 224 training was doing lots of tests so you would have to do lots of
 225 tests.

226 JPS Thinking about your role as a psychology teacher as well now,
 227 initially you said to me you didn't think you were a qualified
 228 English teacher.

229 Sheila No, no

230 JPS So how did that come about then? Did you ever teach history?

231 Sheila No, I did an English and history degree and when I majored in
 232 English and history I did do the history, three fifths was history
 233 and two fifths was English so I sort of majored in history but it
 234 was a combined arts degree anyway and then because I left it
 235 was late to do my PGCE I was on an integrated humanities
 236 course doing my PGCE in English as my second specialism so
 237 I suppose I was vaguely an English teacher but I used to dream
 238 about it, that the kids would say you're not a proper English
 teacher.

239 JPS Paranoid?

240 Sheila Yeah, yeah but I don't mind that because I think the very
 241 conscientious teachers who anguish over whether they are
 242 teaching well or not are the better ones, so I just think I must be
 243 a good teacher then if I am anguishing over what I am doing
 244 and whether I am doing it right.

245 JPS So is that something you have accepted now, because you
 246 have been teaching a long time.

247 Sheila Yeah.
 248 JPS It's ok to anguish?
 249 Sheila Yeah I just think it is part of the job for me and I don't mind that,
 250 I just think that is part of being a teacher.
 251 JPS And will you remain part-time?
 252 Sheila I would never go back to full time just because I like the balance
 253 of not having my life completely taken over by school all the time.
 254 JPS And how do you feel, in your role as a part-time teacher, how
 255 about the structure of the school environment, classrooms and
 256 timetabling, do you feel sometimes you have been over looked
 257 or do you feel you have been looked after?
 258 Sheila Well I think I'm quite pushy so I will go and try and fight my
 259 corner but I do think, I know that like when I was doing learning
 260 support and things and also had to try and fight for sociology
 261 space we were just in little boxes and things like that, so I think
 262 that you are overlooked. But I don't think that's a problem,
 263 that's just part of being part-time really because if you were full
 264 time and didn't have your room you would have problems
 265 JPS So you think that is just something that part-time staff accepts?
 266 Sheila Just put up with.
 267 JPS And the same with the timetable?
 268 Sheila Well the timetable, Andrew's always asked "what do you want?"
 269 And I've always just said in the past few years as long as I have
 270 at least one full day off a week, erm... That's fine and I'll have
 271 bits. I don't mind having bits at all because I live so close to
 272 school so I can just pop home, it only takes me five, ten
 273 minutes to get to school so . . . it doesn't matter, I wouldn't have
 274 time off in the middle of the day but you know if I go in late – I
 275 don't like that as much but – it's just one of those things you
 276 have to put up with I think.
 277 JPS Ok.
 278 Sheila So I just put up with it.
 279 JPS So when you spoke about, early on, when we were off the tape
 280 you mentioned I might not go in on Monday so again because
 281 of your – how many you have to attend being part-time – so
 282 you're very aware . . .
 283 Sheila Of my rights! (laughs)
 284 JPS More than I am, I must speak to you a bit more.
 285 Sheila Yes, well I worked out I only need to do 3 out of 5 because I am
 286 point 6 and then, so I thought well, so for example I went in on
 287 Wednesday of the first inset day and I've written a letter and
 288 claimed the money for that because that was my non-working
 289 day so you, that's what you have to do. The only reason I know
 290 about these things is from other part-time staff, who have sort

291 of told me "don't forget you don't have to go for all of these" or
 292 so I haven't or people have said claim your money.
 293 JPS So even though, let me get this right, you claimed the money
 294 and attended it because I would have thought that if you
 295 attended it you could knock that off Because that is your
 296 day off? I didn't know that. Yes we do need to speak.
 297 Sheila Yes! So that's like £150 pounds or something that you know, I
 298 know the school's short of money but I think that will help
 299 towards Christmas presents.
 300 JPS Absolutely, so you always been very clear on what?
 301 Sheila Yes but only from other people, other part-time staff have sort
 302 of instructed me in this.
 303 JPS You've learnt?
 304 Sheila Yes.
 305 JPS So the same with open evenings?
 306 Sheila Open evenings no, I know there is a theory that you can claim
 307 for things like that if it is on a day off but I never have for that
 308 because I do think, partly because because I am part-time and
 309 only teach sixth form I don't have to go in for many parent's
 310 evenings and things so I just think I will turn up for those of my
 311 own free time and give them the time.
 312 JPS You just see that as part of the job?
 313 Sheila Yeah, part of the job but inset days when you know they tend to
 314 be a bit dull you know, and it's like, and I thought I might not go
 315 Monday because I don't have to go and they haven't put my
 316 name down anyway for anything, so actually I probably just
 317 need the time because on Friday, the Friday we broke up, this
 318 is why I was getting anxious that day, I spent an hour and a half
 319 sorting out timetables and the rooms.
 320 JPS Ok.
 321 Sheila Before then supposedly teaching that one lesson.
 322 JPS The new timetables?
 323 Sheila The new timetables for after half term when they turn our
 324 teaching rooms into a staff room.
 325 JPS So why have you done that Sheila? Why has that not been
 326 done by Mr X?
 327 Sheila Well, Yeah, that's a good question. I did it because I knew that,
 328 we all got timetables on that Friday morning in our pigeon holes
 329 and the AS sociology for example is being taught in two
 330 different rooms and I don't think that is right, the students
 331 should have one room, and various classes that were being
 332 taught in strange rooms that were wrong. So I just thought, the
 333 reason I did it was because I thought it's me it's going to have
 334 an impact on and you but it's like our department. We are going
 335 to teaching all over the place, the kids will never know where

336 they are, we will never know where we are so just sit down with
Jonathon and sort it out.

337 JPS You did it with Jonathon?

338 Sheila Jonathon X.

339 JPS So in that moment the role of being part-time and putting up
340 with the rooms was like, no I'm not putting up with it?

341 Sheila No but I was doing it from the perspective of the students rather
342 than my own, for our own, my own convenience because I just
343 think it's easy if they think they have got a lesson, oh I've got
344 this lesson and it will be in that room.

