

Conceiving policy context as living
dialogic threads: a study of the
influences of voices from policy context
on Early Career Teachers'
professionalism and attrition

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Abstract

This study offers an insight into the influence of policy context on ten Early Career Teachers' (ECTs') professionalism and attrition. It foregrounds the ECTs' lived experiences during a three-year longitudinal study, throughout their Initial Teacher Training course and their first two years as qualified teachers. Bakhtin's tenet of *dialogism* is at the heart of this thesis and is put to use in this study in analysing the contested notion of professionalism. During the study a series of semi-structured interviews and classroom observations were undertaken as well as document analysis of teaching resources that the ECTs had created. The study illustrates the insight that is offered by a longitudinal study that is rooted in *dialogism* and draws together these different data sets. It makes two original contributions to research: constructing a dialogical approach to analysing teaching resources which has not previously been included in dialogical research and analysis; and applying the principles of *dialogism* to analyse how different *secondary (ideological) speech genres* operate.

This study reveals how the ECTs' professionalism was shaped by *national professionalism* and identified centripetal vehicles that were employed to embed the policy context of *national professionalism*. It reveals contrasting experiences of *national professionalism* where some of the ECTs experienced a context that encouraged features of *democratic professionalism*. This study also shows how the professionalism of other ECTs, within a Multi-Academy Trust (MAT), was significantly shaped and restricted by a multi-faceted policy context which created a form of *branded professionalism*. Given that MATs in England vary considerably, further research should investigate the policy context of other MATs and its influence on ECTs' professionalism and attrition. Additionally, further research should be conducted by a researcher who has a limited knowledge of this educational context to address issues of *addressivity* and to further unravel accepted and pervasive norms and values.

This study also found that policies that focus on the ECTs' performativity were a cause of significant anxiety, pressure, and workload, particularly during the ITT course. This was a cause of attrition for one ECT. It recommends that policy context is viewed collectively so that the cumulative effects of policy are understood. This study prompts policy makers to review whether the performativity expectations on the ECT

are realistic and to reflect on the influences of this policy context on the ECTs' lived experiences and attrition.

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List of abbreviations

CATE	Council for the Accreditation of Teacher Education
DfE	Department for Education
DfEE	Department for Education and Employment
DES	Department of Education and Science
ECT	Early Career Teacher
ESFA	Education and Skills Funding Agency
HEI	Higher Education Institution
ITT	Initial Teacher Training
MAT	Multi-Academy Trust
NQT	Newly Qualified Teacher
OfSTED	Office for Standards in Education
PGCE	Post Graduate Certificate of Education
RQT	Recently Qualified Teacher
QTS	Qualified Teacher Status
SCITT	School-Centred Initial Teacher Training
TTA	Teacher Training Agency

Chapter One: Introduction

1.1 Introduction

This thesis provides an insight into the lived experiences of ten Early Career Teachers (ECTs) during a three-year longitudinal study, throughout their Initial Teacher Training (ITT) course and their first two years as qualified teachers. The three-year study took place from September 2018 to July 2021. The influence of policy context on the ECTs' professionalism and attrition is the focus of this study and therefore policies are examined collectively (Hamann and Vandeyer, 2018; Sandler, 2018; Ball et al., 2012). The thesis draws together data from a series of semi-structured interviews and classroom observations that I conducted with the ECTs alongside document analysis of teaching resources that the ECTs created. I placed the data sets in dialogue with each other to attend to the influence of *addressivity* and context. The study is rooted in a relational and transformative ontology and therefore the conclusions drawn exist only in this temporal context. Appendix A provides a pen portrait of the ten ECTs that were participants in this study. Appendix B offers an anonymised profile of the schools, Multi-Academy Trusts (MATs), and universities that the ECTs studied or worked in.

1.2 Setting the scene

My thesis is a complex and tangled dialogic tapestry woven from multiple threads, some obvious and others concealed. My role is dual: as the artisan who weaves the thesis together and as a dialogic thread, myself, influencing and responding to interactions with other strands. My history draws in threads which are woven into my thesis that need to be unravelled. I am the antonym to Bakhtin's (1981) concept of an *outsider*. I was born into the culture of the English education system where distinctive norms and values are pervasive and accepted. My mother was my familial archetype (Goddard and Foster, 2001) within this belief system. I continued in an unknowing accepting apprenticeship (Lortie, 1975) during my own education into the beliefs, norms, and values of the English education system. My lived experiences as a pupil

imparted a “frame of reference” (Flores and Day, 2006: 224) to understand and analyse teaching and the education system. Completing my doctorate prompted me to pause and scrutinise different approaches to understanding professionalism and to analyse the embedded norms and values of these various perspectives.

1.3 Research aims and research questions

I was successful in gaining a scholarship from Manchester Metropolitan University for a doctorate in teacher education. In determining a focus for my study, I drew on the established, and contested, field of research that has investigated influences on ECTs’ experiences of learning to teach (Flores and Day, 2006; Anspal et al., 2012; Johnston, 2016; Shulman, 2005; Buchanan et al., 2013; Beltman et al., 2011; Worth and Van den Brande, 2020; Goddard and Foster, 2001; Lortie, 1975; Hobson et al., 2009; Nickel and Zimmer, 2019; Schaefer, 2013). However, the influence of policies on the ECTs’ professionalism is an under researched area which is principally missing from the existing evidence base. This study offers a unique contribution to the field by critically examining the influence of policy context on the ECTs’ professionalism. I was attentive to the “hermeneutic circle” (Sullivan, 2012: 82) that exists between research questions and the data. During the first year of my empirical study two of the ECTs chose to leave their ITT course and a third ECT chose to leave the teaching profession after her NQT year. Consequently, I altered my research questions to focus on the influence of policy context on both the ECTs’ professionalism and attrition. The research questions for my study are:

- How does policy context influence ECTs' professionalism?
 - What are ECTs’ views of how policy context influences their professionalism?
 - In what ways are ECTs’ views on the influence of policy context on their professionalism congruent with classroom observations of ECTs and teaching resources that ECTs created?
- How does policy context influence ECTs' attrition?
 - What are ECTs’ views of how policy context influences their attrition?

- In what ways are ECTs' views on the influence of policy context on their attrition congruent with classroom observations of ECTs and teaching resources that ECTs have created?

In this study I have drawn upon literature on different notions of understanding professionalism. These views about processes of professionalism (Hoyle and John, 1995; Helsby, 1995) and de-professionalism (Evetts, 2011, Milner, 2013) are multiple and often conflicting. It has been crucial for me to look critically at the distinct norms, values, and agendas that are embedded in these views of professionalism (Sachs, 2003). Within this contested field are debates around the degree to which the professional can be autonomous, and the extent to which the context affects professionalism. This theoretical context has been significant in developing a deeper understanding of the ECTs' professionalism. I have also drawn on education policy on ITT over the last 50 years in England. I have explored themes of power, control, agency, and autonomy. Furthermore, I have utilised the contested notions of professionalism as a lens to gain understanding of how different approaches to professionalism are visible as threads in specific policies.

It is Bakhtin's philosophy of language which has most influenced my study. Bakhtinian threads weave through my thesis, specifically Bakhtin's tenet of *dialogism*. A central foundation of this thesis has been recognition of the complex nature of *dialogism* and dialogic relations. Bakhtin's relational ontology has formed the basis of my study where the ECT's thoughts and actions are responses to dialogic threads. Significantly, I conceive policy context as "living dialogical threads" (Bakhtin, 1981: 276). Bakhtin's tenet of *dialogism* provides my study with an illuminating epistemological framework from which to analyse fragments of data and to look beneath the surface of the data to analyse the influence of explicit and concealed voices from policies.

1.4 Structure of the thesis

This thesis consists of eight chapters. In this first chapter I have set the scene and presented my study's research aims and research questions. In **Chapter Two** I situate this study in a policy and theoretical context. In the first section I analyse education

policy on ITT over the last 50 years and explore key concepts of power and control, autonomy, and agency. In the second section I theorise the contested and complex notion of professionalism and analyse multiple, often conflicting, approaches to understanding what constitutes professionalism. I draw together these different approaches to professionalism into a theoretical framework to consider the degree to which they enable the professional to be autonomous and the extent to which the context affects professionalism. In **Chapter Three** I critically examine the existing evidence base on professional learning and attrition of ECTs. I identify and analyse knowledge gaps and critically explain how this study and its research questions make a unique contribution to the field by addressing these knowledge gaps.

In **Chapter Four** I present and justify the theoretical framework of this thesis. Firstly, I explain the concept of policy context and how it will be utilised in my study. Then I elucidate how Bakhtin's philosophy of language is at the heart of this thesis and how it forms the basis of this study's methodology and data analysis. In **Chapter Five** I outline the methodology for my study and explain how a Bakhtinian lens has been employed in constructing the research methods and the approach to dialogical analysis.

Chapter Six and Seven present the data analysis. In **Chapter Six** I analyse the influence of policy context on the ECTs' professionalism and focus specifically on the lived experiences of three ECTs who studied and worked in a relatively small MAT alongside an ECT who holds the position of an *outsider* (Bakhtin, 1981) to the culture. Then in **Chapter Seven** I analyse the influence of policy context on the ECTs' attrition and focus specifically on policy that centres on the ECTs' performativity. Finally, in **Chapter Eight** I initially review the value of the theoretical framework and discuss the findings of each research question. Then I identify the implications of my study for research, policy, and practice and reflect on the limitations of my study. To conclude, I make recommendations for future research and draw overall conclusions.

In the next chapter, I will situate this study within a theoretical and policy context.

Chapter Two: Policy and Theoretical contexts

2.1 Introduction

This chapter provides a comprehensive review of policy and theoretical contexts in order to situate this study contextually. Firstly, this chapter will analyse education policy on ITT over the last 50 years and will explore key concepts of power and control, autonomy, and agency. It will analyse the drivers used by governments and the consequent effects on these key concepts. This is important as it offers a contextual policy foundation within which to place the Early Career Teachers (ECTs). This section is significant, for the purposes of this study, because it will also indicate potential policy influences that are operating in this context and will explore how these influences could affect the ECTs' professionalism and attrition during this longitudinal study.

Secondly, this chapter will theorise professionalism. There are multiple, often conflicting, views about processes of professionalism (Hoyle and John, 1995; Helsby, 1995) and de-professionalism (Evetts, 2011; Milner, 2013). A number of disputed approaches to understanding professionalism will be analysed. In scrutinising these different notions of professionalism, themes of the degree to which individuals can be autonomous and the extent to which the context affects professionalism will be debated and drawn together by plotting extant approaches to professionalism on a theoretical framework. This context is significant for this study as it provides a deeper understanding of the theoretical positioning of different individuals and of policies that could have a prevailing influence on the ECTs in this study. The context also offers broader insight into how policies can act as mechanisms which construct and support different notions of professionalism, which is also significant to this study.

2.2 Initial Teacher Training in England (1970s – 2024)

The post-war social democratic consensus lasted for thirty years after World War Two where the major political parties in the UK held a joint commitment to the Welfare State's core values. Judt (2010) comments that "there was a *moralized* quality to

policy debates in those early postwar years” (p. 47). In education, the main influence was *The Education Act* (Board of Education, 1944), which established what is often described as “national system, locally administered” (Chitty, 1992: 9). It was a partnership between schools, local government, and national government. However, this political consensus finally unravelled in the 1970s and this breakdown was attributed to a range of factors: the economic down-turn in the early 1970s where the cost of the welfare state was challenged (Chitty, 1992), a rise in individualism and backlash against the notion that “nanny knows best” (Judt, 2010: 82), and Conservative politicians offering an alternative philosophy (Chitty, 1992). Chitty (1992) argued that this period marked the point at which “the Old Right had given way to the New (Right)” (p. 11); although he qualified this statement by explaining that the Conservative Party’s New Right philosophy and approach was not coherent and needed to reconcile neo-liberal, neo-conservative, free market, and ‘modernizing’ elements within the Conservative party. New Right Conservative politicians implemented education policies that introduced market forces, competition, and economisation of state education. Education was increasingly viewed as “a consumer good that should be subject to the rigour of the marketplace” (Ball, 2003: 38). Judt (2010) concurred that the most significant intellectual shift in politics since the 1980s in England was the worship of the private sector and, in particular, the cult of privatization.

The principles of marketization, performativity, centralisation of control, and accountability began to shape the education system in England. With Thatcher in post as Secretary of State for Education and Science the Conservative government published two key documents which clearly indicated the reforms that were going to be made to Initial Teacher Training (ITT) in England: the White Paper *A Framework for Expansion* (DES, 1972a) and *The James Report: Teacher Education and Training* (DES, 1972b). These publications explained the government’s reorganisation and merging of different ITT providers and the reduction of the overall number of ITT courses. One of the considerations in planning the reorganisation was to have a minimum number of trainee teachers on each course to obtain full economies of scale (Hencke, 1975) and this led to some ITT courses being closed. In addition, *A Framework for Expansion*

(DES, 1972a) proposed to work towards a teaching profession where all teachers were graduates. This policy meant that by 1974 all new teachers were required to have an approved teaching qualification and were thus awarded a degree. Lawlor (1990) criticised this policy change because “in practice...(this objective was) achieved simply by a change of nomenclature” (p. 32), whilst O’Hear (1988) argued that this “so-called professionalisation” (p. 5) was not being replicated in the standard of teaching demonstrated by these teachers. These policies were also heavily criticised by Hencke (1975), amongst others, who argued that the government policy had been developed secretly by an exclusive elite and that alternative perspectives were not considered. Hencke (1975) stated that “it had disturbing implications not only for a democratic society but also for the planning of a significant section of our public education system” (p. 416). This is analogous to an echo chamber (Zeichner and Conklin, 2016) whereby divergent voices are censored or disallowed and a dominant narrative is given precedent and positive media coverage within an enclosed space.

These policy changes demonstrated an increasing degree of centralisation of government control and a corresponding dilution of autonomy and professional control amongst those leading ITT courses. Until the mid-1980s the ITT courses varied considerably; some had an academic or theoretical focus, whilst others centred on ‘practical’ or professional content. Whitty (2014) explained that when he took up his first job at the University of Bath in 1973, he was able to determine autonomously what he taught to the trainee teachers on the ITT course. Universities were responsible for ITT and universities gave the award of Qualified Teacher Status (QTS). This process of teacher training moving into universities/faculties of education was termed “(U)niversitization” (Menter et al., 2010: 15) or “(A)cademic drift” (Pratt, 1997: 11). However, “there was recurring criticism of the teacher training departments (in universities), from the trainees and the schools themselves, of the remoteness of the courses from the realities of the schools” (Bailey and Robson, 2002: 326). Lawlor (1990), at the time Deputy Director of Studies at the Centre for Policy Studies in London, and O’Hear (1988), Professor of Philosophy at the University of Bradford at this point, voiced criticisms of the ITT courses. From a culturally conservative and anti-progressive perspective, O’Hear (1988) argued that although

the theoretical study of education may be a worthwhile study, some of the content of the ITT courses is actually “anti-educational” (p. 4) because it is either based on transitory political fashions or is passing on political and social values to the trainee teachers. In addition, Lawlor (1990) was extremely critical of ITT courses and argued that current PGCE training courses served as an “impediment to good teaching at school” (p. 40) because trainee teachers waste time learning about education studies and sociological and psychological theories which detract from a focus on subject specialism and on the practical activity of teaching. Lawlor (1990) also claimed that the content of the PGCE course in fact discouraged good candidates from entering the profession and this in turn is “one of the principal causes of the shortage of highly-qualified, able teachers” (p. 42).

The principles of accountability and centralisation of control continued to be demonstrated when the Conservative Government published the White Paper *Teaching Quality* (DES, 1983) which voiced concern about the quality of teaching in England and Wales. The principal vehicle for improving the quality of teaching was identified as improving ITT courses in England. In presenting the White Paper to Parliament, Sir Keith Joseph (1983), who was the Secretary of State for Education and Science, asserted that the trainee teachers would have an increased amount of time completing teaching practice and “associating (with) experienced classroom teachers...Newly trained teachers (would) be expected to have greater knowledge and expertise in the subjects they are to teach, as well as more practical experience, and (would) have to provide satisfactory evidence of classroom competence.” Furthermore, *circular 3/84* (DES, 1984) set a minimum number of days that a trainee teacher must spend in a school setting during each ITT programme. *Circular 3/84* (DES, 1984) also established the Council for the Accreditation of Teacher Education (CATE) which was responsible for supervising ITT in England and Wales. Exley (2016) argued that CATE was an example of “government to governance” (p. 743) because ITT courses were held accountable to meet standards that emanated from government. The subsequent *circular 24/89* (DES, 1989) expanded the regulations that CATE would monitor. Committees were established which monitored all ITT courses to make sure that all policies were met to a satisfactory standard. *Circular*

24/89 (DES, 1989) also extended the length of school-based experience on an ITT course. It set out topics that were to be addressed during the ITT course (e.g. Information Technology) and trainees had to know and be able to do different 'outputs' (which were later termed 'competencies'). These aspects of *circular 3/84* (DES, 1984) and *circular 24/89* (DES, 1989) demonstrated "the marked centralisation of control over teacher education" (Murray and Mutton, 2015: 60) by central government. Furlong et al. (2000) argued that the resultant ITT courses existed in a "national framework of accountability" (p. 14). The government implemented a "culture of accountability" (Menter, 2015: 3) which was evident in the *circular 14/93* (DES, 1993) which established the Office for Standards in Education (OfSTED) which had responsibility for inspecting schools and ITT courses. Another example of accountability and consolidation of control was the formal requirement in *circular 9/92* (DES, 1992) and *circular 14/93* (DES, 1993) that ITT programmes in England and Wales must use a set of competencies, that trainee teachers will be assessed against, to design, teach, and assess their programmes.

Further regulation followed including the creation of the Teacher Training Agency (TTA) in 1994. This denoted the construction of a national system that was tightly regulated and the official end to autonomy for universities. The TTA was a 'quango' and the government appointed its employees. It assumed the majority of the responsibilities of CATE. It was assigned three functions regarding ITT in England: the recruitment and supply of teachers, the financial management of ITT, and the certification of ITT courses. Universities now needed to tender to the TTA for contracts as 'providers' of ITT. Consequently, a market for providing ITT courses began which led to competition between ITT 'providers'. The Conservative Government continued to develop the ITT market and make it increasingly accountable. Ball (1998) argued that this was a period of the "marketisation of education" (p. 119) in England. Whilst Le Grand et al. (2007) coined the term "(Q)uasi-marketisation" (p. 56) to describe the increased competitiveness between ITT providers and new accountability measures (e.g. Ofsted). O'Hear (1988) concurred with this approach because he believed that "the teacher qualification in the maintained sector had become the preserve of a monopolistic supplier" (p. 9), namely education

departments in universities and teaching colleges, who were not meeting the needs of the consumer effectively. In opposition, Judt (2010) argued that privatisation of public services often leads to quality of service being reduced to a minimum so that profits can be increased and where services are 'contracted out' they often need someone to regulate the sector rather than leaving it to the impulses of the market. Judt (2010) argued that this approach "allows the state to relinquish moral obligations" (p. 114).