345 JPS Yes that's much better, the wall displays and it becomes a
346 sociology base doesn't it?

347 Sheila Yeah, yes.

348 JPS I agree with you.

349 Sheila So I thought why not, but I didn't have time to plan my lesson.

350 JPS So that got you stressed obviously.

351 Sheila Yeah it did.

352 JPS Yes I could see it would do because it is a nightmare the
353 timetable, I sat with him for that forty minutes after school and
354 I'm thinking will I have to sit with him again?

355 Sheila No, it's done. But yeah it's not perfect but we mostly have
356 rooms next to each other or the same group in each room
357 except for AS sociology. We seem to be in either 20 or 21.

358 JPS So who decided this room was going because I thought that
359 was a school room?

360 Sheila Yeah it was erm. . the vice principal of the college, a new man.

361 JPS That would become an office and yet when I spoke to Andrew
362 X. that was a school room, so clearly it wasn't.

363 Sheila No it isn't any more.

364 JPS A school room but they can take it back?

365 Sheila But I think because school has not used a lot of the rooms this
366 year.

367 JPS Yes he did ask me Andrew X. "have you got a room over here
368 in the school you can use?" So where do you think that leaves
369 the whole sort of – if the school is taking back their A Level, the
370 A Level was meant to be over there wasn't it?

371 Sheila Well I think the problem is that nobody knows what is going on,
372 that is the big issue isn't it? Because Jonathon said, "Hopefully
373 we won't have to do this again till next year," and I said "Next
374 year we might not have this."

375 JPS And with regards to that do you feel as a part-time member of
376 staff anymore disadvantaged than the others with regards to
377 the restructuring?

378 Sheila No I think everybody is in the same boat. And I think that you
379 know personally, because I am older I don't think it has a big an
380 impact on me as it does on other people.
381 JPS And why not?
382 Sheila Because I could leave and you know take retirement if I
wanted.
383 JPS So you this as towards the end of your career?
384 Sheila Yeah I have taught for twenty something years and I don't think
385 I have anymore energy.
386 JPS No.
387 Sheila When I'm fifty five which is in two years time or eighteen
388 months or something I'll have taught for twenty five and I just
389 think that is enough for anybody – it's a tiring wearing out job.
390 JPS Yes it is.
391 Sheila So you're thinking about taking retirement if that was an option?
392 JPS Yeah I would but a lot of me would like to carry on, because I
393 can do it and I like doing it as well. It's the circumstances.
394 Sheila That are forcing things?
395 JPS So overall your experience is quite positive?
396 Sheila Yeah I would say so.
397 JPS You enjoy being part-time?
398 Sheila Yeah and it's made me able to distance myself from things
399 really which is something which I needed to do for my health
and sanity.
400 JPS Ok thanks Sheila.

28th June 2011

In Clare's Lab

- 1 JPS So have you always been part-time?
- 2 Clare Erm, well I started, I came as a supply teacher to Highbury in
- 3 91 when Lisa, yeah it was 91, when Lisa just started school
- 4 my third daughter, so after a long time of being out . . . erm . . .
- 5 . came in just to do supply work and I ended up in the Special
- 6 Needs department in 91 and that was covering for one of the
- 7 erm the eye units that was off and I started off doing three
- 8 days a week and it was just regular, she was off for months.
- 9 So I did that for two years erm . . . yeah . . . it was . . . three
- 10 day week, it just kind of landed in my lap really.
- 11 JPS Yeah?
- 12 Clare But suited me fine because coming from school, when the
- 13 kids are coming home from school, me and my friend did it
- 14 between us and she erm . . . she looks after my children, I
- 15 looked after hers and we had different days, so it really
- 16 worked hand in hand, coz I was working three days, she was
- 17 working two so it really worked. So the advantage was I didn't
- 18 have any child care costs, so that was good. So it just fitted in
- 19 . . . just kind of fell into it.
- 20 JPS Yeah?
- 21 Clare Coming into Highbury.
- 22 JPS But you had been teaching full-time before then, before the
- 23 children?
- 24 Clare Yeah, before the children, yeah I taught for about . . . ten
- 25 years
- 26 JPS So is it a conscious decision, I know it fell in your lap but did
- 27 you think I only want part-time work?
- 28 Clare No, I didn't, it was just a way of doing supply, I phoned up
- 29 Highbury just to say I was available for supply, just to get my
- 30 foot back in with a view to applying for jobs of my own
- 31 eventually.
- 32 JPS Yeah.
- 33 Clare So at that point I just wanted a bit of supply to get back in
- 34 erm . . . so I did that er . . . and it fell in, it was really, it was
- 35 just convenient because it fell into place with my friend and I,
- 36 we looked after each other's children erm . . . and I enjoyed
- 37 it, it was in the Special Needs department and then slowly but
- 38 surely I entered the English department and I taught English.
- 39 JPS Is that your subject when you were full time?
- 40 Clare Yeah, English and Drama. So I got into the English
- department and was teaching quite a lot of Year 7, erm that

41 was with Jill Cook at the helm and then Kym Robinson took
 42 over and I did a bit more with Kate, but then I was doing more
 43 English than I was Special Needs . . . anyway.

44 JPS Were you full-time then or still part?

45 Clare No still part, I've always been part-time at Highbury. Erm so
 46 that was three days a week and then it 1993, two years
 47 afterwards they made me permanent as Tom Stevens, he
 48 called and said, didn't even have to go for interview and
 49 anything, it was just a case of right do you want to stay as
 50 permanent contract? So I walked into that and that was
 51 again, it had gone up by then to four days, they asked me
 52 can you come in an extra day so since then I have been four
 days.

53 JPS Ok.

54 Clare Er . . . point 8 and it just worked well.

55 JPS So you've always been point 8 since then?

56 Clare Yeah.

57 JPS Ok and mostly in English?

58 Clare Er . . . it was English at first and Special Needs department,
 59 then it was a case of er . . . I did a bit of Drama, . . . then a
 60 few years after that it was a case of the History department
 61 needed somebody so I ended up going there and since then
 62 though I've ended up doing more History. Erm . . . cost I did
 63 a little bit when Helen first came to be Head of Department of
 64 English, but then I think you came in, there was quite a few
 65 extras in and I wasn't needed so I went more into the History
 66 department.

67 JPS How can you be, if say like the extras are coming in, how
 68 come you're the one that had to move? Why did you end up
 69 going to different departments? You said you were needed
 70 but why, why was it . . .