This period marked a "heightened contestation about the location of teacher education" (Menter, 2015: 3) in universities or schools. However Alexander et al. (1984) argued that there did not need to be an artificial distinction between the two and instead conceptualised ITT as operating between the domains of schools and higher education; "(O)ne provides its *raison d'être* and the occupational imperatives to which it is bound to respond, and the other the framework within which such responses must be located, and which has its own cultural and academic imperatives" (p. xv). *Circular 9/92* (DES, 1992) made it a requirement that formal partnership arrangements must be established between universities and individual schools in order to deliver ITT courses. This had previously been a recommendation from Government but became a requirement in 1992. Contrastingly, Lawlor (1990) commented that the education departments in universities and teaching colleges "thwarted the intentions of (government policy) in 1980s reforms" (p. 32) and therefore should not be relied upon to implement additional changes. Instead, Lawlor (1990) called for radical change in the abolition of PGCE and BEd courses, alongside university departments for education, and in their place "graduates will...train on the job and be paid a salary from the outset" (p. 42).

Two alternative routes into teaching were introduced by the DES, whereby QTS could be gained through on-the-job training that fit with Lawlor's (1990) vision. The Licensed Teacher Scheme was launched in 1989 where older teachers (over the age of 26) could gain QTS if their employer (the school or Local Education Authority) applied for the licence and subsequently recommended QTS to the Secretary of State. The candidate was licensed for two years without QTS. Before gaining QTS the licensed teacher needed to show the necessary personal qualities, subject

knowledge, and classroom competence. The Articled Teacher Scheme was launched in 1990 and was offered to a limited number of graduates who trained over two years to become a teacher, with 80% of the course based in school, and gained QTS if they successfully completed the course and reached the level of competency required. O'Hear (1988) argued that these developments echoed a "general move towards devolution of power within school education in the maintained sector" (p. 9). This indicates an important shift in control of schools having responsibility for leading these ITT courses, rather than education departments in universities.

The Labour Government was elected in 1997 and set itself apart from the previous administration in stating that their approach to "informed prescription" would have policies that are "evidence-based" (Barber, 2005). Additionally, the Labour Government's Green paper *Teachers: meeting the challenge of change* (DfEE, 1998) aimed to "develop a world-class education system" (p. 6) where teachers and schools adapted to overcome upcoming obstacles. The Labour Government wanted to construct a new professionalism for teachers with the stated aim to increase the status of teachers with parents and the general public. This document controversially linked teachers' pay with their performance. However, there were clear continuities between the previous administration and the Labour Government. For instance, centralisation and performativity demands continued and, in some cases, New Labour increased the scope of this central direction in ITT. For instance, *Circular 10/97* (DfEE, 1997) laid out an ITT national curriculum for English, Mathematics, Science, and ICT which detailed the specific content that must be learnt and demonstrated by trainee teachers. *Circular 10/97* (DfEE, 1997) also changed the word 'competencies' to 'standards' and stated that the trainee teacher is required to "achieve *all* the standards specified" (p. 3). These 'standards' were much more detailed than the 'competencies' prescribed in earlier legislation. Bailey and Robson (2002) argued that instead of a functional analysis of the occupation and the competencies needed, "no analysis had been conducted of the job of school teaching. Instead, the standards are expressed in behavioural terminology with hardly any reference to professional values or personal qualities required for good teaching" (p. 328-9). This contrasts with the Labour Government's claim that they

would implement evidence-based policies (Barber, 2005). This approach also demonstrates a continuity with the previous administration in prioritising school-based training over ITT that had a theoretical or academic focus.

Barber (2005), Tony Blair's chief adviser on school standards and effectiveness, signalled a period of *informed professionalism* in which the government would afford individual teachers a higher level of "licensed autonomy to manage their own affairs" (p. 159) if teachers demonstrated prescribed knowledge, skills, and attitudes. Whitty (2006) argued that the tight managerial model of professionalism applied to the teaching profession in England did not create the conditions for *informed professionalism* or 'licensed autonomy'. For instance, the prescribed ITT standards (*Circular 10/97*, DfEE, 1997) were imposed centrally and set as performativity demands, which were duly inspected. They were very prescriptive and bureaucratic and gave little opportunity for ITT providers or trainee teachers to demonstrate this 'licensed autonomy'.

The Conservative-Liberal Democrat Coalition Government continued the principles of increased centrality of government control, marketization, and accountability in the direction of school-led ITT programmes. The Coalition Government, with Michael Gove as Secretary of State for Education (2010-14), based their policy on ITT in England on the premise that "(T)eaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom" (Gove, 2010). This echoed anti-progressive academics like O'Hear (1988) who argued that "a new teacher...(should) enter into something like an apprenticeship" because "teaching (is)...a practical skill...something someone learns how to do by doing it" (p. 18). The Coalition Government's White Paper *The Importance of Teaching* (DfE, 2010) clearly signalled their direction of policy in that ITT was going to further diversify and promote school-led ITT programmes. These approaches were not new; for instance, in 1993, the Conservative Government launched School-Centred ITT providers (SCITTs), which permitted schools to receive funding to lead their own ITT courses without requiring universities/colleges. However, *The Importance of Teaching* (DfE, 2010) sought to accelerate the speed of

change, topography, and marketization of ITT considerably by promoting more school-led ITT, including the creation of 500 Teaching Schools. Its stated aspiration was that 50% of ITT provision ought to be school-led by the next General Election in 2015.

School Direct has been the main vehicle employed to increase the number of school-led ITT courses. The scheme involves a school or MAT applying to the Department for Education to run a School Direct course. Then the school or MAT selects a university or another accredited organisation to provide an ITT training package. The school or MAT is expected to employ the trainee teachers who complete their School Direct course. A key reason the government stated for dramatically increasing the amount of school-led ITT was to address the recruitment problems in filling ITT places and simultaneously increase teacher recruitment. The government argued that School Direct “allows school leaders to react much more effectively to local circumstances than traditional higher education institutions” (Committee of Public Accounts, 2016: 10-11). In accordance with the policy objective of increasing school-led training, between 2011/12 and 2015/16 “the number of lead schools in School Direct (grew)...from zero to 841” (ibid.: 12).

There were criticisms of the direction of these reforms. The House of Commons select committee for Education (2012) stated that there should be an ongoing role for universities in ITT partnerships and cautioned that “a diminution of universities’ (current) role in teacher training could bring considerable demerits.” Estelle Morris (2015) contended that the government’s abolition of the TDA in 2014 and handing responsibility for teacher supply and recruitment to schools, through School Direct, was a “failure (of)...strategic planning (into teacher supply and recruitment that) has led to whole regions of the country with too few student teachers, especially in key subjects.” This was partly caused by schools, in regions of England with insufficient numbers of trainee teachers, choosing not to lead School Direct courses and the government could not compel schools to deliver ITT courses. Additionally, the large number of different ITT courses have been described as complex and confusing for prospective trainee teachers to understand and navigate. Furthermore, Morris (2015) argued that effectively no one had strategic oversight and direction of teacher supply

and recruitment. The annual report from the Nuffield Foundation for Educational Research found that in the primary sector in 2019/20 “the number of trainees is largely meeting demand” (Worth, 2020: 7). However, in the secondary sector “ITT entry remains below the target set by the teacher supply model, by 15 per cent in 2019/20 compared to 17 per cent in 2018/19” (Worth, 2020: 6) and there is a greater problem in recruitment on science and mathematics ITT courses. Worton (2020) contends that this policy context of creating a deregulated, or lightly regulated, marketplace of ITT has not improved teacher recruitment. Furthermore, Worton (2020) found in her qualitative research with twelve school-led ITT providers and twelve university-led ITT providers that “the tension created by competition has favoured some providers over others, has led to provision closing down, has damaged partnership arrangements between schools and universities, and has potentially created the conditions for poorer quality provision” (p. 1024-1025).

Whiting et al.’s (2016) research into the diverse routes into teaching that operate in England revealed “an ever more complex patchwork of provision” (p. 9) amongst ITT courses. Nonetheless, under the Conservative Government (2015-2024) the trajectory towards a school-led system of ITT remained. In 2017, the Conservative Government established an apprentice levy in the UK. As part of this apprenticeship scheme applicants can undertake a one-year post-graduate apprenticeship to become a teacher. The Teacher Apprentice Standards (ESFA, 2017) set standards that the apprentice has to achieve. If successful, the apprentice achieves this Level 6 qualification and QTS.

The direction of education policy on ITT in England during the last forty years has led to a diversification of routes into teaching, a plethora of ITT providers, increased accountability and centralisation of control with an escalating focus on school-led ITT. In this study, empirical research was conducted with one school-led ITT course and one university-led ITT course. The school-led ITT course was led by a small MAT and delivered a School Direct ITT course, which was accredited by a local university.

The following section will place this study and its focus on professionalism within a theoretical context.

2.3 Theorising professionalism

Professionalism is “an essentially contested concept” (Hoyle and John, 1995: 1) and “definitions of professionalism vary across time and place” (Whitty, 2012: 28). Despite the contextual and contested nature of notions of professionalism, it is important to “look critically at the issue of professional standards” (Sachs, 2003: 176) and professionalism in order to unpack meanings, assumptions, agendas, and consequences. This section aims to critically analyse different approaches to understanding professionalism and then present a theoretical framework on which to locate these approaches which will assist in understanding these assumptions, perspectives, and agendas.

2.3.1 Defining power and autonomy in the context of this study

Power and autonomy are central concepts that weave through a theoretical understanding of professionalism and need to be defined at the outset. The definition of power and its interrelated processes are highly contested. Clegg et al. (2006) define power as “the ways that social relations shape capabilities, decisions, change; these social relations can do things and they can block things unfolding” (p. 15). This study concurs with this definition of power with a caveat: the individual has capacity to understand these social relations and can decide how s/he responds to the influence. Clegg et al. (2006) contend that there is a symbiotic relationship between power and organisation: “(P)ower is to organization as oxygen is to breathing” (p. 3). The organisation utilises power to influence its members. This study will explore the different organisations in which power circulates and its influence on the ECT: the individual department, the school, the national government, and in some cases a MAT. Clegg et al. (2006) maintain that the process of power can have positive as well as negative effects. This study draws on this notion of the potential positive and negative ways in which individuals can be influenced.

Holec (1981) defines autonomy, in the context of education, as “taking charge of one’s own learning” (p. 3) and exercising authentic power over decision-making. This definition of autonomy is appropriate for the purposes of this study. However, teacher autonomy is a broad concept which has multiple dimensions. Worth and Van den Bende (2020) identify that teachers have varying degrees of autonomy in different aspects of their job. For instance, the majority of teachers in their study identify that they have influence over their classroom layout, their teaching methods, and how they plan and prepare their lessons and schemes of work. However, very few teachers state that they have significant influence over the data they collect on pupils’ attainment (12%), their professional development objectives (23%), and the curriculum content (26%). Worth and Van den Bende (2020) conclude that “teacher autonomy is strongly associated with job satisfaction and a greater intention to stay in teaching” (p. 4). Worth and Van den Bende (2020) also identify a strong positive correlation between teachers’ autonomy and their perception of their workload being manageable but do not identify a correlation between teachers’ autonomy and the number of hours that teachers work. Worth and Van den Bende (2020) suggest that “increased autonomy may enable teachers to adapt what tasks they do and how they do them to manage their overall workload in an acceptable way, rather than resulting in them reducing their working hours” (p. 12). This study will investigate these findings further and explore the potential positive impact on teacher retention.

The notion that teachers should have a high degree of autonomy is a contested subject, which is a key element that shapes conceptions of professionalism. Dilekçi (2022) argues that “one of the concrete signs that any profession is regarded as a professional profession is the autonomy that the profession already possesses” (p. 329). In this sense, Dilekçi (2022) contends that the esteem and status of teaching as a professional profession is partially determined by whether its members are autonomous. Deal and Celotti (1977) identify three significant benefits of high teacher autonomy. Firstly, the teacher can act autonomously and adapt their teaching to the pupils and the changing context of the classroom. Secondly, autonomy can save time because the professional can make decisions unilaterally rather than needing to check their actions with others before acting. Finally, Deal and Celotti

(1977) argue that professionals often value autonomy “particularly if they view themselves as self-reliant professionals” (p. 19). Similarly, Sykes (1983) contends that the “loss of autonomy, makes teaching unpalatable for bright, independent minded college graduates and fails to stimulate the pursuit of excellence among those who do enter” (p. 488). This view supports Worth and Van den Bende’s (2020) earlier research findings. Similarly, Dilekçi’s (2022) quantitative study with 368 teachers in Turkey found that “there is a positive-oriented and meaningful relationship between the autonomous behaviours of teachers and their job satisfaction and teachers’ autonomous behaviours are a significant predictor of their job satisfaction” (p. 333). Dilekçi (2022) argues that greater autonomy enables teachers to demonstrate their abilities to a greater extent and increases their organizational commitment, which could decrease attrition. Furthermore, Şentürken and Aytunga (2020) state that teachers perform at a higher level when they have increased levels of autonomy and job satisfaction. However, Anderson (1987) proposes that there is a “false dichotomy of autonomy and standardization” (p. 368) and that it is instead important to find an appropriate balance between the two in different areas of their work.

Anderson (1987) also identifies advantages of less autonomy. He argues that increased standardization, alongside a reduction in teacher autonomy, has “led to the development of a common language by which teachers and administrators can discuss instructional problems and pose possible solution strategies” (Anderson, 1987: 366). This enables teachers to communicate with other teachers, using this common language, to share good practice, to discuss problems they are facing in their teaching, and to explore solutions together. The *Education Reform Act* (DES, 1988) introduced the National Curriculum in England which was one vehicle through which this common language was disseminated in England. Anderson (1987) argues that greater communication, using a shared language, enables teachers to feel less isolated and to gain support from their colleagues which could decrease teacher attrition. In the context of this study, the ECTs’ lived experiences will be analysed to explore how policy context that has affected their autonomy and the potential influence on their professionalism and attrition.

2.3.2 A theoretical framework of different approaches to understanding professionalism

Many authors have identified different approaches to understanding what constitutes professionalism. Consequently, this leaves a very wide range of interpretations and discourses to analyse and build into a framework. This section presents a theoretical framework of teacher professionalism (Figure 1) that locates these different approaches to understanding professionalism (Quirk-Marku and Hulme, 2017). This framework locates varying notions of professionalism in relation to two dominant theoretical discourses. The first is defined as a *reductionist discourse* (Murray and Maguire, 2007) which is ahistorical and makes no reference to cultural or social assumptions. Murray and Maguire (2007) contest that “a *reductionist discourse* operates to simplify a complex field” (p. 284) and excludes other discourses that contest its dominance. It is founded on the principle that there are a series of competencies that professionals need to learn and then apply to their practice irrespective of context. Hoyle (1982) describes how an essentialist approach operates where the occupation or professional increasingly strives to “meet(s) the criteria attributed to a profession” (p. 161).

In contrast, an alternative discourse is termed by Murray and Maguire (2007) as a *contextualist discourse*, whilst it is identified as a social constructionist approach by Lock et al. (2005). Both notions conceive this discourse as being focused on, and reactive to, its context. The professional operating with a *contextualist discourse* intentionally seeks to adjust macro-level policy to suit the pupils and community s/he is working in and to suit his/her practice. Murray and Maguire (2007) contend that within a *contextualist discourse* the professional is reflective and seeks to follow his/her principles. The training for the professional is designed to develop his/her varying human competences and is shaped by the context. Hargreaves and Goodson (1996) dispute this interpretation and argue that a social constructionist approach identifies professionalism as “a social and political project that is designed to enhance the interests of an occupational group” (p. 4). These divergent views will be debated further by looking at specific approaches to understanding professionalism.

In categorising approaches to professionalism, Sachs (2003) draws a distinction between *managerial professionalism* and *democratic professionalism*; these could broadly be aligned with the *reductionist discourse* and the *contextualist discourse* respectively. But this dualism does not leave space for the diversity of other approaches to understanding professionalism that do not easily fit into either of these discourses. Instead of a dualism, “*reductionist and contextualist discourses are conceptualised here as a continuum...with axes of contextualist/reductionist discourse and high/low teacher autonomy (that) provide(s) a flexible framework on which to place different approaches to (understanding) professionalism. High/low teacher autonomy refers to the degree of autonomy the professional is able to exercise, which is highly dependent on the external controls exerted by policy documents, politicians and by his/her employer*” (Quirk-Marku and Hulme, 2017: 353). There are numerous different interpretations of professionalism that could be positioned on this framework. Six are attended to here because they illustrate features of a *contextualist/reductionist discourse* and varying degrees of teacher autonomy. These six approaches to understanding professionalism are *democratic or collaborative professionalism* (Sachs, 2003; Whitty and Whisby, 2006), *national or managerial professionalism* (Day and Sachs, 2004), *occupational professionalism* and *organisational professionalism* (Evetts, 2011; Moore and Clarke, 2016), *local professionalism* and *branded professionalism* (Whitty, 2014).

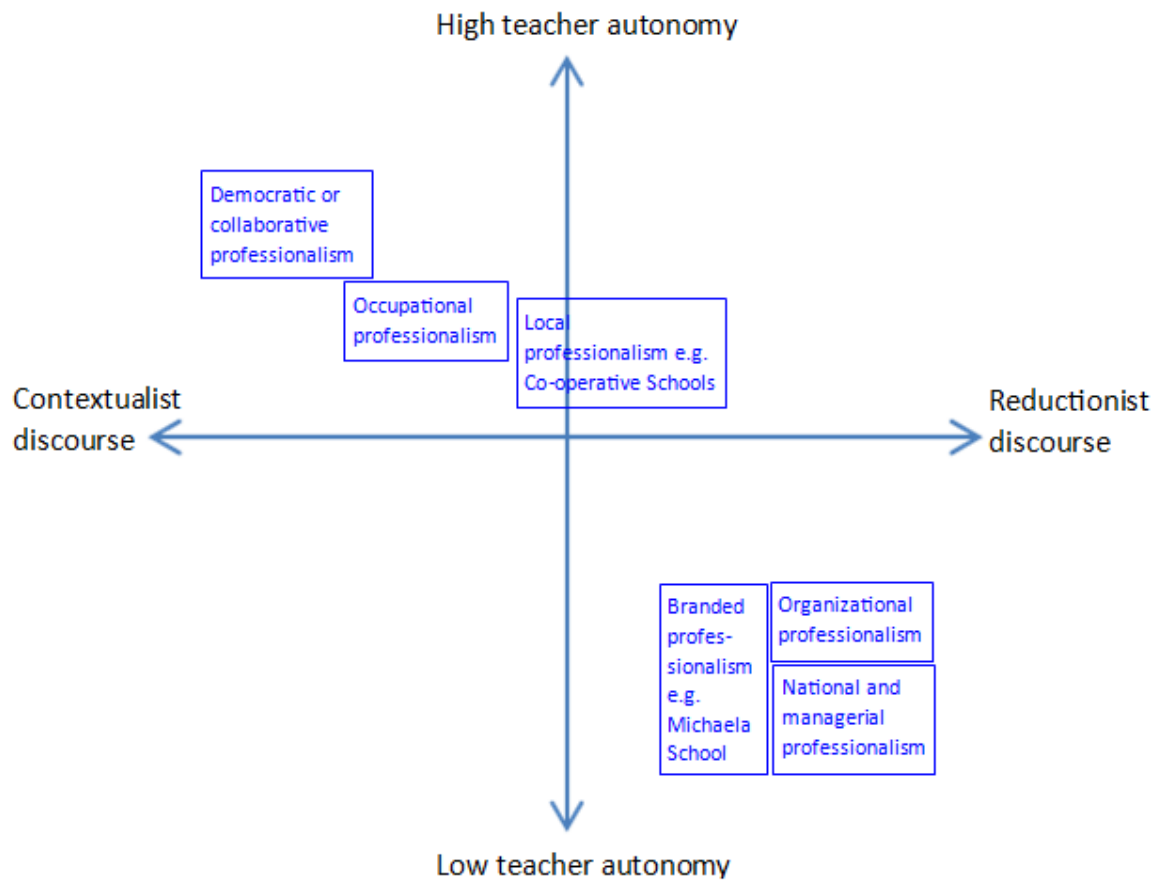


Figure 1: A theoretical framework of teacher professionalism

Democratic or collaborative professionalism (Whitty and Wisby, 2006; Sachs, 2003) are characterised by high levels of autonomy. This approach to understanding professionalism has been identified as *extended professionalism* (Hoyle, 1982) and *community teacher approach* (Zeichner et al., 2015). Sachs (2003) argues that the professional operates as an “activist” (p. 181) within *democratic professionalism* and actively shapes his/her role and the activities of their students. In this approach to understanding professionalism the philosophy and values of the teacher are significant and are shared with the pupils s/he teaches. In addition, *democratic professionalism* requires networks and for professionals to work in partnership. “The activist professional works collectively towards strategic ends...(and) operates on the basis of developing networks and alliances between bureaucracies, unions, professional associations and community organizations” (Sachs, 2003: 181). Within *democratic professionalism* it is significant to identify who has organised the network, which could be an informal group of teachers, a MAT, or a charity and understand what their agenda in organising the network is. Additionally, it is important to consider whether the professionals have volunteered to take part or whether their involvement is compulsory or expected. These various reasons for involvement will have a significant impact on the degree to which the professional is operating as an “activist” (Sachs, 2003: 181). Whitty assumes a social democratic, progressive approach. Whitty (2006) advocates a *democratic professionalism* that “seek(s) to demystify professional work and build alliances between teachers” (p. 14) and all of the school community with the aim to encourage an embracing collaborative culture and involve and give a voice to marginalised groups in decision-making. Helsby (1995) argues that professionalism is a social construction and that “teachers are potentially key players in that construction, accepting or restricting external control and asserting or denying their autonomy” (p. 320). Assuming an active role and exerting professional autonomy is congruent with *democratic professionalism*. Menter et al. (2010) explain that conceiving an ‘activist’ dimension to teaching also broadens teachers’ responsibilities to “contributing to social change and preparing their pupils to contribute to social change in society” (p. 24). Next, we will turn to approaches to professionalism that accept external control and prevent substantial professional autonomy.

Conversely, *national professionalism* places the national government in control and in charge of setting expectations and notions of professionalism that are imposed on the professional. Whitty (2014) contends that within *national professionalism* decisions are made on behalf of marginalised groups and standards are prescribed and imposed by an exclusive elite. *National professionalism* has an essentialist approach where a set of standards are constructed on which each professional is measured. Hoyle (1982) identifies this as “a criterion approach” (p. 161), whilst Stevens (2010) labels it as an “obedience model of professionalism” (p. 5). The successful professional within *national professionalism* competently meets the uniform standards and supports the school’s accountability procedures. This study will analyse the impact of the prescribed criteria that are set for the ECTs by national government, ITT providers, and schools on the ECTs’ professionalism and attrition. It will explore to what extent the ECTs are able to work to meet the prescribed criteria whilst also reflecting their own beliefs and values in their practice.

Evans (2008) asserts that an outcome of the marketisation of the public sector, including education, since the 1980s in England has been that professional “autonomy has given way to accountability” (p. 20). Consequently, Evans (2008) argues *national professionalism* has since pervaded which is an “externally imposed, articulated perception” (p. 23), which she describes as ‘prescribed’ or ‘demanded’ professionalism. However, it is important to consider that “a *required* or *demanded*...professionalism is not the same as an *enacted*...professionalism” (Evans, 2008: 30); whilst central governments can implement new policy on ITT and inspect how these policies are implemented, professionals have agency to determine how policies are enacted and in what way their professionalism is influenced.

Evetts (2011) identifies a shift from *occupational professionalism* to *organisational professionalism* and believes that the UK government’s reforms of the public sector in the last 30 years have led to a dominance of *organisational professionalism* in the UK public sector. *Occupational professionalism* is owned by the profession and characterised by “notions of partnership, collegiality, discretion and trust” (Evetts, 2011: 407), whilst *organisational professionalism* has a large number of standardised rules and regulations which professionals are assessed against and held accountable.

Within *organisational professionalism*, Evetts (2011) contends that the locus of power rests in the hands of the leaders of public sector organisations, not in the professionals themselves. In an education setting, teachers' judgement and discretion are reduced because of performance reviews, standardization, and micro-management that are a key part of *organisational professionalism*. Evetts (2011) argues that this contributes to the de-professionalisation of teachers. "Organizational objectives (which are sometimes political) define practitioner/client relations, set achievement targets and performance indicators. In these ways organizational objectives regulate and replace occupational control in practitioner/client work interactions thereby limiting the exercise of discretion and preventing the service ethic that has been so important in professional work" (Evetts, 2011: 6). Evetts (2011) maintains that the assessment practices in *organisational professionalism* are focused on performing well in relation to the 'hard' indicators prescribed by central government. For instance, teachers and schools seeking to demonstrate the criteria required for a 'good' or 'outstanding' Ofsted grade, which parents can then use as an indicator to determine which school they will choose for their child to attend. Contrastingly, Evetts (2011) argues that *occupational professionalism* is constructed by the occupational group. The occupational group forms its identity and uses its "discourse of professionalism in pursuit of its own...practitioner interests but sometimes also as a way of promoting and protecting the public interest" (p. 408). Whilst Abbott (1998) is more pessimistic of *occupational professionalism* and believes it is intended to benefit the members of the profession in their salary, status, and power.

Local professionalism operates where schools work together as a confederation and construct their specific approach to professionalism. Localised school clusters and MATs offer varying degrees of autonomy and opportunities for *democratic professionalism*. It is important to note that there are divergent forms of *local professionalism* and it should not be conceived as a homogenous approach to understanding professionalism. Co-operative Trust Schools are placed on the theoretical framework (Figure 1) as an example of a confederation that exhibits the key features of *local professionalism*. In 2008, Co-operative Trust Schools developed

an original form of school governance. Schools that choose to become Co-operative Trust Schools must support the principles of the global co-operative movement: equity, self-responsibility, solidarity, and democracy. The school's estate and resources are transferred to a locally run charitable trust. Co-operative Trust Schools aim to have a democratic approach to decision-making which is based on membership. Stakeholders in the school are allowed to be members and elect representatives on the trust board, which holds the school to account (Curtis, 2008). There are similarities with *democratic professionalism* as schools tend to join as a group of local schools and create networks to collaborate and share practice. "Whilst the Co-operative model of *local professionalism* embraces the values of democracy and equality it also operates in England within a frame of *national professionalism*, with its associated culture of performativity and accountability demands, and is consequently plotted closer to *reductionist discourse*. The global co-operative movement's values, governance, philosophy, and approach offer more autonomy for teachers and the local community and therefore place it (close) to high autonomy" (Quirk-Marku and Hulme, 2017: 155) on the theoretical framework.

Branded professionalism is an approach to understanding professionalism that was coined by Whitty (2014) to describe how an individual school or Multi-Academy Trust (MAT) has devised a distinct identity with a distinctive method of teaching and set of expectations. Professionals working in this school or MAT are given training in this *branded professionalism* and required to employ this distinctive approach to teaching. Forms of *branded professionalism* are diverse because the leaders of the individual school or MAT determine the level of prescription and the degree of professional autonomy for their teachers. Therefore, like *local professionalism*, a specific form of *branded professionalism* is positioned on the theoretical framework (Figure 1) because *branded professionalism* is not a homogenous approach to understanding professionalism. Michaela Community School is a free school which has constructed a form of *branded professionalism*. Free schools were first introduced in England by the Coalition Government in 2011. Free schools receive their funding directly from national government and operate as not-for-profit organisations. National government intended that parents and independent groups

would establish free schools. Free schools are allowed to make decisions regarding teachers' pay and conditions and the length of the school day and school terms and are not required to teach the national curriculum. For instance, the school day at Michaela Community School operates from 7:30am to 4pm which is longer than most schools in England. Rumbelow (2017) states that Michaela Community school has been criticised for controversial teaching practices and for very high expectations of pupil behaviour. The school has a prescribed curriculum and a strict, imposed set of principles and regulations for pupils and teachers. This indicates there is a low level of professional autonomy for teachers and does not enable an "activist" (Sachs, 2003: 183) role for the professional. There is some evidence of local democracy and decision making amongst some teachers because the governing body does have representation from teachers and parents, alongside the Directors of the free school. However, the low level of teacher autonomy, for most teachers in the school, is evident in the comment from Katherine Birbalsingh (2016), headteacher of Michaela Community School: "(H)ow we teach is very similar across the classrooms at Michaela" (p. 14). This theme of low level of teacher autonomy is continued by Plastow-Chaston (in Birbalsingh, 2016), a teacher at Michaela Community School, who describes how there is "one particular, optimal pedagogy" (p. 158) and that ITT in the school regards "personalising the lessons themselves as inherently damaging" (p. 162) to the trainee teacher and his/her pupils. In concurrence, Rizvi (2016), teacher of Maths at Michaela Community School, elucidates that inexperienced teachers have their lesson planning reduced to a minimum and "the manner in which lessons are delivered...(is) standardised" (para. 7) whilst "heads of department are seen as curriculum designers" (para. 4). It is the role of leaders at Michaela Community School to determine which is the most effective pedagogy for each lesson/activity and they consequently have increased levels of teacher autonomy, whilst most teachers at the school deliver pre-planned lessons within the guidelines on how to deliver these lessons.

As a free school, Michaela Community School is not obliged to adhere to some curriculum policy and employment practices that are prescribed by central government. For instance, Michaela Community School can "hire 'unqualified'

teachers who have not undergone standard teacher training” (Birbalsingh, 2016: 14); approximately “30% of Michaela’s teaching staff are unqualified” (Clear in Birbalsingh, 2016: 166). However, “it is still required to deliver the academic qualifications, publish its results, and the schools’ inspectorate, OfSTED, inspects it. Whilst the Directors of the free school have autonomy to develop a curriculum and a culture that offers a bespoke brand of professionalism, the school and its teachers operate within a structure of *national professionalism* and have to meet many of its incumbent performativity and accountability demands” (Quirk-Marku and Hulme, 2017: 355). Lowndes and Gardner (2016) are critical of Cameron, former prime minister of the Coalition Government, and his drive for decentralisation under the premise that “‘reform’ and ‘efficiency’ combine(d) with ‘devolved powers’ (will) deliver a local state in which we can spend less but deliver more” (Lowndes and Gardner, 2016: 358). They contend that “Cameron’s smart-state repertoire” (ibid.: 366) is actually a “technocratic transfer of power” (ibid.: 357) in which operational responsibilities are decentralised (e.g. management of budgets and curriculum by schools) whilst central government holds onto political power and strategic decision-making (e.g. decisions about the qualifications that the pupils must take and the funding schools will receive). Critics of this process of devolution and decentralisation also state that there are limited opportunities for democratic representation in these policies. For instance, there is no local community representation on the trust board of the Michaela Community School and the Directors of the free school are not elected. “For these reasons, this specific and distinctive example of *branded professionalism* is plotted on the...(framework) closer to *reductionist discourse* and low teacher autonomy” (Quirk-Marku and Hulme, 2017: 155).

In England, *branded professionalism* is more prevalent than *local professionalism* today because of the significant expansion of MATs, competition between local schools, and the reduction of funding to local authorities that previously often coordinated networks. MATs are a feature of the shift towards network governance and are championed by the DfE (2014) as offering head teachers “a high degree of autonomy in leading their schools, whilst giving them the freedom to focus on teaching and learning” (p. 2). In the English education context, the MAT is responsible

for several academies and the trustees of the MAT are responsible for setting the direction of the MAT, meeting financial regulations, and holding the head teacher to account. The number of MATs in England has increased significantly over the last decade. *Implementing school system reform in 2022/23* (DfE, 2022) sets out an action plan which aims to deliver the government's aspiration: of having "a fully trust led system by 2030" (p. 11). In other words, that all state schools in England will be part of a MAT by 2030. The direction of policy travel towards network governance is also seen in other international contexts. Hansen (2005) argues that in Denmark there has been "a shift from traditional, representative and hierarchical forms of state governance towards new, horizontal and network-oriented forms that transgress and blur traditional demarcations between what is public versus private, political versus administrative, and between governors versus governed" (p. 219).

Advocates of network governance, exemplified by *branded professionalism* and *local professionalism*, argue that this form of governance allows local organizations and individuals to have more involvement and control over decision-making and that it is more democratic. However, this is not always the case. For instance, schools within some MATs can be spread widely over a geographic area and decision-making can be led by the MAT, who can be a long distance from the individual schools. In addition, decision-making can be led by a small unelected group of senior leaders within the MAT rather than offering wider democracy. Hansen (2005) argues that "network governance lacks and needs democracy" (p. 221). Furthermore, there can be a conflict between collaboration and the competitive market amongst local schools and amongst ITT providers (Furlong et al., 2008).

Whitty (2014) contests that since the Coalition Government came to power in 2010 education policy has had a change of direction, moving away from *national professionalism* towards *local professionalism* and *branded professionalism*. However, Furlong et al. (2008) contend that whilst central government has provided opportunities for local and regional bodies to develop their own approaches, they had to operate within a tight framework of national policy and regulation. In reality, local and regional bodies were given a limited degree of "flexibility, ownership and control" (Furlong et al., 2008: 314) over these approaches. The examples of *branded*

professionalism and *local professionalism* included in this section indicate that the two forms of governance, state governance and network governance, are not necessarily exclusive but instead operate together. As Furlong et al. (2008) suggest the state can set the parameters within which network governance functions. Correspondingly, Quirk-Marku and Hulme (2017) contend that “schools need to meet central policy directives and accountability measures and thereby operate a form of *local* or *branded professionalism* within a frame of *national professionalism*; combining state governance and network governance” (p. 354).

Approaches to understanding professionalism do not emerge sequentially. Instead, they operate alongside each other with specific approaches gaining hegemony over alternative discourses at different points. In addition, new notions enter the picture. As demonstrated above the marketization of ITT formed hybrid approaches to professionalism; for instance, *branded professionalism* operates within parameters that are set out by *national professionalism*. The following section will place current ITT policy in the context of the different approaches to understanding professionalism that have been explored above.

2.4 Analysing recent Initial Teacher Training policy in the context of different approaches to understanding professionalism.

In applying these theoretical discourses and approaches to understanding professionalism to current ITT policy in England, Murray and Maguire (2007) contend that the theoretical discourse is *reductionist*. This is because alternative discourses and practices that contest the current hegemony are excluded, and an ahistorical and acontextual set of competencies are put forward that teachers are required to meet. Murray and Maguire (2007) state that ITT “is repositioned as a technical rational enterprise” (p. 283). Kennedy (2016) states that this reductive discourse “fails to recognise the complex, contingent and human nature of (teaching) practice” (p. 149). The *Review of Initial Teacher Training in Northern Ireland* (DENI, 1993) also criticises this approach and argues that “the atomisation of professional knowledge, judgement and skill into discrete competencies inevitably fails to capture the essence

of professional competence” (p. 4). Mutton et al. (2016) argue that England, whilst still seen as an outlier, reflects international trends; quoting the OECD report (2005) that “countries need to have clear and concise statements of what teachers are expected to know and be able to do” (p. 9).

Within this *reductionist discourse*, Furlong (2005) argues that the New Labour Government instituted an alternate and increasingly prevalent form of “*managerial professionalism* (that)...accepts that decisions about what to teach, how to teach and how to assess students are made at school and national level rather than by individual teachers themselves” (p. 120). This *managerial professionalism* can be seen in the introduction of the *Teachers’ Standards* (DfE, 2011) that trainee teachers have to demonstrate and *A Framework of Core Content for Initial Teaching Training* (DfE, 2016). A successful professional, within this discourse, meets the standardized criteria in an effective and efficient manner and supports the school’s formal accountability procedures. Kretchmar and Zeichner (2016) criticise *managerial professionalism* and argue that it creates an environment of hyperrationality that is categorised by efforts to collect data and rationalise teachers’ work. They argue that teachers consequently spend too much time collecting evidence and data to show that they are meeting the expectations emanating from external policies and that this starts to detract from their core role of educating pupils. Kretchmar and Zeichner (2016) also criticise the *Teachers’ Standards* (DfE, 2011) because they are based on what can be easily measured (e.g. have detailed knowledge of the appropriate subject content) and neglect parts of teaching that are harder to measure (e.g. the quality of the pupil-teacher relationship). Kennedy (2016) goes further and argues that developing and applying teaching standards to the teaching profession functions to make individual teachers accountable rather than make the system accountable and look for improvements in the system. She describes this as a “pathologisation of teachers” (Kennedy, 2016: 161).