71 Clare I don't know! I was kind of . . . I think . . . I really don't know
 72 and I never questioned it really, I was quite happy cos Jenny
 73 looked, there was a list of ones she could choose from or
 74 something I think, erm . . . right who do you think, who do you
 75 want to teach? And I was just approached and asked would
 76 you do Key Stage 3 History so I agreed to that and a few
 77 years later it was a case of would you like to do . . . cos
 78 Sarah Morgan was leaving, would you want to do Child
 79 Development? So I . . . yeah alright . . . but I agreed, but then
 80 other times it has been erm . . . I have been told . . . right
 81 you're teaching a bit of Geography this year, you are
 82 teaching a bit of RE this year, erm . . . so things have been
 83 hoisted on me, in the end I've ended up doing three subjects
 84 this year, all Humanities, nothing to do with my main subject

85 any more but I am, I'm ok with that cos I get on well with that
 86 department, they're well organised, but you do end up saying
 87 yes, but then maybe that's just me.

88 JPS Is that because you feel as a part-time, because you're
 89 permanent, you've got the same rights as anyone else
 90 haven't you?

91 Clare Yes.

92 JPS It's not because you felt vulnerable or anything?

93 Clare No you just feel . . . maybe it's a part of me then . . . I never
 94 felt a part of the English department, I was just filling in.

95 JPS Yeah.

96 Clare I didn't feel a part of it, yet I was doing them a favour by
 97 doing, you know, the Year 7 and 8 and I did a few 9's as well
 98 but then as I've gone more to Key Stage 3 History I've been
 99 given slightly better groups and erm . . . I felt more a part of
 100 the History to be honest, part of Humanities.

101 JPS Is that because of the team?

102 Clare Yes.

103 JPS The people?

104 Clare Yes, probably.

105 JPS So do you mind having taught things that are away from your
 106 first subject, cos surely that's a lot of prep, and syllabus'.

107 Clare Of it's been absolutely been along the way, I've had to do
 108 loads of preparation and retraining for it completely on my
 109 own resources and especially in the last few years doing, you
 110 know, the . . . lower groups, I've had to do a lot of
 111 differentiation . . . so it is, you do end up . . . and along the
 112 way I should have spoken up for myself more I suppose.

113 JPS Right, can you think why you didn't?

114 Clare Pause erm. . . no I suppose it was because I was grateful
 115 to have the job I suppose.

116 JPS Yeah.

117 Clare Cos you can't, it's different in different departments, cos I
 118 know Kym doesn't feel like that she's always been just the
 119 one subject and they've fitted her there, but I've done all
 120 different ones all the way.

121 JPS Do you think then the Head, cos you have gone through a
 122 few, have seen you then as this member of staff who is the
 123 one that slots into their, their shortage?

124 Clare Yeah, but I think they think I am capable as well, without
 125 blowing my own trumpet, I think they think oh yes she is
 126 capable of doing that, I mean up to Key Stage 3, and then
 127 when I've done any Key Stage 4, the GCSE Child
 128 Development, erm . . . I was unqualified to do it but I put
 129 everything into it I think that they saw that. Erm . . . as

- 130 regards to what you want . . . advantages and disadvantages
 . . .
- 131 JPS What of being a part-time staff, well yeah, I mean you talk
 132 about that in one sense, you've said you've felt that they
 133 obviously saw you as good, you can do your job, you are
 134 competent, ok, but is there any way that you've ever felt, I
 135 don't know, maybe that it's not been so good?
- 136 Clare Erm, well for years it was the fact that I was peripatetic, I
 137 didn't have a room and I should have SO spoken up for
 138 myself more in that respect but didn't, because you're part-
 139 time you think well . . . I mean when we came here I was
 140 catered for and that's wrong, and I should have spoken up for
 141 myself but didn't and that was down to the Head of
 142 Department I suppose. I just automatically thought I'd have a
 room when I came here.
- 143 JPS Which subject did you mostly teach when you came here?
- 144 Clare Humanities.
- 145 JPS Yeah, ok.
- 146 Clare It was History and I just automatically thought I would get my
 147 own room, but I didn't, so I've ended up in a Science room,
 148 but at least it's mine.
- 149 JPS . . . you've asked for this room?
- 150 Clare No! I wanted a room, but I didn't, I was wondering around at
 151 first erm having to go to different rooms, on my timetable
 152 when I first got it I was all over the place, I said I can't, I'm not
 153 doing that because I did it in Highbury and do you remember
 154 by the end they did up a spare room in the, in the, in the new
 155 prefab building, Dixie's old room, erm, and I found myself in
 156 there. I shared it with somebody erm with someone in senior
 157 management but I had it mainly on my own and I realised
 158 then how much easier it was to teach, so much easier. I
 159 thought what an idiot, but I automatically thought I'd have one
 160 here when I came . . . and I didn't. They hadn't catered for
 161 me, I was in different rooms . . .
- 162 JPS You asked and you got this?
- 163 Clare So then I said erm, I can't be doing with that I need to be in
 164 one place, there's loads of books all the time, I'm not having
 165 it and Ok they gave me this room.
- 166 JPS Do you teach Humanities in here?
- 167 Clare Yeah, which isn't con. . . , which isn't the best, it's not
 168 conducive, I mean they're on stools all the time, but I, at least
 169 it's my room, there's no Science taught in here at all.
- 170 JPS Isn't there?
- 171 Clare No, . . .
- 172 JPS Because there's too many science labs?

173 Clare It just goes to show . . . how many have they got? There's
 174 one, two, three, four, five, six, seven, there's eight.
 175 JPS Ok.
 176 Clare Eight Science labs!
 177 JPS Yeah?
 178 Clare And this one is one of the biggest ones, was not used at all
 179 JPS So . . .
 180 Clare And there's the one in the middle not used.
 181 JPS Well that's interesting because I teach in every single room
 182 all over the school don't I, I don't have my own classroom,
 183 but I didn't know there was a room that I could've used.
 184 Clare Well there's one in the centre of the room, all they do is stock
 185 stuff in. You know, erm. . . I don't know if you know it, it's
 186 room five, it's behind the prep room by Rick's and there's a
 187 room there that's never used . . .
 188 JPS Ok I didn't know anything about . . .
 189 Clare No (sighs) . . .
 190 JPS And I go all over the place.
 191 Clare Yeah . . .
 192 JPS Upstairs, downstairs carrying my books . . .
 193 Clare So do you still do that?
 194 JPS Yeah.
 195 Clare Oh! (big sigh) Well I'm sorry I'd have (phew noise made) . . .
 196 Have you asked?
 197 JPS No!
 198 Clare No you just get on with it, yeah?
 199 JPS Yeah.
 200 Clare Yeah you haven't got enough time to whinge.
 201 JPS I complained a little bit and he put some of my lessons in . . .
 202 they try and use the English rooms so mostly, when I say
 203 mostly Yr. 7, four lessons I have one room, three lessons I'm
 204 other places. Upstairs in Kym's room, you know etc. etc.
 205 Same with Yr. 9 mostly in Helen's room or all over the place,
 206 I have a few and then the others are just everywhere . . .
 207 Clare You see it's only in hindsight, I should have so spoken up.
 208 Kym's always had her own room, NO she hasn't, no she
 209 hasn't, she had one here and she works less than I do, she's
 210 point 7 or whatever, she's had her own room and that's her
 211 own room and good but that's what we should have had erm
 212 . . . but no never had a room so at least there was a room
 213 going spare more by good luck than good management.
 214 JPS So why do you think that is then that part . . . because if you
 215 were full-time staff you would have had your own room
 216 Clare Of course you do!

- 217 JPS You don't hear full-time staff saying that so do you think you
 218 didn't get your own room? Or I don't get my own room?
- 219 Clare Well I suppose cost wise if your only part-time, but then again
 220 I'm only getting one day off erm . . . don't know wasn't even
 221 asked consulted, but silly me just automatically thought they
 222 would have a room ready for me and when we moved in
 223 there wasn't so I quickly commandeered, said right are there
 224 spare and well actually there are. George White was
 225 supposed to be in here erm . . . this was his room, then there
 226 wasn't a fume cupboard thing in here for his Chemistry, there
 227 wasn't one built in , so he ended up going into the middle one
 228 in the centre over there and this was empty, so I ended up in
 229 here, one of the biggest rooms. And I do like it, I love the
 230 room base but once again it's not conducive and that was
 231 mentioned at OFSTED, why she's having to teach.
- 232 JPS In a Science lab?
- 233 Clare In a Science lab coz their having to sit on stools for an hour.
- 234 JPS Yeah, absolutely.
- 235 Clare They move around slightly but no a lot.
- 236 JPS And do you think that's because you were part-time that you
 237 were over-looked?
- 238 Clare Yes! Yeah not even consulted . . . but I suppose I should
 239 have said but would they have given me one? I don't know.
- 240 JPS Do you think that is also reflected on your timetable, I don't
 241 know what your timetable is like, but are you happy with that
 242 or do you think that is also something that's . . . ?
- 243 Clare Erm . . . oh know I'm point 8 so that's only one day off erm . .
 244 . I still have some where I'm one to one but only four a
 245 fortnight off learning support, the rest of it is all Humanities
 246 erm . . you see that's not conducive, I'm quite a long way
 247 from the others so when I have my books, you know we
 248 share . . . so we have to send them down and back and forth
 249 and whatever, so it's still not best.
- 250 JPS And has that always been the case when, you've part-time a
 251 long time, did you ever think at any point that your timetable .
 252 . . not happy with your timetable at any point?
- 253 Clare Oh yeah! The timetable, timetable . . . erm . . . there were
 254 times where I was point 6 before I became point 8 where I
 255 had little bits off most days, I only ever had one full afternoon
 256 off, I didn't like that and I was promised that it would be
 257 looked at first, but it still wasn't looked at . . . but it was a case
 258 of well tough.
- 259 JPS How many years did that go on for?

260 Clare Erm . . that was one year, the worst year, the year before last
 261 I had one lesson on a Monday PSE, but that was because I
 262 had a form . . .

263 JPS Ok.

264 Clare They should have thought about that beforehand, you know,
 265 and done my timetable that wasn't considered.

266 JPS So you had to come in for one lesson?

267 Clare Yeah.

268 JPS And what, just period 1 was it?

269 Clare No, period 3.

270 JPS So did they pay you for the morning?

271 Clare No.

272 JPS They just paid you for that one lesson?

273 Clare Yes.

274 JPS But I didn't think they were allowed to do that, I thought that
 275 was actually illegal.

276 Clare Well it was point 8.

277 JPS Yeah, but I didn't think they were allowed to invite you in for
 278 just like one lesson, I thought they had to invite you in . . .

279 Clare Well I've no idea.

280 JPS Well maybe I'm wrong there . . .

281 Clare No idea, coz I said can't you, got my other lessons on that
 281 day, no I'm sorry it's already done, so I just accepted it and
 283 thought well ok because, I was told you'll relinquish your
 284 class erm . . . we'll have to give your class to somebody else.

285 JPS The form?

286 Clare The form, and I didn't want that because it was the PSE
 287 lesson on the Monday see, so I didn't want that coz they
 288 were in Yr. 10 at that point and I thought I wanted to see
 289 them to the end erm. . So I put up with that but that was
 290 another thing that was because, no sorry that's just the way it
 291 is coz . . . apparently in other schools they organise the part-
 292 timers as first but I don't think they did here.

293 JPS Do you think we're more sort of stuck on at the end? Once
 294 the rooms have all been taken by the full-timers?

295 Clare Yes, yes, yes, definitely, do you think that?

296 JPS Yes, in my experience, in my experience I'm shunted
 297 everywhere, I'm always late for classes and some days I
 298 teach in, on a Monday I teach seven periods on a Monday in
 299 six different classrooms and over at the college.

300 Clare Oh that's exactly what I was like! When I first started I was
 301 always late, running here, there and when you get there
 302 you've forgotten something, you haven't got your STUFF in
 303 the room, it was a nightmare.

304 JPS I could be teaching in English and then over at the college
 305 and then back in English, it was just constant, I didn't get any
 306 breaks really but it was just the movement, but that's , I've
 307 never spoken up about that really . . .

308 Clare No!

309 JPS In a way that . . . I've never put my foot down, maybe I have
 310 spoken but I've never put my foot down because again
 311 maybe I feel part-time, somehow I feel that well I'm part-time,
 312 somehow the full-time deserve it, their own room.

313 Clare Yes.

314 JPS I'm not saying they do but in me, there is that instilled in me
 315 that stops me saying anything, stops me making a fuss . . .

316 Clare Yes, that was me for a while and its only as I'm coming to the
 317 end (laughs) you know coz I'm leaving this time erm . . . I'm
 318 thinking I should have spoken up for myself earlier.