An example of how approaches to professionalism are applied in a policy document is *A Framework of Core Content for Initial Teaching Training* (DfE, 2016). This policy was produced by an expert group that was commissioned by the Department for Education (DfE). The expert group was chaired by Stephen Munday who was at that

time the chief executive of a MAT, President of the Chartered College of Teaching, and had an advisory role working for the National College for Teaching and Learning and the DfE. There were twelve members of the expert group; two of the members of the group worked in universities, one member was an expert on teacher and behaviour, and the other eight members of the group were either head teachers, former headteachers or leads on ITT within MATs. In terms of membership of the group, there was more orientation towards MATs and schools. The framework outlined the standards that the teachers need to demonstrate and in fact prescribed a set of standards for personal and professional conduct. This policy was reductionist and was firmly rooted in *managerial professionalism*. Professionalism was imposed rather than emerging from the profession itself. However, the policy was constructed by an expert group of professionals and the policy strongly recommended that the “core content be succinct, not over-prescriptive and leave room for ITT providers to use their professional judgement and expertise...(and for there to be) innovation in the design and delivery of ITT” (DfE, 2016: 7). Whitty (2014) concurs that the government has slightly eased its control of the delivery of ITT in England in the previous 10 years, 2004 – 2014. One could argue that *A Framework for Core Content for Initial Teacher Training* (DfE, 2016) left space for approaches to *local professionalism* and *branded professionalism* to operate whilst the government was applying an approach of *managerial professionalism* and “steering at a distance” (Whitty, 2012: 36).

The White Paper, *The Importance of Teaching* (DfE, 2010), revealed a policy where network governance operated within parameters that were set by the state. In this policy, the government asserted that it “will free head teachers and teachers from bureaucracy and red tape” (p. 28) and will enable them to construct their own agenda for their school. Similarly, Michael Gove (2010), who was Education Secretary, asserted that he was “passionate about extending the freedoms denied to you by the last government” and portrayed the increasing numbers of autonomous schools as “tugboats adding extra pull to the drive to increase universal standards.” However, the language of empowerment and this policy direction sat within a tight centralised managerial approach to professionalism. *The Importance of Teaching* (DfE, 2010) stated that schools “are accountable for the results they achieve” (p. 28) and in his

speech Gove (2010) stated that “(I)ntervention should be in inverse proportion to success...OfSTED’s resources (will be directed) to those schools which are faltering.” Professionalism was tightly controlled and intervened upon if performativity targets were not met. Significantly, Gove’s (2010) commitment to giving schools increased autonomy, as long as they met the nationally prescribed standards, was in fact continuous of a strand from the New Labour Government where professionals were given *informed professionalism* (Barber, 2005) within similar accountability measures.

A final interesting connection is how ITT policy can be employed by government to influence notions of professionalism. For instance, the White Paper, *A Framework for Expansion* (DES, 1972a), proposed to work towards a teaching profession that consisted exclusively of graduates. This policy direction meant that by 1974 all new teachers were required to have an approved teaching qualification and were thus awarded a degree. This policy offers a view on what constitutes being a professional, namely being ‘given’ a degree and an improvement in social standing. This indicates how policies can be used as vehicles to shape perceptions on what constitutes professionalism. If we now look to recent policy in England on the recruitment of teachers, we can see the dominant narrative has swung away from teachers’ professionalism, which is defined by their teaching qualifications and academic credentials, towards teachers who are experienced practitioners in the classroom (Gove, 2010). For instance, academies and free schools are allowed to employ unqualified teachers (Harrison, 2012) and an apprentice-scheme has been developed for unqualified teachers to train to become a teacher (ESFA, 2017). Within this study, the ECTs will be asked to reflect on what they believe constitutes being ‘a professional’ and ‘professionalism’ and on who has power in creating and shaping these concepts.

2.5 Summary

The first part of this chapter analysed ITT policy and the key concepts of power and control, autonomy, and agency were scrutinised. These will be important themes to return to in analysing the empirical data and to explore the potential influence of

these key concepts within policy context on the ECTs' professionalism and attrition. Secondly, the contested notion of professionalism was examined and different approaches to understanding professionalism were analysed. Finally, specific education policies were analysed to examine in what ways specific notions of professionalism were evident.

The following chapter will place the study in an empirical context. It will explore other national and international empirical studies that have researched ECTs' lived experiences and the factors that have affected their developing professionalism and attrition. These studies highlight the different, and sometimes conflicting, views about notions of professionalism and about what *learning to teach* should constitute.

Chapter Three: Empirical Context

3.1 Introduction

This chapter positions the study within the existing empirical evidence base. It is intended to provide a thorough understanding and critical analysis of existing studies on professional learning of ECTs and influences on ECTs' professionalism and attrition.

This chapter initially builds on the previous section on theorising professionalism by critically examining empirical evidence on the contested notion of *learning to teach*. This includes analyses of differing normative positions on what should be involved during the process of *learning to teach*. This chapter then critically analyses the existing evidence base and identifies knowledge gaps. Finally, it justifies the importance of this empirical research and explains how this study will make a unique contribution to the field by aiming to address these knowledge gaps.

3.2 Critically examining empirical evidence on the contested notion of *learning to teach*

Learning to teach is a multi-faceted, complex, and contested notion. Flores and Day (2006) described how becoming a successful teacher is “a long and complex process...(which has a) multi-dimensional, idiosyncratic and context-specific nature” (p. 219). Consequently, Flores and Day (2006) contended that ECTs need to respond to different people's perspectives and practices and construct their own approach to being an effective teacher. This process of *learning to teach* has been strongly criticised and rejected by the leaders of Michaela Community School. Plastow-Chason (in Birbalsingh, 2016), an ECT at the school, asserted that “pedagogical autonomy...(is) a precarious position in which to place a trainee teacher” (p. 162) and that “personalised teaching is unrealistic for a trainee teacher” (ibid.:162) because the trainee teacher needs to concentrate on delivering prescribed lessons, rather than planning and constructing lessons. These two divergent perspectives align with specific approaches to professionalism. Flores and Day's (2006) perspective broadly aligns with *democratic professionalism* within a *contextualist discourse* because they

conceive an effective process of *learning to teach* as being context-specific, shaped by the individual teacher, idiosyncratic, and linked to collaborative teaching networks. In contrast, Michaela Community School is an example of *branded professionalism* within a *reductionist discourse* because the school's leadership team prescribe what constitutes professionalism and monitor their teachers' professionalism, within national guidelines, and bestow low levels of autonomy to their ECTs.

An alternative approach to *learning to teach*, which resonates with Flores and Day's (2006) perspective and with *democratic professionalism*, is a dialogical authorial pedagogical approach. Matusov et al. (2016) present this approach as a "new paradigm in education...in which both the student and the teacher participate in authoring their own new, unpredictable beings-in-the-world" (p.189). Matusov et al. (2016) shine light on the dialogical authorial pedagogical approach by contrasting it with the technological agency-free pedagogical approach. They contend that the conventional pedagogical approach in mainstream schools is a technological approach. It is characterized by learning that is decontextualized, universal, and prescriptive. Within this technological approach, Matusov et al. (2016) argue that "educational practice (is) profoundly monologic...since the espoused goal of conventional education is to make students' consciousness and subjectivities predictably arrive at preset ready-made curricular endpoints (i.e. curricular standards)" (165). They argue that this "technological pedagogical approach of conventional schools is rooted in the need of the modern economy and institutions for workers who act like smart machines that can arrive at predictable preset outcomes" (ibid.: 168). In contrast, Matusov et al. (2016) advocate a dialogical authorial approach where learning is relational, contextual, and dialogic. The learning does not have prescribed endpoints but is instead co-constructed by the pupil and teacher. The learning outcomes are unfinalized, unpredictable, and potentially contested. The aim of a dialogical authorial pedagogical approach is to promote pupils' agency and for a dialogue of voices to co-construct the learning. This approach, within the context of teacher training, resonates with *democratic professionalism* in its focus on learning as relational, contextual, and shaped by the individual teacher. However, a dialogical authorial pedagogical approach has two

important differences. Firstly, it places the pupil as a crucial agent in co-constructing the curriculum and the learning process alongside the teacher. Secondly, it rejects the principle of preset curricular endpoints and instead argues that education should be “unpredictable, improvisational, eventful, (and) dialogic” (ibid.: 171). Matusov et al. (2016) recognise the insurmountable challenges for teachers of implementing a dialogical authorial pedagogical approach in a restrictive policy context that has prescriptive curriculum policy. In addition, Matusov et al. (2016) contend that teachers and pupils who have been previously socialized into a schooling model that utilizes a technological approach “may need for de-socialization in conventional technological education, i.e. conventional technological school detoxification” (p. 171) prior to being receptive to adopting a dialogical authorial pedagogical approach.

In analysing specific empirical studies conducted about *learning to teach*, Flores and Day’s (2006) two-year longitudinal study examined the shaping of teacher identity in a group of fourteen new teachers, throughout their first two years of teaching. The study was in Portugal and many of the teachers were employed in elementary schools (students aged 10 – 16). The researchers employed qualitative research methods because they wanted to illuminate a detailed understanding of how the teachers’ identity developed. Flores and Day’s (2006) study identified five specific elements of what *learning to teach* should involve. Firstly, the development of skills, methods, and competencies; for instance, writing reports and marking books. Secondly, the development of emotional intelligence where ECTs needed to learn how to manage their own emotions and support the emotional needs of their pupils. Thirdly, the ECTs needed to learn how to reconcile their own beliefs and principles with the school culture they were working in; teaching “entails a (continual) process of analysis of one’s own beliefs and practices” (Flores and Day, 2006: 220) and shaping them to the context. Fourthly, the development of a teaching style that suits the ECT, their pupils, and their pupils’ learning and is neither purely teacher-centered nor purely pupil-centered. Finally, Flores and Day (2006) found that the ECTs needed to form a professional identity, which they found to be the most important element and had a significant influence on the other four elements. Similarly, Sachs (2003) asserted that “teacher identity provides a framework for teachers to construct their

own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society" (p. 15). In addition, Day et al. (2006) concluded that teachers who had a positive perception of their professional identity were more likely to have greater motivation and job satisfaction and to ascribe a higher value to their self-efficacy. This evidence base indicates that actively constructing a professional identity is integral and instrumental to the process of *learning to teach* and has a positive influence on teacher retention.

Another element of *learning to teach*, distinguished by Johnston (2016), is learning how to be part of the teaching community. Johnston's (2016) analysis of fourteen student teachers completing the Secondary Education ITT course in Scotland found that beginning teachers "crucially have to become incorporated into both the social fabric of the community of qualified practitioners and into the professional norms that underpin their working practices. Neither social nor professional acceptance is, however, automatic and it cannot be assumed" (Johnston, 2016: 539-540).

Significantly, in Johnston's study there were examples of trainee teachers who had not been fully accepted into the school community and were receiving insufficient support from other teachers in their placement school. This had a consequent effect on their professional identity. One trainee teacher commented in a semi-structured interview: "(E)very day I left school feeling demoralised because I never really knew how I was doing and I began to feel quite unsure of myself and not sure if what I had been doing was good enough or if it was even what they were looking for" (ibid.: 539). This study signals the contextual nature of *learning to teach*.

A different perspective on what constitutes *learning to teach* is proffered by Shulman. Shulman (2005) argued that each profession and each subject has a signature pedagogy that is specific to the subject and is passed down to the new members of the profession through formal and informal training, which he described as a process of "early socialization into the practices and values of a field" (Shulman, 2005: 59). For instance, subject teachers on ITT courses and mentors/colleagues in schools pass on these pedagogies through modelling their teaching style implicitly and through explicitly evaluating the new teachers' teaching practice and recommending specific teaching practices. Shulman (2005) contended that "signature pedagogies make a

difference. They form habits of the mind, habits of the heart, and habits of the hand” (p. 59) that are passed down through generations of professionals. This conception of “signature pedagogies (that) implicitly define what counts as knowledge in a field...(and) define the functions of expertise in a field, the locus of authority, and the privileges of rank and standing” (ibid.: 54) are a constraining framework into which new members of the community are socialised. It is in sharp contrast to the perspective of an “activist” (Sachs, 2003: 181) professional who can individually make choices and make changes to elements of their professionalism. Shulman (2005) proposed that signature pedagogies are difficult to amend and require a significant force; for example, from widespread critique, ethical scandals, or technological developments.

Buchanan et al. (2013) contended that a crucial element in *learning to teach*, not highlighted so far in the other empirical studies, is to assist teachers to stay in the profession. Buchanan et al. (2013) argued that reductionist models of learning to teach prescribe competencies that trainee teachers ought to learn and put into practice, however these competencies do not address retention of teachers within the profession. Their study found that ECTs could be supported to remain in the teaching profession by helping them to develop five personal attributes: “resilience, reflection, responsiveness to students and the school environment, relationships and resourcefulness” (Buchanan et al., 2013: 126). Furthermore, Buchanan et al. (2013) asserted that schools and ITT providers should give recognition and affirmation to ECTs which can “facilitate the development of the resilience that is essential if teachers are to thrive in the profession” (p. 126). Resilience is a complex and contested notion. Buchanan et al. (2013) argues that the teacher is solely responsible for developing resilient attributes and drawing on individuals for support. This position is critiqued for not recognising the “myriad of factors interacting and operating across multiple ecological levels” (Oldfield and Ainsworth, 2022: 411) where the school context and the wider policy context influence the teachers’ degree of resilience. This social-ecological view of resilience (Ungar et al., 2013) is held by Beltman et al. (2011) where they reviewed fifty existing studies on teacher resilience that were conducted in ten different countries and compiled a list of protective

factors that can support teacher retention. Beltman et al. (2011) identified self-efficacy and intrinsic motivation as protective factors that individual ECTs exhibit that supports their retention. However, they also found that schools and ITT courses can provide “contextual protective factors such as a formal mentor programme and collegial support” (ibid.: 196) that can also support the ECTs’ retention. These studies illustrate the complex nature of resilience and indicate how teachers’ attrition is impacted by resilience.

Another possible rationale to explain teacher retention rates emerges from Worth and Van den Brande’s (2020) research. This large-scale quantitative study in England was conducted for the National Foundation for Educational Research (NFER) which analysed data from two previous surveys. Worth and Van den Brande’s (2020) study concluded that “teacher autonomy is strongly associated with improved job satisfaction and a greater intention to stay in teaching” (p. 4). Furthermore, that increased teacher autonomy had a positive correlation with workload being perceived as more manageable. Their research also revealed that teachers’ autonomy was “significantly lower” (ibid.: 13) in schools with *Requires Improvement* and *Inadequate* OfSTED ratings and in schools that were part of a MAT, in contrast to local authority-maintained schools. Skaalvik and Skaalvik’s (2014) research with teachers in Norway also found a positive correlation between perceived teacher autonomy and job satisfaction. In contrast, Goddard and Foster (2001) conducted a small-scale qualitative research project with beginning teachers in Canada and recommended that further research is needed to explore a possible connection between ECTs with highly developed skills in critical reflection who also had high rates of retention. Anspal et al. (2012) argued that an effective way of reducing attrition would be to challenge the trainee teachers’ “prior beliefs about teaching and learning, (that are) often rooted in their own school experiences” (p. 16). They argued that this could lead some potential trainee teachers to alter their beliefs so that they are more consistent with what they will experience in reality as an ECT whilst other potential trainee teachers may choose not to start the ITT course. Evidently there are different reasons offered for teachers choosing to leave or remain in the profession. However,

the evidence base broadly supports the view that there is an issue with attrition of ECTs that needs to be attended to during the process of *learning to teach*.

This section has demonstrated the multi-dimensional and contested nature of *learning to teach*. It also revealed the conflicting perspectives on which aspects of *learning to teach* are most important for an ECT to develop to remain in the teaching profession and on who has control of these processes. These divergent perspectives on what constitutes *learning to teach*, reasons underlying teacher attrition, and on who can exert control will be critically examined when analysing the empirical data.

3.3 Critically positioning this study amongst the existing evidence base on influences on ECTs' professionalism and attrition

The research questions for this study focus on the influences from policy context on ECTs' developing professionalism and attrition during their ITT course and then during their first two years as qualified teachers. This section intends to examine the existing evidence base, identify knowledge gaps, and pinpoint the unique contribution that this study aims to make to the existing evidence base.

The influence of policy context on ECTs' professionalism and attrition is an under researched area. However, four recent studies have investigated the influence of performativity and accountability pressures on ECTs' professionalism and attrition, which encompass pressures that emanate from policy context. Sullivan et al.'s (2021) study was funded by the Australian Research Council and took place in South Australia. The researchers conducted a semi-structured interview with sixteen ECTs who were on a long-term or permanent contract in a primary or secondary school. Sullivan et al. (2021) identified that each ECT had individual aspirations regarding how they sought to operate as a teacher. However, Sullivan et al. (2021) found that the ECTs experienced pressure, whilst working in the teaching profession, and "quickly...(lost) their ability to think and reflect critically" (p. 394). Instead, they opted "to 'fall into line' with prevailing educational orthodoxies" (ibid.: 395) regarding what constitutes a 'quality' teacher. Their study identified a range of mechanisms that communicated and reinforced dominant narratives of how the ECTs should

demonstrate 'quality teaching', including formal and informal observations; performance development targets; student and parent questionnaires; and student achievement data. This caused some ECTs to question their self-efficacy as a teacher whilst other ECTs faced "uncomfortable dilemmas" (ibid.: 394) where their aspirations for their professionalism differed from the prevailing orthodoxy. Most of the mechanisms that Sullivan et al. (2021) identified in this study are constructed by, and stipulated in, policy context. It will be important to analyse whether prevailing educational narratives of a 'quality' teacher, and associated mechanisms, are visible in the empirical data for this study.

Lambert and Gray's (2022) study investigated the influence of "hyper-performative expectations" (p. 929) on ECTs' professionalism and attrition. Their research involved twenty seven ECTs in Western Australia who were teaching Arts subjects in secondary schools and were on temporary or short-term contracts. They conducted semi-structured interviews with small groups of these ECTs. Lambert and Gray's (2022) study identified how dominant narratives of the 'good' teacher were embedded in school culture and "normalize(d) hyper-performative employment conditions such as 70+ hour working weeks" (p. 938). They observed that the ECTs in their study experienced a "process of enculturation" (ibid. 936) and "appeared to accept the hyper-performative (culture and) employment conditions" (ibid.: 935) unquestioningly. Lambert and Gray (2022) concluded that these "hyper-performative expectations of ECTs and insecure employment conditions" (p. 929) created a "culture of competitive performativity" (ibid.: 935) and "contribute(d) to teacher attrition" (ibid.: 929). It is noteworthy that the ECTs in this study are not representative of the wider population. In Australia approximately "one quarter of ECTs" (ibid.: 933) are currently on temporary or short-term contracts, in contrast to 100% of ECTs in this study. This significant difference could alter the degree of competitiveness that the ECTs experienced and could consequently affect teacher attrition.