319 JPS Yeah.

320 Clare At least I've got a room now and that certainly helps . . . but
 321 you do have to speak up for yourself more it's not guaranteed
 322 for you at all, it's a case of . . . she'll be alright.

323 JPS So have you ever took on any extra responsibility any
 324 promotion in the school?

325 Clare Erm . . . no, not that I wanted it erm . . . I didn't really want it
 326 really.

327 JPS You never sought it out?

328 Clare No, no.

329 JPS Do you feel in some way, do you feel as a part-time member
 330 of staff, that people perceive part-time staff, or yourself in a
 331 different way to their full-time colleagues? Or do you not feel
 332 that or has that changed since you've done more hours?

333 Clare It's changed . . . definitely one of the disadvantages was that
 334 you felt a bit out of it especially point 6, and erm . . . you were
 335 so busy wondering around trying to find your room and get
 336 yourself sorted for the next lesson that I didn't get to the staff
 337 room a lot and I felt a little bit out of it and plus working for
 338 different departments as well erm . . . so you came in did
 339 your job and didn't socialise as much at first, but then as I've
 340 become more established within departments, and I feel part
 341 of it yeah, I feel fine now.

342 JPS So do you view part-time staff in a way different to full-time
 343 staff?

344 Clare Yeah, it's a strange thing, it's a strange thing isn't it, as if you
 345 don't . . . don't quite maybe deserve all the facilities that the
 346 full-time staff have, same as you thinking, for a long time, well
 347 no I'm part-time staff so I don't need my own room, I'll just fit
 348 in. Yeah, and you feel grateful for your job, strange isn't it?

349 It's only when you really really think about it but I have
 350 become a bit, sticking up for myself more in later years, as I
 351 felt more valued I suppose.
 352 JPS Ok, and maybe more as well,. . . in the school, more well-
 353 known now?
 354 Clare Yes yes established.
 355 JPS You've got your reputation . . .
 356 Clare Yes.
 357 JPS So once you've got that has that made you more braver to
 say
 358 Clare Yeah, yeah, yeah, yeah, why shouldn't I?
 359 JPS And that has come over time?
 360 Clare Yeah it has.
 361 JPS And now you're leaving this time, why has that come about?
 362 Clare Erm . . . I'm 58 this time anyway and my husband's retiring,
 363 he's 60, he's retiring in July and at this point in time, when
 364 they asked for, I hadn't thought about it, but when they asked
 365 for voluntary redundancies I thought Oh maybe so I put my
 366 name forward but I never got it, they wouldn't give me the
 367 redundancy but the seed was planted, maybe this time,
 368 maybe it's time to go.
 369 JPS So had they asked you about teaching next year and what
 370 you would be teaching?
 371 Clare I would be teaching Child Development, History, RE, Child
 372 Development.
 373 JPS Three subjects? And were you bothered about that?
 374 Clare Yes. Yeah, because it's nearly killed my this year doing three
 375 different ones and I think I'd probably be doing more because
 376 Linda was doing more of her learning support so those
 377 subjects I'd have been covering more I thing.
 378 JPS Right, ok, you'd be farmed out a little bit more to all of those
 379 things, so . . .
 380 Clare And there was a case of I think of Clare will do it.
 381 JPS Yeah.
 382 Clare Especially this year, I've had bottom groups RE, two dire
 383 groups.
 384 JPS Why do you think you get the bottom groups?
 385 Clare Well to save Sheila and she openly says it so she can then
 386 teach coz she's on her own doing it and she can get good
 387 results, she's proved that she can, because Linda used to do
 388 it you see . . .
 389 Clare Maybe that's my fault . . . although I didn't have an option
 390 really, I was told by Andrew, you're teaching RE, you're on
 391 (unclear) . . . here that's alright isn't it Clare? (laughs) And
 392 then I said well I suppose I'll have to, and he said you'll be

393 fine, Sheila's good, and Sheila's fantastic, she's got
 394 everything written down exactly the script written but (unclear
 395 word) groups, child minding, horrendous two groups.
 396 JPS Do you think that again links into this idea of being part-time,
 397 like you say, you fit in you do what you're told to do.
 398 Clare Well when you look at, you know, they got Linda to do it,
 399 she's part-time, I would be doing it erm . . . so I don't know
 400 who else they'd ask.
 401 JPS Do you know who've they've asked now?
 402 Clare No I don't know who's doing it.
 403 JPS Right ok.
 403 Clare Well they've not said, I've asked
 404 JPS So your experience of being a part-timer . . .
 405 Clare It might be you . . . (laughing)
 406 JPS Thanks . . . I'll be full-time anyway from September.
 407 Clare Are you?
 408 JPS Full-time English.
 409 Clare You're second in, second in?
 410 JPS But that's the first time I've ever will ever be full-time. Hugo's
 411 at school full-time from September and he's my last one,
 412 yeah you know it will be a big change for my coming full-time.
 413 The biggest difference for me will be having my own room. . .
 414 . in a way, people saying doing the extra, I'm thinking actually
 415 the extra we know we do if you're walking around the school
 416 to have my own space.
 417 Clare Oh it will be marvellous! Are you going in Helen's room?
 418 JPS Yes, well I guess so . .
 419 Clare Oh you'll see a massive difference . . .
 420 JPS But I've often found if I use other peoples rooms, people can
 421 be quite cruel and make me feel quite unwelcome in them. .
 422 Clare Oh yeah, I can imagine!
 423 JPS I had that on many occasions . . .
 424 Clare I used to . . . oh you're using my room, oh do you mind if I
 425 stay in there and do my work, this kind of thing and then you
 426 can't log on erm . . coz it's their room and you do feel a bit on
 427 an interloper, yeah, definitely, yeah, I was using rooms but I
 428 did put my foot down with that!
 428 JPS So therefore, that sort of comment do you think that other
 429 members of staff do view you differently because you're
 430 using other peoples rooms and stuff, do you think that has a
 431 negative?
 432 Clare It does really doesn't it, yeah.
 433 JPS So is your overall experience, I doubt it's something you go
 434 home and think about, your overall experience do you think it
 435

- 436 has been in any way different or positive or negative, is there anything about it?
- 437 Clare Well you see the advantages are that it keeps you sane. That
438 one day a week where I can erm. . do jobs at home and then
439 have more time with the kids at weekends, that has been my
440 main aim, it has kept me sane.
- 441 JPS How old are your children?
- 442 Clare Oh they're old now, they've left home, but right through while
443 they were growing up I was able to spend my weekends with
444 them, because I've never had a cleaner or anything like that
445 it's just me been doing my jobs on a Friday or whatever day
446 I'd have off, and just help keep me sane, erm, [pause] I'm
447 trying to think what my advantages are, I did write a few,
448 totted them down erm, (She locates a list): time for other
449 things, keeps you sane, a day off to look forward to, not tiring
450 erm myself out, at least you had one day a week to take a
451 breather, it helped me especially when I was point 6, it just
452 helped me to keep my foot in the door to be honest, you
453 know to keep up with trends and you know and teaching.
454 Erm, helps to keep button on the pulse re. changes in
455 development. Still gives you the opportunity to have
456 professional development because I'm still . . . though once
457 again erm. . I was allowed to go on courses but maybe that
458 was just me but I felt everybody else went on them while I
459 covered for them. I didn't feel worthy of them maybe, silly isn't it?
- 460 JPS So did you not go on many courses?
- 461 Clare No, not many, but at least they were available to be honest
462 they were!
- 463 JPS But and you felt, so obviously sometimes you had covered for
464 other members of staff, do you do a lot of cover?
- 465 Clare No, no, not nowadays and obviously it gives you flexible
466 hours doesn't it to a certain extent.
- 467 JPS Point 8, it's full on isn't it, point 8?
- 468 Clare Yeah, yeah, I was just having one day off, yeah.
469 Disadvantages, I have a few of them (laughs). Having to be
470 peripatetic (unclear speech), that was my biggest bug bear, it
471 used to drive me insane and sometimes I wouldn't know if I
472 was coming or going, and as I say you'd end up in a room
473 without your gear, that was a nuisance and it makes you feel
474 incompetent and makes you look incompetent in front of the
475 kids, you know when you haven't got stuff. Also you'd land up
476 in somebody's room and their board work was up there,
477 you'd wonder can I rub this off or can't I and sometimes you'd
478 rub it off and they'd come in and tut tut, that happened, you

479 know. That was before we had whiteboard (unclear speech),
 480 you'd have one board and that would be it erm. Sometimes in
 481 for part days which is inconvenient and staying longer and
 482 petrol costs, you know paying everyday would cost you.
 483 JPS Do you live locally?
 484 Clare No, I'm D.
 485 JPS Oh do you?
 486 Clare Yeah, so it's about three quarters of an hour
 487 JPS Have you always lived over that way?
 488 Clare D. for a while and then C., erm. You're given a range of
 489 subjects instead of just one erm. Bottom groups, I've got here
 490 more cover (looking at list) and there was a stage when I
 491 was, not here s but yes I was at first.
 492 JPS When you were doing less hours?
 493 Clare Yes. Yeah, erm, you feel as though you miss out on certain
 494 things as regards to social side with staff, because you're so
 495 busy running around erm, and also the biggest thing,
 496 disadvantage part-time when I started was the pension, I
 497 wasn't, it wasn't put into my pension, it was only, I can't
 498 remember 95? When I was allowed to contribute because
 499 part-timers couldn't.
 500 JPS Couldn't they?
 501 Clare No.
 502 JPS I only joined in 2000 and? I only became a teacher 9 years
 503 ago and I got my first statement now, because when I
 504 phoned up she said because your part-time, is that common
 505 practice though the first two years you wouldn't have got a
 506 statement anyway because of your contributions, there was
 507 much on it! So I didn't realise part-time staff couldn't enter it
 at all.
 508 Clare No, no couldn't enter it at all at first, so I missed out on a
 509 good few years, erm, but in later years I have built it up.
 510 JPS Was that just in the teaching profession do you know?
 511 Clare I've no idea.
 512 JPS Oh ok.
 513 Clare At that time I just didn't think about it, you just don't do you?
 514 It's only as you get nearer your pension that you suddenly
 515 realise . . .
 516 JPS What's in the pot . . . (laughing)
 517 Clare Yes so yeah they are the disadvantages.
 518 JPS Do you miss your initial subject of English? Because you
 519 must have had a degree in that I suppose?
 520 Clare Yeah.
 521 JPS Don't you ever miss it?

522 Clare Not anymore. I used to enjoy teaching English more than
 523 anything but there was quite a full complement at that time so
 524 I only got to teach erm. Key Stage 3.

525 JPS Because like you say, I came into the Department, but that
 526 job was advertised, did you not want to go for that job to be,
 527 you know I was part-time, part-time English teacher.

528 Clare No, no I've never been ambitious, no I didn't, no because by
 529 that time I was established in the Humanities Department.

530 JPS And you preferred it there?

531 Clare (Breaks into laughter) I did.

532 JPS You can say that, that absolutely fine.

533 Clare Yeah.

534 JPS So you thought I'd rather be over there in the department
 535 anyway?

536 Clare Yeah, because when Helen (HOD English) first came here I
 537 did a lot of English Key Stage 3, erm. And I can't remember
 538 why, nothing personal it was a little bit, lots of things where
 539 changing and changing for the sake of it and I thought
 540 something's I didn't like the changes to be honest.

541 JPS Yeah.

542 Clare And I didn't have a say in the matter so, by then I had started
 543 . . . it was all so set out so organised schemes of work . . .

544 JPS There was clarity to it that English maybe didn't have?

545 Clare Yes, yeah, plus less marking. Yeah so it did suit me and to
 546 be honest, I could have, like you say there was a job before
 547 you came along obviously a job there, so I could have gone,
 548 so it's not the , it's nobody's fault but by own that, not part of
 549 being part-time.

550 JPS It was Mr Weldon wasn't it?

551 Clare Yes.

552 JPS Yeah, he left didn't he and I took his place because he was
 553 part-time wasn't he?

554 Clare Yeah he was by the time you took over, yeah he was
 555 So you've just taught English haven't you? Oh know,
 556 Sociology!