Perryman and Calvert's (2020) study utilised data from an online survey of 1200 graduates who had completed the ITT course at University College London's Institute of Education between 2011 and 2015. The study found that high workload was the

most frequent reason that the teachers cited for leaving the teaching profession. In addition, the survey concluded that the teachers also chose to leave the teaching profession because “the accountability agenda deprived teachers of the creativity and variety for which some had joined the profession...(and due to) data, target and accountability pressures” (Perryman and Calvert, 2020: 16). In concurrence, the DfE (2018b) conducted an online survey of 3500 former teachers which found that “workload, government policy, and lack of support from leadership were the three main reasons why teachers were leaving the profession” (p. 10). The former teachers described how pupil assessments/exams and OfSTED had caused them increased pressure and workload and that “the level of scrutiny and accountability...(was) disproportionate or not accompanied by sufficient support for teachers” (ibid.: 23).

Flores and Day (2006) cited national policy and school expectations as sources of influence on ECTs’ professionalism because they placed emphasis on the importance of teaching specific content and assessing pupils’ knowledge. However, Flores and Day’s (2006) explanation of these influences from policy context lacked depth and critical analysis. This study seeks to address this knowledge gap by attending to ECTs’ lived experiences and carefully unravelling the influence of policy context on ECTs’ professionalism. This study aims to identify the influence of concealed and explicit policy voices on ECTs’ professionalism. The longitudinal nature of this study also enables the researcher to understand how policy context may have changed and how ECTs’ responses may have altered over time. Furthermore, this study focuses on the influence of policy context on ECTs’ attrition which was not a focus of Flores and Day’s (2006) study.

Another influence on trainee teachers, identified by Anspal et al. (2012), was their former teachers. They studied the development of trainee teachers’ identity during the five-year initial teacher education programme in Estonia. Anspal et al. (2012) described how hours of being a pupil in a classroom means that the trainee teachers in their study had “internalised models of good and poor practice” (p. 1). This factor may influence specific teaching practices or could be more subtly manifested in the values and personal beliefs about teaching (Anspal et al., 2012). Whilst this study was conducted in one ITT programme and comprised just one in depth case study of a

trainee teacher, it offers evidence that former teachers are an important influence on ECTs' developing professionalism. In concurrence, Lortie's (1975) research found that during their own schooling pupils have acted as, often unsuspecting, apprentices and as ECTs they act intuitively and imitate the teaching they have experienced rather than being analytical and critical of these teaching practices. He described this as 'anticipatory socialization' and as a key influence on the process of *learning to teach* as an ECT (Lortie, 1975). Flores and Day (2006) also identified that former teachers are "seen as a 'frame of reference' in their (ECTs') making sense of teaching...and in their understanding of themselves as teachers" (p. 224). The evidence base of these three studies suggests that personal histories, including former teachers, play a central role in "mediating the making sense of teachers' practices and their beliefs about themselves as teachers – and in reshaping identity" (Flores and Day, 2006: 230).

The existing evidence base also points to an associated, yet potentially distinct, influence on ECTs' experiences of *learning to teach* which is the notion of an archetype (Goddard and Foster, 2001). This could be a former teacher, a current mentor, or sometimes a family member, which Goddard and Foster (2001) termed a "familial archetype" (p. 354). Goddard and Foster's (2001) research in Canada involved interviewing nine ECTs who were teaching across elementary and high schools. All participants, except one, described an archetype who was "crucial to their determining that teaching was an appropriate career" (Goddard and Foster, 2001: 354). This influence then extended to these ECTs' beliefs and teaching practices at this early stage of their teaching career when the research was being conducted. Goddard and Foster (2001) suggested that the "familial archetype" (p. 354) developed Lortie's (1975) concept of the unknowing apprenticeship that a pupil undertook during their schooling. Goddard and Foster (2001) contended that a familial archetype at home has an analogous impact on the younger members of a family. In concurrence with Lortie (1975), it is proffered that the familial archetype socialises the younger members of the family into similar teaching behaviours to their own and this serves to "emphasize and internalize what is perceived to be acceptable practice" (Goddard and Foster, 2001: 355-356). These engrained beliefs about

teaching and teaching practices, that have resulted from regular informal contact with a familial archetype, are described as being difficult to disrupt or contest (Goddard and Foster, 2001). A limitation of this study is that the research findings were purely based on data from semi-structured interviews with the nine ECTs and the study did not involve additional research methods which could have offered additional insights and increased research validity. Despite these limitations, this study proposed a potential influence of a “familial archetype” (Goddard and Foster, 2001: 354). However, Nickel and Zimmer (2019) challenged this view and argued that ECTs have “a genuine sense of professional identity...and have a strong professional orientation” (p. 154) and do not replicate the practices of their archetypes.

In analysing their empirical research, Buchanan et al.’s (2013) study explored reasons for attrition from the teaching profession and identified the influence of very heavy workload for the ECT. The concept of workload is likely to be context-specific and would be an influence to varying degrees for different ECTs. Buchanan et al.’s (2013) large-scale qualitative study was conducted as a longitudinal study over four years in New South Wales, Australia. There were forty two ECTs who were participants at the beginning of the study and this reduced to fourteen ECTs who completed the four-year study. The project team strove for credibility, through conducting a longitudinal study, and dependability, through using a variety of research methods. Buchanan et al. (2013) conducted three semi-structured interviews with the ECTs during the study, alongside a survey of the ECTs’ views of the influences that were most likely to lead to teacher attrition, and a larger-scale tracking survey was completed by 329 ECTs.

Further evidence suggests that workload is a significant influence on ECTs in their process of *learning to teach* and their attrition. Hobson et al.’s (2009) study was a six-year longitudinal study that aimed to explore ECTs’ experiences of ITT, induction, and early professional development in England. The study “had a phenomenological slant insofar as the primary concern was to investigate the human experience (that of beginning teachers) from the perspective of the individual actor” (Hobson et al., 2009: 5). This large-scale study was commissioned by the Department for Children, Schools and Families (DCSF) and employed a mixed methods approach of a large-scale quantitative national, annual survey of trainee teachers alongside

complementary qualitative, case-studies with both beginner teachers and their mentors. As part of the research, Hobson et al. (2009) conducted face-to-face semi-structured interviews with 85 trainee teachers; 48 of these trainee teachers continued as participants throughout the study and were interviewed once a year during the six-year longitudinal study. These trainee teachers referred to the “pressures of time and workload” (ibid.: 47) most often as the biggest constraint in their process of *learning to teach*. The negative influence of workload was cited by every participant and their comments revealed “that overwork can have a detrimental effect on performance” (ibid.: 236) as a teacher. A third of the leaders of ITT courses who were interviewed identified that “pressures of time and workload were particularly acute on one year ITT programmes...(and) that such programmes were too short to prepare student teachers adequately for the (teaching) profession” (ibid.: 48). These large-scale, longitudinal studies (Buchanan et al., 2013; Hobson et al., 2009) both identified workload as an important influence on the ECTs’ experiences of *learning to teach* and on their attrition.

Hobson et al.’s (2009) study also revealed that relationships between the ECT and their mentor and colleagues in the school was another important influence on ECTs’ experiences of *learning to teach*. This finding was consistent across the six-years of their large-scale annual survey. Similarly, the findings of Buchanan et al.’s (2013) research also suggested that “the quality of collegial support (within the school placement) that ECTs receive makes a substantial difference to their ability to manage their teaching” (p. 118). The collegial support could be from the designated mentor or other colleagues within the school. In concurrence, Flores and Day (2006) identified that the ECTs’ views of school culture and leadership “impacted upon the ways in which new teachers learned and developed over time” (p. 229). ECTs in their study cited competition amongst teachers, unwritten and implicit rules, and vested interests as potential factors (Flores and Day, 2006) that influenced their development as a teacher and caused some ECTs to choose to comply with the culture of the school as a strategic decision to conform with the school community. These findings support the contention from earlier in this chapter that being accepted and assimilated into the school community is important (Johnston, 2016).

Strong collegial support can enable the ECT to understand and operate successfully within the culture of the school and advance on their journey in *learning to teach*. These empirical findings also support the values and activities that are significant within *democratic professionalism* (Sachs, 2003) and highlight the influence that the school community can have on the ECTs' experience of *learning to teach*.

An effect of limited collegiality could be isolation. The Teacher Wellbeing Index (Education Support, 2023a) surveyed 3004 staff working in education in the UK, and found that 14% of participants "always, or often, feel lonely...(which) is twice the level of the general population of England" (p. 30). Furthermore, 17% of teachers in the survey (Education Support, 2023a) stated that they often or always feel isolated and 15% often or always lack companionship in their working lives. Buchanan et al. (2013) identified "four categories of isolation that impacted on the ECTs who participated in their study: physical, geographic, professional, and emotional" (p. 122). Emotional isolation is feeling separate and without the emotional support the ECT needed; professional isolation means not having colleagues to support an ECT's subject knowledge, teaching strategies or other professional requirements; and physical isolation means that the ECT feels isolated by him/herself in the classroom and lacking encouragement from colleagues (Buchanan et al., 2013). Geographic isolation is more appropriate in the context of Buchanan et al.'s (2013) study in rural areas of Australia. However, ITT courses in England do sometimes place ECTs in placements that are a long distance from the ITT provider, which was the case for one of the ECTs in this study. The other three categories can certainly be applied to the context of ECTs in England and are likely to be ameliorated by effective good-quality collegial support (Buchanan et al., 2013; Johnston, 2016). From these studies, the evidence collectively indicates that the individuals and community within the school can be an important source of support for the ECTs and can affect the ECTs' experiences of *learning to teach* and their potential attrition.

Another factor identified in the study by Buchanan et al. (2013) was the influence that pupils had on an ECT's ability to teach. Their study identified pupil engagement and behaviour management as a cause of significant concern to ECTs. The ECTs in Buchanan et al.'s (2013) study stated that neither the university nor school

placements had prepared them for the issues they experienced in classroom management and pupil engagement. Similarly, in Hobson et al.'s (2009) interview findings, the ECTs frequently mentioned pupil behaviour as a challenge and, in addition, some participants "still regretted... (that pupil behaviour) had not been addressed more explicitly during ITT" (p. 237). On a related theme, Flores and Day's (2006) study indicated that an outcome of ECTs' concern with pupil behaviour in the classroom "gave rise to the shift from a more inductive and student-centered approach to teaching towards a more teacher-centered and task-oriented one, in which routines prevailed" (p. 227). Flores and Day (2006) identified dissonance between the beliefs of the ECT about how they wanted to act as an educator and the teaching practices that they put into place in the classroom. They found that the ECTs were influenced by the pupils they were teaching and behaviour management. These studies (Buchanan et al., 2013; Hobson et al., 2009; Flores and Day, 2006) reveal an evidence base where pupil behaviour is an influence on ECTs' professionalism.

Another influential factor distinguished in some of the existing evidence base is professional learning, which was defined as opportunities to learn outside the classroom (Buchanan et al., 2013). These professional learning opportunities differed amongst the ECTs they interviewed. For example, some ECTs reported being influenced by a range of activities including lectures and seminars at university, online modules, and conferences or training activities that took place in their school settings. The findings from Flores and Day's (2006) study identified that these professional learning opportunities during the ECTs' ITT course "seemed to have a relatively weak impact upon the way in which new teachers approached teaching and viewed themselves as teachers" (p. 224). Some of the interview data from Hobson et al.'s (2009) study illustrated that some trainee teachers were "sceptical of the value of 'theoretical' work, and especially of the value of writing assignments, to help(ing) them achieve their goal of becoming a teacher" (p. 44). However, in contrast to these findings, Hobson et al.'s (2009) study identified that some trainee teachers found professional learning opportunities a "valuable forum for meeting with their fellow trainees, which enabled them to discuss their experiences, share resources and exchange ideas about schools and teaching, and to form and develop an effective

peer support network” (p. 43), and that they gained support from their tutors in sharing teaching strategies and in resolving issues they had encountered during their school placement/s. Similarly, Buchanan et al.’s (2013) empirical findings “highlighted the value of meeting with peers” (p. 121) particularly in contexts where the ECT had few or no colleagues teaching the same subject/s; which was seen as another way of supporting professional isolation.

In contrast, Schaefer (2013) cautioned against generalising and constructing factors that affect ECTs’ professionalism and attrition. Schaefer (2013) argued that it is crucial to attend to the lived experiences of the ECTs and to explore how their individual identity is shaped by a specific contextual frame. As a teacher in Canada, Schaefer adopted an autobiographical approach to understanding the professionalism and attrition of ECTs. This approach of attending to the individual lived experience of each ECT also underpins this small-scale, qualitative research project.

Next, we turn to how these influences on the ECTs are presented. Flores and Day (2006) organized their findings chronologically. They identify three distinct periods for the ECT and pinpoint a separate set of influences during each period: before the ITT course, during the ITT course, and the teaching jobs after completing the ITT course. Congruently, Goddard and Foster (2001) aimed to find patterns in their qualitative data and to apportion six specific stages during the transition from being a neophyte teacher to an experienced teacher; despite the fact that their small-scale study involved just nine teachers. Anspal et al. (2012) also sought to find patterns that emerge during the process of becoming a teacher and identified periods of “idealism, reality and consolidation” (p. 18). However, Anspal et al. (2012) highlighted a limitation of their findings, namely, to be careful of generalisations because individuals vary and may not fit into a pattern and, consequently, individual details can be missed. In contrast, Hobson et al. (2009) argued that their qualitative case studies “reveal the subjective responses of individuals to the complex interplay of many factors” (p. 236) and that they aimed to “tease out any common strands” (p. 236) rather than identify stages of *learning to teach* in which these influences are fixed. In congruence, in this study the ECT being researched is conceived as being potentially affected by multiple influences at the same time and these influences

could be interwoven. The notion of defining stages of *learning to teach* that consist of a specific set of influences conflicts with the conceptual understanding of influences that underpins this study. Instead, this study draws together the approaches of Hobson et al. (2009) and Schaefer (2013). The lived experience of each ECT is positioned at the heart of the data analysis. The approach to data analysis is inductive where influences on the ECT's professionalism and attrition, sometimes interwoven, are unravelled from the data. This inductive process will analyse how each ECT individually responds to influences and how this is affected by their specific contextual frame.

3.4 Summary

This chapter initially offered an analysis of contested notions about what *learning to teach* means and differing perspectives on what *learning to teach* should consist of. Then it provided an overview of the existing empirical evidence base that has investigated influences on ECTs' experiences of *learning to teach* and ECTs' attrition. This section also critically examined the limitations and challenges of the empirical studies that have been previously conducted in this field. The significant influences that were drawn out from the studies are: teacher autonomy, developing a professional identity, former teachers, familial archetypes, heavy workload, relationships with colleagues, pupil engagement and behaviour, and professional learning. There were varying degrees of concurrence in the evidence base in terms of these influences and the extent of their significance.

The influence of policy context on ECTs' professionalism and attrition was revealed to be an under researched area. Sullivan et al.'s (2021) study found that prevailing educational narratives on what constitutes a 'quality' teacher and performativity pressures influenced the ECTs' professionalism and self-efficacy. In addition, Flores and Day (2006) identified national policy and school expectations as an influence on ECTs' professionalism. Perryman and Calvert (2020) concluded that one cause of ECTs' attrition is the accountability agenda which is stifling teachers' creativity and bringing pressures from targets. Finally, Lambert and Gray (2022) concluded that a

culture of competitive performativity and insecure employment conditions influenced the ECTs' workload, wellbeing, and attrition. These studies provide an important empirical context in which to position the findings of this study and in which to challenge, corroborate, and/or develop our understanding of these findings.

This study intends to address knowledge gaps in this existing evidence base. Firstly, this study looks beyond the boundaries of performativity and accountability policies and instead conceives policy context collectively as a rich source of potential influences, some explicit and others concealed, on ECTs' lived experiences. In designing, conducting, and analysing the data from this study, the researcher sought to unravel how a multi-faceted, complex policy context influenced ECTs' professionalism and attrition. The researcher attended to an extensive range of policy threads that emanated from a wide variety of sources. In analysing the data, the researcher took an exploratory, inductive approach and looked for themes, rather than arriving at the data analysis process with a predetermined focus. The researcher placed attention on the ECT's lived experiences to understand how the ECT's professionalism and attrition was being influenced by policy context. This study seeks to make a unique contribution to the field by providing deep understanding of the explicit and implicit influences of policy context on the ECTs' professionalism and attrition. Secondly, this three-year longitudinal study intends to offer a unique understanding of how ECTs' professionalism and attrition are affected by policy context over a sustained period. Finally, this study employs a broad range of research methods which increase the validity of the research findings and contribute alternative insights of the influence of policy context on the ECTs' professionalism and attrition. The research questions for this inductive study focus attention on these knowledge gaps in the evidence base. The research questions are:

- **Research Questions: How does policy context influence ECTs' professionalism?**
 - What are ECTs' views of how policy context influences their professionalism?
 - In what ways are ECTs' views on the influence of policy context on their professionalism congruent with classroom observations of ECTs and teaching resources that ECTs created?

- Research Questions: How does policy context influence ECTs' attrition?
 - What are ECTs' views of how policy context influences their attrition?
 - In what ways are ECTs' views on the influence of policy context on their attrition congruent with classroom observations of ECTs and teaching resources that ECTs have created?

The next chapter will explain and justify the theoretical framework of this study in significant detail. A micro- and macro-contextual understanding are particularly important for this specific theoretical framework. The subsequent chapters on the theoretical framework and the methodology will be placed in the context of policy on ITT in England, contested theories of professionalism, and studies of ECTs' professionalism and attrition that have been previously examined.

Chapter Four: Theoretical Framework

4.1 Introduction

This chapter focuses on presenting and justifying the theoretical framework of this thesis. The chapter begins by defining the term 'policy context' and explaining its enactment in practice. It then elucidates Bakhtin's theory of the text, highlighting what he calls *dialogism*. Finally, it explains how a Bakhtinian approach provides the basis of the study's methodology and data analysis.