557 JPS Well Sociology four years ago, was it, when they said there
 558 wasn't enough, when we came here, I'd been off with Hugo
 559 and then they said to me there isn't the hours Sheila phoned
 560 me at home when I was off on maternity leave, she was
 561 saying basically there isn't the hours blar blar blar so I spoke
 562 to Helen and she said no there isn't really the hours in
 563 English so I felt, if anyone was being shunted out, I'd be
 564 shunted out being part-time or you know I felt, you know, I'm
 565 the one, I didn't feel, life you said before they'd approach a

566 full-time member of staff you need to teach another subject.
 567 Though they have since with the Drama, they've approached
 568 Jacqui and Andrew. So I thought at least if I say I'll do it, I'm
 569 taking some control over myself rather than someone telling
 570 me what I am doing, so I said I'd do some Sociology and that
 571 crept up as there just wasn't the hours in English at all. And
 572 then, and then the hours, they had two classes in Sociology,
 573 though really that wasn't where my heart was because I felt,
 574 and that's why I started to apply for other jobs this year, I felt I
 575 was being driven further from my specialism.

576 Clare Yeah, well that's what happens, it does happen, and if I'd had
 577 taken the bull by the horns and done that myself, I probably
 578 could have done, certainly that's down to the individual.

579 JPS Coz like you said Sally has always been a languages teacher
 580 and her identity has never been, and mines been
 581 compromised Sociology English, you've been multiple
 582 identities, where you've got other part-time that go, this is
 what I do.

583 Clare Yes, but it's because Kym's been in from the start she's been
 584 here long than any of us and she was full-time see she
 585 started off full-time, she went part-time coz of having the
 586 children but she's always been here, so she had a room to
 587 begin with so maybe it's because she just held onto that, it
 588 was automatic and . . .

589 JPS She's had that power that we've not had.

590 Clare Yes, because she's never taught anything else coz we've
 591 come in, did you come in as supply or?

592 JPS Part-time, just a part-time teacher?

593 Clare Yes.

594 JPS I think it was point five actually then and then it went up up
 595 and up till point 7 and then I went off with Hugo and it
 596 dropped all the way down to point 4 which was awful coz like
 597 you say I was never here, when I came in I didn't have a clue
 598 what was going on, I felt staff didn't really take me seriously. I
 599 felt like I was a fit in.

600 Clare Yes, that's how I felt at first, but I think you establish yourself
 601 as, well the more time you're in I suppose.

602 JPS I suppose more people then see you, they come into your
 603 classroom and see what you're doing.

604 Clare Yes, yes, you're more established.

605 JPS Yeah.

606 Clare Yeah, but I must admit , yes it's a scenario

607 JPS . . . I feel like I walk down the corridor sometimes, it might be
 608 in my own head but people might not even say hello to me

609 Clare Oh yeah, I agree.

610 JPS You they don't think I'm very, I, it's weird coz then I think do
611 they think I'm not very good at my job?
612 Clare Yes!
613 JPS Because I'm part-time and that would make me feel?
614 Clare Yeah, it does make you feel, it does eat away at you slightly
615 and I felt exactly the same way till, until you establish yourself
616 and I felt like that definitely in Learning Support because you
617 were then in there sometimes, coz that was down to my boss
618 which was Sheila, Ann different people along the way, Linda,
619 erm, sometimes you'd just be doing one to one with them and
620 you didn't think, I think I thought, you know you're on a good
621 thing, number and I was paid nice, it was nice but that was
622 part of the job isn't it?
623 JPS Yeah.
624 Clare So I felt a little bit undervalued sometimes by people.
625 JPS Yeah.
626 Clare So it suited me to be teaching more as a class teacher
627 because that's what I enjoy doing really.
628 JPS Yes.
629 Clare But you do, for the last year or so I've realised you do get the
630 bottom groups, and . . . a lot of my groups are bottom this
631 year, I thought, that's what made me say right that's enough ,
632 but it's when I said "I'm going" then suddenly I got people
633 coming "Oh, we'll give you better groups this year" or do you
634 want to go a bit less time, you know suddenly that's what
635 made me think, oh, I'd been a bit of a mug maybe.
636 JPS That does speak volumes with me, because that does
637 suggest
638 Clare Don't say I've said this will you?
639 JPS Oh I won't, I'm saying things as well! But that does suggest
640 doesn't it that because you're part-time.
641 Clare And it does, and coz I'm the one that says "yeah, I'll do it"
642 JPS You get put on a lot of the time is it because of your
643 character?
644 Clare Oh yeah, I'm not ambitious, I'm not, I just want to do my job,
645 do that well, I don't like doing half measures erm but I'm not
646 overly ambitious.
647 JPS No I'm not.
648 Clare But I think to get on here.
649 JPS Yeah.
650 Clare You do have to take one . . . responsibility to get that respect
651 erm . . .
652 JPS It's like with this second in Department thing, that was, I'm
not ambitious, it was Emma, fill that form in, have you filled it
in, and I come in the next day, have you filled that form in?

653 Do I have to do that? Yeah you do Julie you need to do that
654 for second in department and I was like the money will come
655 in handy. And then it has it fell into place but it's weird
656 because somebody else saying to me, like you said before
657 coming to the school and it all fell into place, it isn't
658 something I would actively seek out, you know, I don't want
659 to be head of a department, definitely not, I don't want to be
660 one of these directors, it's not for me, you know.

661 Clare I like teaching in the classroom, being with the kids erm . . .
662 that's the bit I like not the organising of it or telling people
663 what to do either that's not me. But you get to a point where
664 you are too expensive for them as just an ordinary classroom
665 teacher. Some people that I speak to now have been forced
666 into doing that, into going into posts of responsibility because
667 I'll be too expensive g for them and they'll take an NQT
668 before me whatever, but how they could do that I don't know.
669 I mean that not . . . to push you out, but I know . . . like the
670 lovely Diane was fantastic at her job, amazing but she said
671 "do you know what I'm going to be too expensive for them"
672 coz she's worried about the way things are going, you know.
673 You know has the A Level been taken off them? Etc. etc.

674 JPS And more of us redundant in the future?

675 Clare Erm.

676 JPS There will be too many members of staff, won't there if we get
677 . . . the A Levels we've got and if it all goes over there which
678 it will do coz it's cheaper to get an outsider.

679 Clare Not to be negative but that's the way it's going isn't it?

680 JPS Yeah definitely, and when I went for a couple of jobs this
681 year, and . . .

682 Clare Oh did you!

683 JPS Yeah, I had an interview at P. and an interview over in C., C.
684 was too far though, a lovely school, a Catholic school, it was
685 only 600 kids and the behaviour was impeccable but it's like,
686 it took me about an hour, I was late getting there, an hour
687 and 15 minutes in the car.

688 Clare You don't want that do you?

689 JPS It's just . . .

690 Clare Not when you've got a family.

691 JPS Yeah and P. which again was again really nice and it was
692 interesting because I'd gone for loads of others and at P. the
693 guy said, "We had 35 applications and the four of you here
694 really stood out" all experienced teachers and he said "a lot
695 of schools now, you won't even get an interview, we were
696 looking for an experienced teacher" he said "but most now
697 look for an NQT".

698 Clare Because it's cheap!

699 JPS Yeah, I was so disheartened filling in an application form and
700 thinking what is it about me that's so shit, well it's the cost
701 isn't it?

702 Clare And you look at your CV what's wrong with that, and you
703 tweak it.

704 JPS Yeah.

705 Clare And it's true.

706 JPS And if you're lucky enough, like I said at P. you want
707 somebody that's got experience, well actually the one at
708 Crewe was different; they had me, an NQT and, me and two
709 NQTs and as soon as I sat there I thought why am I here
710 really, I'm not going to get this and I didn't and I said to the
711 Head why not and he said I couldn't tell you why, he said
712 your interview was good, your lesson was good, it's what's
best for the school

713 Clare Yeah, it's cheaper than what it is.

714 JPS I said that to him, is it because they're an NQT, no not at all
715 it's what's best for the school, but who's to say that it's not,
716 it's one of those isn't it.

717 Clare But it is an issue it is erm . . . unless you've got things like
718 responsibility under your belt, I don't know?

719 JPS But then arguably you're going for other jobs but with
720 responsibility and they're fewer and fewer on the ground the
721 higher up you get, they're less and less available aren't they?

722 Clare So you need to stay in there don't you, foot in the door here.

723 JPS Yeah but there may not be a door open! (Laughs)

724 Clare Yeah, I know hopefully, think positive.

725 JPS I hope it will turn around, I really do, I'd hate for the school to
726 close.

727 Clare Kids have got to go somewhere, although numbers are going
728 down, it'll be alright for a few years won't it?

729 JPS Yeah, and I think , I really do hope it does make a difference
730 and we kids achieving and doing well and like I say that one I
731 went to in Crewe, tiny, I mean some departments had one
732 person in the department so small the numbers, but the
733 results they were getting were fantastic , the classes were
734 tiny, and I thought yeah because there is such a thing as got
735 to get the kids in, and I know it's about the cost but actually
736 some small schools, he's come from a small school hasn't he
737 with 300 kids or something?

738 Clare I mean this, it's brilliant, the size of the classes for Yr. 7
739 fantastic for them, like this year's Yr.7 they're lovely.

740 JPS If you can't get grades out of them then maybe you think . . .

741 Clare Yeah the only trouble is with the Yr.7's I've got apart from
742 your class, they're not, do you teach any?
743 JPS I've got one with kids like Gina Hoyer and kids like Rob
744 Wright, he's a bit of a pain.
745 Clare Yes well the ones I've got, bless them ability wise aren't
746 going to be high achievers, but all you want is for them to
747 reach their potential, erm and you can do with classes this
748 size, so if parents realise that and the quality of the teaching
749 here is fantastic.
750 JPS Yes it is.
750 Clare For the majority of staff as far as I can see, good staff it's just
751 making them out there believe that.

Appendix 3: Log of Soundbytes

- i. JOY - We are all going to have to apply for our jobs again. Did you know that? Everyone, all of us. Everyone with a TLR, but I guess they will want full-time staff for those positions so I'm not going to bother applying. (October 2009 – room 73).
- ii. JANE - I can't attend any of these after school sessions. That's my day off and I look after the kids. I'm aware it looks bad though, I'm marked absent on every register. (April 2010 – staffroom).
- iii. CLARE - Jack of all trades that's me. How many am I teaching this year? Three! That's three different syllabuses and I'm not even a specialist in one. (October 2009 – room 73).
- iv. SHEILA - I walked in on her talking to X and she said the school's in the shit and the Head's got a list of people to keep and people to go. She said part-timers were at the top of the 'to go' list. (January 2010 – staffroom).
- v. LINDA - Look at all the men on SLT- OK there's X and X but those men aren't going anywhere and what do they do? They get paid loads for doing nothing. (December 2009 – Inclusion room).
- vi. JANE - I don't want full-time now, I don't know how X does it. It's possible, she has two kids but not now for me. Maybe when they're bigger. (April 2010 – staffroom).
- vii. LINDA - I've got another year left before I qualify – dyslexia specialist. Then I'll be in charge and I can be more flexible with the children. (December 2009 – corridor).
- viii. JOY - At the moment I'm struggling balancing it all. I want to add to my family but need to wait until I know what is happening on the job front, plus I have the cost of extra child care to think about. (January 2010 – resources).
- ix. CLARE - I was only looking to get some experience, foot back in the door, in the hope I'd get a full-time position, I wanted full-time but stayed part-time and now I am retiring. (January 2010 – room 73).

- x. KYM - Part-time was a new thing. People weren't particularly happy about it, other teachers, but that's what was happening – more women were going back to work. (September 2009 – staffroom).
- xi. JOY - I know I can do the job. I do it when X is off. She knows I can do the job standing on my head, but I'm part-time so they'll never give me the job and why would they? I'm good value for them. (September 2009 – Science Lab).
- xii. JANE - I really want to attend his assembly. I know other members of staff have but they're on SLT (Senior Leadership Team). They'd never let me go and I wouldn't ask. (March 2010 – staffroom).
- xiii. LINDA - I never use the kids as an excuse but they're not an excuse are they? It's real. If my kids are ill it affects my work – why can't I say that? (October 2009 – canteen).
- xiv. JOY - X is very good, he can work from home, which is good. I feel bad though, I feel like I should be at home looking after Y if he's ill. I don't know what people think about that. But I could be taking time off every month, he's always getting the sniffles or sticky eye or something and nursery won't take him. (September 2009 – Science Lab).
- xv. JOY - X thinks I should apply but what's the point? I want to stay part-time and I doubt they'll employ a 2nd in Department on a part-time basis. So what's the point? (September 2009 – Science Lab).
- xvi. CLARE - I've done my full-time bit and I won't be doing it again. No thank you. I'm too old for one and you need the energy to teach full-time. Let the young ones do that, not me! (December 2009 – staffroom).