4.2 Defining 'policy context'

Policy context is central to this thesis and to the study's research questions. Therefore, it is critical to define policy and policy context clearly. O'Connor et al. (2017) stated that "(A) policy is a set of principles to guide actions in order to achieve a goal" (p. 1). In the context of this study, the UK government is a crucial body that constructs education policies. Policies must comply with existing legislation. However, the UK government sometimes introduces new laws to make principles and expectations in a policy statutory. Where legislation enforces a policy, individuals and organisations are then legally required to adhere to the expectations. For instance, the *Education Reform Act* (DES, 1988) introduced the National Curriculum where the government mandated the specific programmes of study, attainment targets, and assessment arrangements for pupils in England and Wales aged 5-16. There are a range of other authors of policies in the context of education in England. These include local authorities, MATs, schools, and departments within schools. These education policies cover a vast range of areas including teaching and learning, assessment, safeguarding, admissions, and health and safety.

Castagno and McCarty (2018) asserted that policies operate as "an instrument of modern power" (p. x). This analogy was taken further to describe policy formation as "best conceived as a practice of wielding power" (Levinson et al., 2018: 27). Shore et al. (2011) concurred that "policies are major instruments through which governments, companies, non-government organisations, public agencies and

international bodies classify and regulate the spaces and subjects that they seek to govern” (p. 2). In answering my research questions, my role as a researcher is to understand the influence of these forces on ECTs’ professionalism and attrition. In order to do so I need to look beyond policy texts and “constantly examine and decenter our common assumptions about what ‘policy’ is or does” (Levinson et al., 2018: 24). Levinson and Sutton (2001) suggested that education policy should be reframed as a verb; exploring the enactment of policy in practice. Similarly, Hamann and Vandeyer (2018) argued that “what policy *is* cannot be understood apart from what policy *does*; in this sense policy and policy implementation are the same thing” (p. 43). By reframing policy in this way, I intend in my data collection and data analysis to look at policies collectively as a policy context and focus on their enactment in practice.

The influence of each policy on an ECT’s professionalism or attrition should not be investigated and analysed in “siloes isolation” (Sandler 2018: 85) because the “policy worlds are connected through (the ECT’s)...lived experience” (Sandler 2018: 85). Ball et al. (2012) proposed a multi-policy approach where the researcher analyses policy enactment collectively: to potentially identify policy themes; further our understanding of ensembles of policy that can reinforce policy messages; explore how some policies may “collide or overlap, producing contradictions or incoherence or confusion” (p. 7); and categorise policies for instance as imperative or developmental policies. I concur with the principle of looking at policies collectively however the ECT’s lived experience of the policy context should be placed above “the abstract bureaucratic organization of policy regimes” (Sandler 2018: 86). The influence of a multi-faceted, complex policy context can have unintended and unexpected consequences. Policies interact with each other which can lead to increasingly pervasive policy themes and to some policies becoming adapted or overlooked. These consequences and policy interactions are visible to the researcher when analysing lived experiences rather than analysing policy documents. Attending to ECTs’ lived experiences has enabled me to unravel the multiple, interconnected policy threads and gain deeper understanding of the collective influences of these policy threads on ECTs’ professionalism and attrition. Castagno and McCarty (2018)

argued that policy context should be investigated through top-down and bottom-up approaches simultaneously and should illuminate covert ways of enacting policy as well as official, declared policy. However, for the purposes of answering my research questions it is more appropriate to foreground the ECT's experience of the policy context, which will be explored through interviews, classroom observations, and teaching resources, rather than analyses of policies. These different sources of data have allowed me to analyse the ECT's lived experience from different perspectives in order to unravel the complex tapestry of policy threads and to understand their influence on the ECT's professionalism and attrition.

Levinson et al. (2018) argued that it is crucial to investigate signs of policy that are "deeply internalised (and) manifest in behaviour" (p. 29) alongside more easily visible signs of policy. Sandler (2018) admitted that "making meaning in this landscape is a daunting task indeed (for the researcher), and there are many ways to 'cut in'" (p. 87). In my research, this is exemplified in the multiple potential fragments of data that can be analysed to gain understanding of the extremely complex policy landscape that influences each ECT's professionalism and attrition.

4.3 Bakhtin's philosophy of language

Bakhtin's philosophy of language provides the foundation of my thesis. Bakhtin's philosophy of language is based on a relational and transformative ontology. Ontology refers to the study of what exists. It raises ontological questions such as: what are the fundamental parts of the world, how are they connected to each other, and how are physical objects related to immaterial concepts. Burkitt and Sullivan (2009) argued that a key aspect of Bakhtin's ontology is that "our unique place in time bequeaths to us *both* a stable, delimited and knowable place *and* an open sense that is full of potential, fluidity and chaos in which the self can never be fully completed or finished" (p. 574). At the heart of Bakhtin's ontology is the premise that being is relational: an individual cannot be separated from other people or the context. Moreover, the individual, other people, and the context have the power to alter and transform each other.

Bakhtin posited that text, which includes written, spoken and visual texts, offers an unmediated reality of the thoughts and experiences of the individual. In order to understand an individual, the influences on him/her, and his/her lived experience, the researcher needs to analyse “the signifying text that he has created or is creating” (Bakhtin, 1986: 113). Bakhtin (1986) conceived the text as living and containing a “free nucleus” (p. 107). Detailed analysis of the nucleus of the text can then reveal the influence of other contemporary and past voices on the individual. There are differences within Bakhtin’s writing. The foundation of this study is based on Bakhtin’s (1986) later work where he placed attention on the process of language. In other words, theorising how language can reveal the influences of other voices on the individual and the agency of the individual in responding to these voices.

Bakhtin (1986) contended that “whole utterances” (p. 74) should be the unit of data that is analysed. In an interview, whole utterances have clear boundaries demarcated by when there is a change of speaker between the interviewer and the interviewee. Bakhtin (1986) posited that more complex forms of communication, like novels, “are by nature the same kind of units of speech communication (and) are clearly demarcated by a change of speaking subjects” (p. 75). They can therefore also be broken down into whole utterances with the boundary evident where there is a change of speaking subject through overt or concealed reference to a different voice. Bakhtin (1986) argued that just analysing a phrase or sentence, which is a small part of a whole utterance, can distort the meaning of the whole utterance for two main reasons. Firstly, there may well be additional contextual information in the whole utterance that changes the meaning of the utterance. Secondly, the speaker constructs their whole utterance with the intention that there is a response and orientates the utterance towards this response. This dynamic interaction is of central importance in understanding the influence of other voices.

Bakhtin contended that within the utterance are three characters or *voices*: the speaker, the listener, and voices who are audible in the words being used. He described this as “a living tripartite unity” (Bakhtin, 1986: 122). Bakhtin argued that the third character, or *voice*, has often been ignored in literary theory but is the most important. For instance, Bakhtin (1986) stated that “the semantic treasures

Shakespeare embedded in his works were created and collected through centuries and even millennia” (p. 5); previous literary theory left these treasures hidden in the language. Bakhtin theorized that when a speaker creates an utterance, they incorporate utterances from other sources. Some utterances are quoted by the speaker and the other voice is recognised and acknowledged. Other utterances are more hidden; the speaker does not quote the other voice but through analysis the voice can be identified. Bakhtin (1986) contended that there are “infinite gradations” (p. 119) in how other voices are incorporated into an utterance. The speaker can be acutely aware of an influence and can directly engage with this voice. However, other voices can be “half-concealed or completely concealed words of others” (Bakhtin, 1986: 93), potentially not recognised by the speaker. Significantly, Bakhtin (1986) conceived that an utterance has its own life, unconnected to one speaker: “no words belong to no one” (p. 122). Consequently, multiple voices could be heard and analysed in the same word/utterance.

Bakhtin argued that it is important to identify the other voices in the tripartite unity but, more significantly, to analyse the responses between the characters. Bakhtin (1986) stated that any utterance always responds to utterances that preceded it; “the subject of his speech itself inevitably becomes the arena where his opinions meet those of his partners (in a conversation or dispute)...or other viewpoints, world views, trends, theories” (p. 94). Bakhtin conceived this as a dialogue between the speaker and the listener but also to other voices that are present in the utterances. Bakhtin conceived text as living. The lived experiences of the speaker are understood in the previous voices that are invoked and how s/he responds to these voices. Bakhtin (1986) coined the term *double-voicedness*, which can be used as a literal or physical *double-voicedness* between two people in a conversation. However, *double-voicedness* is also used by Bakhtin to denote and analyse the dialogue between the speaker and another voice in a text.

Dialogism and its interrelated processes are integral to Bakhtin’s philosophy of language and to this thesis. It is essential to define and understand these complex processes. Whilst Bakhtin (1986) conceived argument or conversation between two people as a form of *dialogism*, he argued that this is a simple and “narrow

understanding of dialogism” (p. 121). Instead, Bakhtin conceived a world that is complicated and filled with constant interactions between different voices. His conception of *dialogism* refers to the process when an utterance interacts with any other utterance. Holquist (in Bakhtin, 1981) asserted that Bakhtin utilises *dialogism* as “the characteristic epistemological mode” (p. 426) to understand these interactions between voices. Bakhtin posited the concept of *inner dialogism* to explain how a speaker’s voice may be responding to a concealed voice. This voice may not be audible or perceived initially. However, Bakhtin (1986) argued that the researcher should look for “dialogic undertones” (p. 92) in the speaker’s utterance which can reveal how the speaker is responding to another voice. Other voices may be more powerful in a speaker’s utterance, consequently creating “dialogic reverberations” (ibid.: 94) between the speaker and other voices. Bakhtin (1986) differentiated between the voices that are present in an utterance. He referred to “dialogic relations” (ibid.: 105), where the speaker identifies the voice and responds to the voice explicitly, and “dialectical relations” (ibid.: 105) where the speaker responds to the voice but detaches it from the previous author, either knowingly or unknowingly. The researcher needs to understand these voices and the *dialogism* between the speaker and these voices to fully analyse the speaker’s utterance and consequently to understand the lived experience of the speaker.

Bakhtin’s philosophy of language operates within a transformative and relational ontology. Bakhtin perceived a text as living and evolving and totally dependent on the context in which the text is presented. He contended that the meaning of the text “is revealed only in a particular situation and in a chain of texts” (Bakhtin, 1986: 105). Bakhtin used the word *heteroglossia* to describe the “polyphony of social and discursive forces” (Holquist, 1990: 69) which are at play when the speaker forms an utterance. These multiple, sometimes conflicting, forces influence the speaker in his/her choice of language. *Heteroglossia* is central in shaping the creation and consumption of each utterance. In essence, “(H)eteroglossia governs the operation of meaning in any utterance” (Holquist, 1990: 69). Bakhtin (1981) argued that “(A)t any given time, in any given place, there will be a set of conditions – social, historical, meteorological, physiological – that will insure that the word uttered in that place

and at that time will have a meaning different than it would under any other conditions; all utterances are heteroglot in that they are functions of a matrix of forces” (p. 428). *Heteroglot* (Bakhtin, 1986) denotes the specific, multiple forces that shape each unique utterance.

Within this *heteroglossia*, Bakhtin (1986) explained how “(T)he living utterance...cannot fail to brush up against thousands of living dialogic threads...(and) it cannot fail to become an active participant in social dialogue” (p. 276). Bakhtin (1981) described how utterances will harmonise “with some of the elements in this environment” (p. 277) and strike “dissonance with others” (ibid.: 277). Bakhtin gave primacy to the relational nature of being within this complex tapestry. Holquist (1990) reflected on the implications of Bakhtin’s relational ontology for the individual when he argued that “the self..has no absolute meaning in itself: it, too (or rather, it most of all), is relative, dependent for its existence on the other” (p. 35). Furthermore, Holquist (1990) contended that within “a dialogic world I can never have my own way completely, and therefore I find myself plunged into constant interaction with others – and with myself” (p. 39). Bakhtin’s relational ontology is vital in analysing utterances and understanding the thoughts and actions of individuals. Within this dialogic world, individuals cannot be understood if they are isolated from these dialogic threads. Instead, “the nature of the self (is)...defined by the pattern of its responses to the world” (Clark and Holquist, 1984: 54). For Bakhtin, an individual’s actions are interconnected with these dialogic threads and autonomy is understood in terms of how the individual responds to these different influences. Consequently, the individual exerts agency but only within the parameters of selecting how s/he responds to these influences because “the self is dependent for its existence (and meaning) on others” (Holquist, 1990: 35).

Bakhtin offered further understanding of how other voices affect the speaker’s utterance. He argued that there is a stratification of language into speech genres. He defined *primary speech genres* as simple and fundamentally different to *secondary speech genres* which are complex and ideological. Bakhtin contended that there are norms that regulate speech activity in our everyday conversations. He stated that a very diverse range of *primary speech genres*, principally verbal, have been

constructed that facilitate communication across the vast range of human activities and social interactions. Bakhtin (1986) argued that “(W)e speak only in definite speech genres, that is, all our utterances have definite and relatively stable typical forms” (p. 78). We learn these *primary speech genres* in the same way that we learn our native language through listening to others, repeating, and responding within these *primary speech genres*. Bakhtin (1986) contended that “(T)hese genres are so diverse because they differ depending on the situation, social position, and personal interrelations of the participants in the communication” (79). For instance, for a greeting between an ECT and his/her class at the start of a lesson, the ECT would probably choose a *primary speech genre* that had a specific, repeated formal structure and began by registering the pupils’ attendance. The ECTs and the pupils would use a formal salutation to address each other within this *primary speech genre*. In contrast, for a greeting between two ECTs who are friends, the ECT would probably choose a *primary speech genre* that was informal, flexible, and candid where the introductory utterances focused on their wellbeing. The ECT may choose a term of endearment or her friend’s first name rather than a professional salutation.

Bakhtin also argued that some *primary speech genres* are more static whilst others are freer and more creative. For instance, generic forms of greeting with an official provide less opportunity to adapt the genre, in contrast to a personal conversation with friends or family where the *primary speech genre* enables the speakers to be creative and adaptive. It is important to recognise the interrelationship between *primary* and *secondary speech genres*. These diverse genres interact with each other within utterances. Bakhtin (1986) explained that during the formation of *secondary speech genres* “they absorb and digest various primary (speech) genres. These primary genres are altered and assume a special character when they enter into complex” (62) *secondary speech genres*. This process can illuminate accepted norms and values of *secondary speech genres* and draw attention to alternate perspectives. Alternatively, this process can solidify and reinforce the values and ideology of *secondary speech genres*.

One example of a *secondary speech genre* is the language of specific professions, which Bakhtin (1981) described as “a professional stratification of language” (p. 289).

Bakhtin (1981) posited that the language of a profession has been carefully constructed to support a specific social belief system and the language is “ideologically saturated” (p. 271). The language of a specific profession is united in its vocabulary but more importantly the words are appropriated and are filled with specific meanings and value judgements. Bakhtin (1981) argued that this *professional stratification of language* has “intentional possibilities” where language is “filled with specific content, they are made concrete, particular, and are permeated with concrete value judgements; they knit together with specific objects and with the belief systems of certain genres of expression and points of view peculiar to particular professions” (p. 289). Bakhtin (1981) argued that words are “sclerotic deposits of an intentional process” (p. 292) and should be analysed to identify “various semantic and axiological content” (ibid.: 288). Bakhtin (1981) posited that, in this context, “every concrete utterance of a speaking subject serves as a point where centrifugal and centripetal forces are brought to bear” (p. 273) in relation to the *secondary speech genre/s*. Bakhtin (1981) distinguishes these forces as “unifying, centralizing, centripetal forces...(and) decentralizing, centrifugal forces” (p. 272-273). Researchers should analyse language and look for centripetal forces that work to support and strengthen the *secondary speech genre* or language of a profession as well as centrifugal forces that offer insights into different value systems: “social and historical heteroglossia” (Bakhtin, 1981, 273).

Bakhtin (1981) contended that each *secondary speech genre* is defined by its specific *chronotope*. This term was used by Bakhtin to describe the conception of time and space. His conception of *chronotope* is different from other theorists who separate time and space, whilst Bakhtin (1981) conceived interconnectedness between time and space. Bakhtin (1981) posited:

“In the literary artistic chronotope, spatial and temporal indicators are fused into one carefully thought-out concrete whole. Time, as it were thickens, takes on flesh, becomes artistically visible; likewise, space becomes charged and responsive to the movements of time, plot and history” (p. 84).

In applying the concept of *chronotope* to the epic genre, the dominant theme is the adventures of a hero. The concepts of space and time are focused on the narrative of the hero. The hero has exemplary virtues and often has a fixed personality and is

unaffected by the challenges that s/he encounters. The narrative and its characters can be real or imaginary and based on mythology. In contrast, in the dystopian genre the central theme is of suffering and oppression of society. In this system there is totalitarian control and individuality and free will are repressed. There is quite often a theme of rebellion by a character/s who seek to overthrow the system. The narrative and the perspective of time and space are often presented from the perspective of this character. Holquist (in Bakhtin, 1981) argued that “the chronotope is an optic for reading texts as x-rays of the forces that are at work in the culture system from which they spring” (p. 425-426). The researcher needs to consider: What are the plots available within this genre? What are the potential roles that are available within this genre? Which character/s are at the centre of how time is organised in this genre? Which values, paradigm, and ideology are privileged in this genre? Is time dynamic or static within this genre?

Another key principle of Bakhtin’s philosophy of language is that the speaker is not passive in his/her response to another voice, but instead the speaker has agency in how s/he responds to other voices. Bakhtin (1986) claimed that “there is no such thing as an absolutely neutral utterance” (p. 84) and conceived that the individual (or speaker) has an “emotionally evaluative attitude toward the subject of his speech” (p. 85) and to other voices. Bakhtin (1986) argued that one way of identifying this “expressive aspect” (p. 84) of an utterance is the intonation employed by the speaker. The choice of grammar, lexicon, and composition of the utterance can be analysed to identify the evaluative attitude of the speaker to other voices and to the subject of his/her speech. Furthermore, Bakhtin (1986) contended that some specific words and phrases have a typical intonation, which is described as the word’s “stylistic aura” (p. 87-88). The speaker can intentionally change this intonation and these changes create a dynamic interaction with another utterance. Analysing the source of the previous utterance and the change in intonation is particularly important to the researcher because it can reveal the speaker’s influence from another voice and his/her evaluative attitude towards this voice and towards the subject of the speech. Bakhtin (1986) took this analysis of intonation a stage further in theorising a process of assimilation:

“our utterances (are)...filled with others’ words, varying degrees of otherness or varying degrees of ‘our-own-ness’, varying degrees of awareness and detachment. These words of others carry with them their own expression, their own evaluative tone, which we assimilate, rework and re-accentuate” (p. 89).

In analysing this process of assimilation in a speaker’s whole utterance, Bakhtin posited that the influence of other voices can be identified and the speaker’s evaluative attitude to these other voices can be revealed. Furthermore, the evaluative attitude of the speaker can be understood further in how s/he has reworked the previous voice/s. Importantly, an utterance can be analysed in this way to understand how an individual is responding to other voices and the effect of these voices on his/her lived experience.

Significantly, Bakhtin argued that the agency and evaluative attitude of a speaker from another culture can provide a profound understanding of a foreign culture. Bakhtin (1986) posited that “(I)n the realm of culture, outsidership is a most powerful factor in understanding. It is only in the eyes of another culture that foreign culture reveals itself fully and profoundly (but not maximally fully, because there will be cultures that see and understand even more)” (p. 7). A speaker who is from a different culture engages in a dialogue with the foreign culture. This speaker operates outside the culture and formulates questions and seeks answers that speakers within the culture would not construct themselves. Through this dialogic encounter new aspects of the culture are revealed. The critical and evaluative attitude of an *outsider* can be particularly useful in uncovering and contesting embedded and accepted norms and values.

The following section will explain how a Bakhtinian lens and a dialogical approach are the basis of this study’s methodology.

4.3.1 The value of a Bakhtinian lens to this enquiry

At the heart of my study is a key principle of Bakhtin’s philosophy of language: *dialogism*. Bakhtin’s tenet of *dialogism* has provided the study with an epistemological framework for revealing and analysing voices from policy context on

the ECTs' professionalism and attrition. This is the focus of my study's research questions. The policy context included department policies, school policies, MAT policies, national policies, and international policies which collectively influenced the lived experiences of the ECTs. The conception of a "living tripartite unity" (Bakhtin, 1986: 122) offered a lens from which to analyse the voice of the speaker, the listener, and other voices that are audible in the text. In the context of my study, the third character in this unity, voices from policy, were sometimes concealed. However, a dialogical approach prompted me to look under the surface of the text and look for direct or indirect speech in the text. Bakhtin urged the researcher to look for hidden dialogue in the speaker's text. This provided an analytical tool to search for influences of policy context that might not be identified on the surface of the text. For instance, at first there was only a "sideways glance" (Sullivan, 2012: 55) where the speaker appeared to be anticipating a response from another voice. Through dialogical analysis I found *double-voicedness* between the ECT and policy voices, who were initially concealed. Bakhtin's tenet of *dialogism* has also been a critical tool in understanding how other policy texts can be identified in an utterance: in the position of the third voice in the living tripartite. In the context of my study, it has also been crucial to look for the influences of other policy texts on the ECTs' professionalism and attrition.

A central foundation of my study has been recognition of the complex nature of *dialogism* and dialogic relations. Bakhtin argued that within a single utterance multiple voices could be heard because a word does not belong to a particular author. Bakhtin (1981) reasoned that analysis of language should seek out "heteroglot, multi-voiced, multi-styled and often multi-languaged" (p. 265). In constructing the research methods and during data analysis it was important to look beyond a simple picture of a single influence from a policy voice. During data analysis, I have looked for potential *multi-voicedness* and complexity in a single utterance. Furthermore, this study is founded on a Bakhtinian conception of a dialogic world: the ECT is dependent for his/her existence on the relations to others and to the *heteroglossia*. Bakhtin's relational ontology has formed the basis of my analysis of the ECTs' thoughts and actions as responses to the dialogic threads. The

ECTs' professionalism and attrition only exist through their relations with multiple voices, including voices from policy context.

Bakhtin's tenet of *dialogism* conceptualises *primary (simple) speech genres* and *secondary (ideological) speech genres*. Analysis of the ECTs' lived experiences has revealed how *primary speech genres* are the basis of the ECTs' utterances. The concept of *primary speech genres* has been of significant value to my study for several reasons. Firstly, Bakhtin (1986) argued and demonstrated how the speaker's choice of *primary speech genre* has "normative significance" (80). It has been useful in my study to analyse the aims and features of the chosen *primary speech genre* to elucidate understanding of the ECT's values and intentions. Furthermore, it has been insightful to analyse where the ECT intoned or assimilated the *primary speech genre* to gain greater understanding of the ECT's perspective. Thirdly, *primary speech genres* provide further understanding of how forms of communication, and their aims and values, are transmitted from one generation to the next. Importantly, analysing the assimilation of *primary speech genres* has revealed ways in which society is changing. Fourthly, it has been significant to recognise that "(T)he better our command of genres, the more freely we employ them, the more fully and clearly we reveal our own individuality in them (where this is necessary and possible), the more flexibility and precisely we reflect the unrepeatability of communication – in a word, the more perfectly we implement our speech plan" (Bakhtin, 1986: 80). It has been particularly useful for the purposes of this study to identify where the ECT has struggled to command the use of genres and has, consequently, not implemented his/her speech plan as intended. In these instances, I have analysed the impact on the data and referred to this in the data analysis. Finally, it has been insightful in my study to analyse "interrelations between primary and secondary genres...(which) shed light on the nature of the utterance" (Bakhtin, 1986: 62). In my study I have identified where *primary speech genres* have been absorbed into a *secondary speech genre* which have, in some cases, reverberated within the *secondary speech genre* and revealed profound understanding about the ideology and values of the *secondary speech genre*.

Analysing the worldview and values of specific *secondary speech genres* has been a powerful lens through which to understand their effect on the lived experiences of the ECTs. This analytical tool was fundamental to my study in illuminating the presence of a matrix of centrifugal and centripetal forces, from policy, that were influencing the ECTs' professionalism and attrition. It was crucial to analyse how each ECT was influenced by these genres and forces. My study, in line with Bakhtin, conceives a transformative ontology where the ECT's response to policy context may alter during the longitudinal study. Bakhtin (1986) argued that the reproduction of a text "is a new unrepeatable event in the life of the text, a new link in the historical chain of speech communication" (p. 106) where the intentions of the speaker, the listener, and the other voices and the context are potentially different. The experience of each ECT was analysed to understand the unique, and potentially changing, lived experience of each ECT in response to policy context. The intention was not to generalise this experience across the population.

Bakhtin (1981) referred to the "professional stratification of language" (p. 289), as an example of a *secondary speech genre*, in which professions construct a distinctive vocabulary. The vocabulary is ascribed with precise intentions and meaning that reflect the hegemonic values of the profession. Madill and Sullivan (2010) researched medical students and argued that "learning to use the professional genre is part of enculturation as a medical expert" (p. 2202). Similarly, in my study, Bakhtin's (1981) theory of a *professional stratification of language* has provided the foundation for understanding the ECT's position as a potential "outsider" (p. 289) to the language of teaching and his/her process of enculturation. There were ten ECTs in my research study. All the ECTs, except two, had not previously worked as a teacher and were learning some of the vocabulary of teaching and its inherent meanings and associated value judgements. It was important to consider how professional language that I used in my interviews could have been misinterpreted. During the interviews, it was important for me to identify where this had occurred and be responsive by asking follow-up questions in the interview. It was also crucial in analysing the ECT's use of language, to reflect on the ECT's speech plan when s/he employed specific professional vocabulary within this *secondary speech genre*. For instance, some of the

ECTs' utterances during the ITT course included professional vocabulary. This vocabulary has embedded values and ideology which were unknowingly alluded to in the ECTs' utterances. Furthermore, over the process of the longitudinal study it was important to analyse the ECTs' process of enculturation in the professional genre. Specifically analysing how professional language, and its associated values and ideology, were being used or assimilated by the ECTs.

The values and ideology inherent in professional language are not static (Bakhtin, 1981) and therefore the process of enculturation into professional language (Madill and Sullivan, 2010) continues beyond a professional's first few years in the profession. For the purposes of this study, it was important to consider how a changing policy context can modify the values and ideology associated with professional language during the three-year longitudinal study. For instance, the *Education inspection framework* (OfSTED, 2019) changed in 2019, which was during the first year of this longitudinal study. Participants in this study described in their interviews how practices around differentiation had altered and consequently their understanding of the term 'differentiation' adjusted. Previously, OfSTED inspectors looked for evidence that teachers were creating different tasks for specific pupils to meet their needs. However, ECTs in my study described how the change in the *Education inspection framework* (OfSTED, 2019) meant that they should give the same tasks to all pupils but that the tasks should be scaffolded so that all pupils could complete the tasks. In my study professional language is conceived as evolving and subject to the influence of policy context.

I occupy two positions as a researcher and as a teacher. I have undertaken a period of enculturation as an ECT into the professional language of teaching. In addition, over a period of twenty years in the teaching profession, I have built layers of further knowledge of the evolving values and ideology associated with the professional language of teaching. A Bakhtinian lens drew attention to the importance of analysing how the ECTs responded to me, as an experienced teacher, in interviews and classroom observations and if they altered their use of language because of my professional identity. Furthermore, a Bakhtinian approach illuminated the importance of analysing how my own understanding of the professional language of teaching

affected my process of data collection and data analysis. My role as a researcher was influenced by my dual role as a practicing teacher. In interviews, my perceptions of professional language could affect my utterances which could affect the ECTs' subsequent utterances. In addition, it was important to reflect on how my training and experience of carrying out classroom observations, within my teaching role, may influence my process of data collection and data analysis. During classroom observations, as a teacher, I have been directed to utilise the professional language of teaching when evaluating another teacher's effectiveness. This has built further layers of meaning which have affected my perceptions of the underlying values and significance of this professional language. When conducting classroom observations, I needed to reflect on how this experience may affect my data collection. For instance, it was important in my field notes not to prioritise the professional language of teaching and to challenge my embedded norms and values surrounding classroom observations.

Bakhtin's theoretical framework for understanding *speech genres* has also been critical in my process of data analysis in this study. Significantly, Bakhtin's framework enabled me to weave together the theory and data in this thesis. In Chapter Two, approaches to professionalism (Figure 1) were analysed based on two discourses: the extent to which they operated within a *reductionist/contextualist discourse* and the degree to which they enabled teacher autonomy. In analysing the data using Bakhtin's theoretical framework, these discourses and different approaches to understanding professionalism were visible. This framework revealed approaches to professionalism, derived from policy context, and illuminated my understanding of their influence on the ECTs' lived experiences. Furthermore, conceptualising approaches to professionalism as *secondary speech genres* enabled me to distinguish how approaches to professionalism jostle for position and how policies provide centripetal and centrifugal forces which support and challenge specific approaches to professionalism. Conceiving these approaches to professionalism as *secondary speech genres* also prompted me to critically analyse their specific ideology and values, *chronotope*, dominant characters and plots, sources of power and control, and the vehicles employed to support and strengthen each *secondary speech genre*.

This study has a relational and transformative ontology. The ECT influences other voices and other voices influence the ECT to varying degrees and in different ways. From a very similar perspective, Bakhtin (1981) contended that events can have a metamorphic effect on an individual's biography. The active and responsive role of the speaker is integral to *dialogism*. *Dialogism* offers an epistemological framework for understanding these interrelationships. Bakhtin (1986) argued that the researcher needs to analyse "the signifying text that he has created or is creating" (p. 113) in order to understand the response of the speaker. As seen above, the intonation of the speaker is critical in analysing the response of the speaker to another voice. It has been crucial in this study to understand how the ECT is responding to the policy context in terms of restricting, embracing, or assimilating a voice into their own voice. Bakhtin's dialogical approach provides analytical tools to investigate how the ECT chooses to respond to the policy context.

Bakhtin (1986) posited that the speaker has an "emotionally evaluative attitude toward the subject of his speech" (p. 85) and that this attitude is revealed in the speaker's intonation. Bakhtin (1984) took this perspective further and argued that a speaker can select and appropriate a *secondary speech genre* and make this significant genre their own. The ontological premise that the ECT has agency and autonomy is central to this study. Whilst *secondary speech genres* are ideological and have embedded values, the ECT has choice over how s/he embraces, restricts, or assimilates a genre within his/her lived experience. Furthermore, the ECT has capacity to combine different genres in an appropriate way to help to frame his/her experience. In my study, it has been crucial to explore the responses of the ECT to policy context through analysing his/her intonation.

Furthermore, Bakhtin (1981) argued that profound understanding can be offered through the eyes of an *outsider* to a culture. This has been a very important insight to explore in my data collection and data analysis. One of the ECTs was born, educated, and went to university in two different European countries and moved to England for the first time to complete her ITT course. It has been very insightful in my data analysis to explore this ECT's alternative perspective on aspects of education. This is particularly because of my own experience as a researcher who has only experienced

this one education system. It is important, however, to understand language as “alive and developing” (Bakhtin, 1981: 272) in that language is shaped by the forces at play and is simultaneously “an active participant in social dialogue” (ibid.: 276). Therefore, language and its meaning constantly have the potential to change and transform.

Finally, Bakhtin argued that the researcher is part of the reality, and that research is inherently subjective. Bakhtin (1986) used the term “addressivity” (p. 95) to describe how an utterance is “directed to someone” (ibid.: 95) and the speaker tries “to act in accordance with the response” (ibid.: 95) that s/he anticipates. In the context of the interviews that I conducted with each ECT, the ECTs identified me, the researcher, as the addressee and altered their responses based on the response that they anticipated from me. Furthermore, in conducting classroom observations the ECTs were affected by my presence in the classroom and may have altered their body language or utterances as a result. The researcher’s influence needs to be acknowledged and illuminated. This forms the foundation of my role as a researcher: conceiving my role as an interviewer and observer as one part of the dialogue and viewing my research as a dialogical process. This will be explained in detail in the next chapter.

4.4 Summary

In this chapter I firstly explained how policies are instruments that can be used to exert power. I detailed how this thesis seeks to explore these interactions and influences on the ECTs’ professionalism and attrition. Next, I conceived policy as a verb and described how the enactment of policies and the responses of individuals are crucial to this thesis. Then I explained how policies need to be seen collectively as a policy context, rather than in isolation. This enables the ECTs’ lived experiences of the policy context to be placed at the centre of the study in order to fully understand the influences of this complex policy landscape on the ECTs’ professionalism and attrition.

I then outlined Bakhtin’s tenet of *dialogism* and its interrelated processes which are at the heart of this thesis. I explained how policy context has been conceived in this

thesis as “living dialogical threads” (Bakhtin, 1981: 276) which are shaped by the *heteroglossia* and interact with the ECTs’ voices. I described how a Bakhtinian approach critically analyses fragments of data and looks beneath the surface of utterances for complex *dialogic undertones*, *multi-voicedness*, *speech genres*, *double-voicedness*, and for the influence of *addressivity*. I then explained the value of these Bakhtinian concepts in providing my study with an illuminating epistemological framework through which to analyse influences from policy context on ECTs’ professionalism and attrition.

In the following chapter, I will detail my research methodology and explain how Bakhtin’s philosophy of language has shaped my research methods. I will also describe my decisions regarding ethics, practicality, and academic considerations.

Chapter Five: Research Methodology Chapter

5.1 Introduction

This chapter focuses on the methodology that is utilised in this study. As was elucidated in the previous chapter, Bakhtin's philosophy of language is at the heart of this thesis and Bakhtinian threads weave throughout this chapter. The chapter begins with an explanation of how the research developed and a rationale for adopting a qualitative approach. Then the role of the researcher is analysed and a rationale for conducting a longitudinal study is provided. Next, a Bakhtinian lens is employed in explaining and justifying the research methods for this study. This is followed by a discussion of Sullivan's approach to dialogical analysis. Finally, the chapter specifies how these theories are applied to my process of data analysis.

Choosing appropriate terminology to represent myself in my thesis has been a complex but critical process. Thomson and Hall (2017) argue "(T)he words we use in research position us in particular ways (both ontologically and epistemologically). It is therefore useful to hold them up to some scrutiny" (p 38). This process of selecting appropriate terminology has caused me to foreground and reflect on the positioning and meaning of the words I am using and the consequent impact on the research and the reader. The research questions I have devised seek to explore the influence of policy context on the ECTs' professionalism and attrition. The way that I conceive and orient my research is an inclusive and joint process with those involved in the research through building good working relationships. I have done this by building trust and rapport with each ECT. Therefore, the terminology I use to represent myself needs to reflect this orientation.

In looking at other social sciences research, Buchanan (2006) conducted qualitative research where he investigated the teaching experiences of six ECTs who had recently completed their ITT course. He conducted a series of interviews. The paper largely avoided explicitly mentioning the researcher in any form in his research paper: "After an initial face-to-face meeting with the prospective participants, telephone conversations took place with each on a monthly basis" (Buchanan, 2006: 40).

Buchanan (2006) often used the passive voice, rarely mentioned the researcher, and did not explore the subjectivities and experience of the researcher or how this would impact on the research. The role of the researcher in that paper was not mentioned to be of importance but is extremely important in this study. In contrast, throughout the Theoretical Framework, Methodology, Analysis and Discussion chapters I have chosen to consistently use the first-person pronoun to highlight my active, connected, and influential role as a researcher during the research process, data analysis, and throughout writing the thesis. This choice of terminology also reflects the positioning of my research as inclusive. This terminology is very much in line with a Bakhtinian understanding of the integral and dialogical role of the researcher. In addition, my personal, social, educational, and professional background is referred to and analysed in the Methodology chapter, particularly where potential subjectivities and influences on the research are probable.

5.2 My research journey

Bakhtin's (1981) tenet of *dialogism* offers insight into the process of how this research study started and evolved. It is crucial to draw attention to the multiple voices that were involved in shaping this research study and to my experience as a researcher and to analyse their influence. In 2016 I sought to start a PhD in Education and I applied for a Vice Chancellor's scholarship to study my PhD at Manchester Metropolitan University (MMU). I was successful in this application and was given a scholarship to study a part-time PhD that was focused on teacher education. This obviously shaped the direction of my study. However, the monthly stipend from MMU also created a hidden dialogue in my research process. I have sought to meet the expectations and aspirations of MMU to a high standard. This dialogue has been unspoken but nonetheless has shaped the course of my thesis.

In 2017 and 2018, I sought to find settings in which to conduct my research and I contacted a large number of ITT providers. The ITT providers either did not return my contact or they expressed ethical or practical concerns about my research. My initial Director of Studies had worked with a researcher at a university-led ITT provider, that

was quite close to me, and she got in touch with this researcher. This introduction enabled me to gain access into this setting and I was welcomed into this research environment and met with key personnel on the ITT course. In September 2018, the university allowed me to present my research to the whole cohort of secondary PGCE students. After this presentation, ten PGCE students filled in my reply slip on which they expressed an interest to take part in my research and passed on their contact details. It is important to consider the voices and forces that were concealed within the presentation. In previous meetings with key personnel at the university I had needed to overcome and address concerns regarding ethics and workload for the ECTs. This *multi-voicedness* created a dialogue within the presentation. Over the next month four of these PGCE students appeared to change their mind about taking part in my study. They did not reply to my communication and did not explain why they chose not to be involved in my study. Their data is not included in my thesis. This left me with six ECTs from the university-led ITT course who then became participants in my study.

I continued to struggle to gain access to conduct research with participants on a school-led ITT course. I therefore got back in contact with the researcher at the university and she gave me contact details of a small MAT. This researcher has been a significant, but hidden influence, in shaping the research sites for my study. The MAT led a School Direct ITT course that was accredited by a different university. I made contact with the executive headteacher of this MAT and he was open to the research project. This supportive response by the gatekeeper then enabled me to meet with the Lead Trainer of the ITT course within the MAT. In September 2018 I presented my research to the whole cohort of ECTs who were starting their ITT course in the MAT. I spoke to the ECTs about my research and at the end of the session four ECTs expressed an interest to take part in my research.

The voices of the gatekeepers at the university-led ITT provider and the school-led ITT provider are interwoven into the direction of this research study. Their openness and willingness to engage in the research then provided access to the specific participants and research sites. Furthermore, the voices from policies created by these ITT providers form dialogic undertones that have shaped this research project. For

instance, the university-led ITT course placed ethical procedures as a priority, and I needed to alter my practices to adhere to these additional policy guidelines. Furthermore, as we have seen in Chapter Two, MATs vary considerably. The policies of the MAT, that led the school-led ITT course, were quite prescriptive and this shaped the course of this research project. It is also crucial to pay attention to the voices of the ten ECTs who chose to take part in the research and who further altered the direction of this research study. Their responses to policies created unique dialogic interrelations with policy context that have been the focus of my analysis.

5.3 Rationale for adopting a qualitative approach

I have adopted a qualitative approach in this research project for several reasons. Firstly, a qualitative approach “consists of a set of interpretive, material practices that make the world visible” (Denzin and Lincoln, 2000: 3). In other words, qualitative researchers aim to explore meanings that are not visible in numerical data and to look under the surface of the data to reveal partially or entirely concealed influences. In this study I researched and analysed using a range of interpretive practices. For instance, in order to develop a more detailed understanding of the local and national context, in the six months prior to the three-year longitudinal study I visited the university and the school-led ITT provider that some of the ECTs would study and work in to meet the individuals in the organisations and understand their roles. This enabled me to have a more detailed understanding of the local context and how national policies were being enacted at a local level (Ellis and McNicholl, 2015) whilst also investigating the contextual settings which the ECTs would work in. In this study I utilized a range of qualitative research methods to focus the research lens on different policy contexts and to offer insights from different perspectives. I conducted a series of semi-structured interviews with each ECT with the aim to elucidate the personal and biographical narratives of each ECT and the influences on him/her. I also observed each ECT’s teaching practice to offer alternative insights into the influences that policy context had on the ECT’s professionalism.

Secondly, a qualitative approach to research can enable a “wide range of interconnected interpretive methods” (Denzin and Lincoln, 2000: 3) to be deployed. This was very appropriate for my study because during my process of data analysis I drew the data sets together and placed them in dialogue with each other. Dingwall (1997) argued that “the analysis of interview data must always be reconcilable with what is known about everyday life from observation” (p. 13) and that researchers can bring observation and interview data together and then follow a process of making a jigsaw from the interconnected pieces. In contrast, in my study I worked inductively and did not arrive at the research with an expectation that the data would fit neatly together. I focused intently on dissonances in the data to analyse reasons for these divergences. I also critically reflected on my personal background and professional experience and the impact this might have on the construction of the research. Conducting a range of interpretive methods during a three-year longitudinal study and attending to the dissonances in the data offered me greater insight into the influence of changes in the policy context, *heteroglossia*, *addressivity*, and the agency of the ECTs.

Finally, my research was not intended to merely generate a list of influences. Instead, I carefully listened to, explored, and analysed the ECTs’ experiences of *learning to teach* and the policy influences on their professionalism and attrition. It is important to recognise that the ECTs in this research study were active. They were constantly responding to influences by choosing to comply, be reticent, or challenge influences and by evaluating to what extent they would comply with or reject different influences. Brooks (2016) used the metaphor of a “professional compass” (p. 63) to explain how teachers can employ their values to evaluate influences and choose how to respond. She recognises that some teachers have a stronger professional compass than others and she does not claim that teachers are always led by these values but can instead act counter to their values. This metaphor is useful to this study in emphasising the agency of the ECTs (Sachs, 2003; Hobson et al., 2009) and as a way of understanding why there might be a varied impact on different ECTs from the same influence.

Having provided a rationale for adopting a qualitative approach, the following section will draw on a Bakhtinian perspective to analyse the role of the researcher in my research project.

5.4 The role of the researcher in dialogue: active and responsive

Qualitative research is not “a unified body of research practice” (Holloway, 2005: 14); there are various epistemological approaches and researcher roles. Bakhtin (1986) conceived a central, active, and responsive role that the researcher plays throughout the process of research and analysis. Firstly, Bakhtin (1986) contended that “sooner or later what is heard and actively understood will find its response in the subsequent speech or behaviour of the listener” (p. 68). In an interview, this process is immediate, and the researcher moves between roles as the listener and the speaker. The researcher’s utterances alter the subsequent comments of the interviewee. In a classroom observation, the researcher privately documents the classroom observation and subsequently analyses the data and incorporates this in the thesis. The researcher’s response may be more delayed but remains active and responsive. Bakhtin (1986) contended that the process of research and analysis should be seen as a dialogic process between the speaker’s utterance and the researcher seeking to understand the utterance. The researcher asks questions and seeks understanding and this alters the life of the text further. It has been crucial to be reflective and pay attention to my active and responsive role throughout my primary research and data analysis.

Secondly, Bakhtin (1986) argued that “an essential (constitutive) marker of the utterance is its quality of being directed to someone, its *addressivity*” (p. 95). For instance, in conducting an interview, the researcher poses questions, and the interviewee orientates his/her response to the interviewer. The interviewee addresses his/her response to the interviewer and expects a response, which could be agreement, empathy, or direction. Furthermore, in conducting a classroom observation of an ECT there are multiple individuals who the ECT is in dialogue with; the pupils, the researcher, possibly a senior leader who subsequently conducts

scrutiny on the pupils' work from the lesson, and perhaps a mentor who is also conducting a classroom observation. This complicates the process of *addressivity* but still places the researcher as an important source of influence in how the ECT plans and delivers their lesson. This can be analysed in the ECT's utterances during the classroom observation and also in utterances in the teaching resources. Bakhtin highlighted the significance of the role of the listener in analysing the speaker's utterances. Bakhtin (1981) posited that the speaker anticipates, and desires, a response from their listener and that this has a "profound influence" (p. 280) on the speaker's choice of words and expression. Furthermore, Bakhtin (1981) argued that if the speaker is engaged with a listener who strongly expresses a perspective; this can interfere and may "simply overshadow" (p. 282) the dialogue. This was an important influence as I planned and conducted my primary research.

I also reflected on *addressivity* in constructing interview questions. I sought to avoid my values being transmitted. I piloted and edited my interview questions prior to my primary research. Then in carrying out interviews and classroom observations I aimed to be discrete in both my body language and responses to avoid conveying my personal or professional judgements. Nevertheless, the ECTs knew my role as a part-time teacher, and this may have influenced their perception and dialogue. In a couple of interviews an ECT made a passing comment that indicated that they thought I would understand a specific pressure because of my experience as a teacher. Bakhtin (1981) stated that the involvement of a listener/researcher "introduces totally new elements into his discourse" (p. 282). This theoretical understanding highlights the importance of analysing my influence on the ECTs' utterances.

During my data analysis it was crucial that I was reflexive and attended to the influence of my own conceptions and value judgements. As an experienced teacher and as a researcher in this area, I have often evaluated the influence of different policies on teachers. In order to maintain a high level of research validity, I needed to be reflexive and explain the influence that I considered my perspectives could have had on my data collection and data analysis.

The principle of *addressivity* is also significant in conceiving the role of the intended readers of this thesis. Bakhtin (1981) used the term *superaddressee* to refer to the

intended reader who is anticipated by the author. This creates a hidden dialogue within my thesis with the *superaddressee*: the examiners who will ultimately assess my thesis. There is a dialogue in my thesis with MMU who set academic expectations. The *superaddressee* sets expectations around the structure, vocabulary, and approach that have certainly shaped the construction of my thesis. There are conventions and expectations that I need to comply with that emanate from a professional genre of academic research. This professional genre has been communicated through university policy guidance and has been reiterated and reinforced through reading other theses. Furthermore, guidance from my supervisors and assessment from the university has compounded the expectations of this professional genre. Drawing on the work of Madill and Sullivan (2010), the study of a PhD can be conceived as enculturation into the professional genre of academic research.

In concurrence with Bakhtin, in this study I have researched and analysed the influence of the researcher because it is crucial to ensure validity in the data gathered and in the analysis. I have worked in education, both as a teacher and an education adviser for a local authority for all my working life, and I am currently working as a part-time secondary school teacher whilst also completing this study. In my current job, one of my roles as an experienced teacher is to mentor other teachers to support them to improve aspects of their teaching. During the course of my PhD, I changed job and moved to work in a school where the policy context is less restrictive and shapes my professionalism less. This has influenced my view of a restrictive policy context which could affect my process of data collection and data analysis. This has been important to attend to. Additionally, my mother has also been employed as a teacher for all her working life and many of my friends currently work as teachers. Furthermore, my son is now in primary school and is influenced by the policy context that I am researching. It has been crucial to analyse the knowledge and understanding that is accrued through these voices which create further *multi-voicedness* and are intertwined as threads in my thesis. My mother has provided a voice of historical knowledge of how education policy in England has evolved over the past fifty years and its consequent influence on her professionalism. My friends'

voices are illuminating in describing changes to their professionalism and, in a few cases, in explaining their reasons for choosing to leave the teaching profession. In addition, observing my son starting primary school has provided me with further insight into a pupil's lived experience of the policy context in England. His lived experience of the process and outcomes of the English education system has created an emotional and invested dialogic thread that weaves through my thesis.

As a result, I have accumulated considerable knowledge of the English education system and current expectations of teachers in lesson observations. Roberts (2007) argued that this experience and personal understanding of education is a resource rather than a hindrance because the researcher has a detailed understanding of the process of *learning to teach* both personally and in mentoring other ECTs. However, as was mentioned in Chapter Four, Bakhtin (1986) contended that a speaker from a foreign culture can have a profound understanding and can uncover accepted norms and values in a culture. My previous and current experience of teaching in the education system could potentially be a hindrance in causing me to be blinkered to pervasive and accepted norms and values in the education system. This depth of personal and professional experience of teaching and of the education system in England could also work against me in failing to appreciate the concerns and challenges for ECTs. Furthermore, the ECTs could struggle to relate to me because of our contrasting degrees of experience. The participants and other people in the settings could also respond differently to me because of my other role as a teacher. It was important to analyse participants' responses both in the classroom observation and in the semi-structured interviews, as this revealed insight into how the participants were affected by this *addressivity*. It was vital that I was constantly reflexive of how my own values, beliefs, and experiences could influence my research process and the research data. In carrying out classroom observations for my research I carefully reflected on how my lived experiences as 'the observed' and 'the observer' affected my thinking and behaviour during the classroom observations. This process of reflexivity was not simple in revealing and analysing concealed and accepted norms and value judgements.

I am currently employed as a teacher and engage in dialogue on a daily basis that applies a “professional stratification of language” (Bakhtin, 1981: 289). My understanding and use of this language has been constructed explicitly through policies and professional development activities and shaped informally in conversations with members of the teaching profession. Chapter Two revealed how vehicles of performativity, including performance management and OfSTED, apply different criteria on which to judge the performance of teachers and appropriate the professional language of teaching with specific values and meaning. It has been vital when constructing, conducting, and analysing semi-structured interviews to reflect on my lived experiences in the education system and to scrutinize how these experiences have shaped my use of language and its meaning.

Finally, my experience of being supervised as a PhD student is analogous to my other role as a Coordinator of Level 3 Extended Project Qualifications (EPQs) in my teaching job. On a weekly basis I have a changing role that transfers from being a supervisor of EPQ students to being a PhD student who is supervised. I am acutely aware of the role of the supervisor and the difficult balance there is to strike between offering constructive advice but also allowing the student to shape their own research project. There are dialogic relations as a PhD student with my supervisors. I conceive my thesis as my own signifying text in which there are constant dialogic interactions between my own voice and the voices of my three supervisors. The voices are sometimes in dispute and this creates dialogic reverberations in my thesis. For instance, one supervisor advised that Bakhtin was placed at the heart of my theoretical framework, whilst another supervisor recommended that I explained a more comprehensive picture of the journey I had followed in developing the theoretical framework for my study. These influences are both revealed in the final thesis and form dialogic interactions between each other and with me, as the author.

5.5 Rationale for a longitudinal study

I chose to carry out a longitudinal study because this enables me to explore how policy influences on the ECTs’ professionalism and attrition might sustain, grow, or

diminish during the three-year study, during the ECTs' ITT course and their first two years as a qualified teacher. For instance, as mentioned in Chapter Two, the *Teachers' Standards* (DfE, 2016) are a strong focus for ECTs during their ITT course. One way in which this policy is enacted by ITT providers is that they assess each ECTs' portfolio of evidence that details how the ECT has met each standard. The three-year study enabled me to explore whether the *Teachers' Standards* (DfE, 2016) continued to be a significant policy influence on the ECTs' professionalism and attrition or whether other policies became a more significant influence.

Bakhtin (1984) utilized the concept *heteroglossia* to refer to the primacy of context in altering the meaning of an utterance. In interpreting Bakhtin's work, Holquist (in Bakhtin, 1981) argued that "the power of the particular context in which an utterance is made...can refract, add to, or, in some cases, even subtract from the amount and kind of meaning the utterance may be said to have" (p. xx). Furthermore, Burkitt and Sullivan (2009) contended that Bakhtin conceives "the question 'who am I?' (as inseparable)...from the question 'with whom am I?'" (p. 575). The significance that Bakhtin places on the power of context is central to this study. The policy context in which the ECT is working, alongside the individuals who are implementing and enacting the policies, shape the lived experience of the ECT. It was therefore very important to conduct this study for several years to explore how each ECT's professionalism and attrition was shaped as s/he worked in different settings and alongside different people. It was crucial to investigate how each ECT responded to different policy contexts and the agency and autonomy that was available and perceptible.

Qualitative longitudinal studies have been employed across various policy areas; for example, housing, the welfare state, addiction, healthy living, and anti-social behaviour. Researchers in these different areas propose additional benefits and challenges of qualitative longitudinal studies. Corden and Millar (2007) argued that qualitative longitudinal studies offer both the opportunity to "explore how and why people make the individual choices that add up to particular cumulative trajectories" (p. 529). In congruence, Millar (2007) asserted that qualitative longitudinal studies can also "help us to understand how people cope, manage and adapt to their

situation over time, which may also be relevant to understanding the longer-term trajectories over time” (p. 536). However, this view of cumulative trajectories conflicts with the premise that “the self is...decentred” (MacLure, 2003: 181); meaning that individuals and their lives are fragmented, multi-faceted, and complicated and should not be conceived as one linear cumulative trajectory. In this study, I have explored whether each ECT’s professionalism and attrition can be seen as a cumulative trajectory throughout the three-year study or whether “the self is (illuminated as) decentred...multiple (and) fragmented” (MacLure, 2003: 181).

There are further opportunities and challenges of qualitative longitudinal studies. Millar (2007) proposed that there are challenges in analysing the data from longitudinal studies because the participants’ perceptions and explanations of events and experiences can change during the longitudinal study as they reflect on the event/experience from “different time standpoints” (p. 538) and drawing conclusions may therefore be more complex. However, Millar (2007) suggested that this also offers opportunities to try to identify these changes and then understand reasons underlying these changes in participants’ explanations and perceptions. In my process of data analysis, I analysed whether the ECTs altered their explanations and interpretations of events and situations and, if appropriate, aimed to understand these changes and reasons underlying these changes.

In longitudinal studies there is often a significant issue with attrition. One reason for this when researching ECTs is highlighted in the House of Commons Education Committee’s report (2017); in England the Government data showed that “more than 10% of teachers leave within one year of qualifying and 30% of teachers leave within five years” (p. 14). These findings are supported by a survey of 1004 secondary school teachers in England, where 21% of participants stated that “they were unlikely to be in the (teaching) profession in five years’ time” (Education Support, 2023b: 11). The retention rate amongst ECTs has also been low in Australia. The Australian Education Union’s survey (2006) of 1200 ECTs found that only 55% of the ECTs surveyed expected to remain in the teaching profession for ten years. Buchanan et al. (2013) conducted a four-year longitudinal study with ECTs in Australia, during their ITT course and then for three years as trained teachers. Forty-two trainee teacher

participants completed the research in the first year but only fourteen participants remained in the study and completed all four years of the research. This retention rate of 33.3% was low partly because of the retention rates of ECTs in the teaching profession in Australia.

In England, Hobson et al. (2009) carried out a large-scale, mixed methods longitudinal study. One of the research instruments was a series of face-to-face case study interviews with 85 trainee teacher participants in England. By the end of the five-year study 48 of the participants had remained in the study. The main reasons for attrition were listed as the fact that the teachers left the profession, declined to continue in the research or were not contactable (Hobson et al., 2009). To minimise attrition rates Hobson et al. (2009) chose to select their sample from participants who had reported they expected to be in the teaching profession in five years' time; however, this sampling approach is not appropriate for my research project. In my study if participants chose to leave the teaching profession, during the three-year longitudinal study, it was significant in answering the research questions because I could explore whether the policy context could have been a cause for this decision. Additionally, it was important for me to reflect on how attrition from my study could impact on my research findings. For instance, Buchanan et al. (2013), in their research, hypothesised that the "teachers with the fewest complaints about their work situation may have been most likely to withdraw from the (longitudinal) study. This circumstance may have had an effect of skewing data towards the negative" (p. 117); in essence the teachers who had grievances about their work situation were more likely to remain in the longitudinal study partly because they wanted to voice their concerns.

Two of the research questions for this study focused on influences from the policy context that affected the ECTs' attrition. It was therefore important to minimise the attrition from this study amongst the participants who chose to remain in the teaching profession. One way I tried to minimise the attrition rate of the ECTs from my longitudinal study was to consider the location and nature of the interviews with the ECTs. Buchanan et al. (2013) conducted their four-year longitudinal study with ECTs as telephone interviews because it was more practical across the large state of

New South Wales in Australia and it enabled the researchers to be “empathic but detached” (p. 117) and this enabled the “participating teachers to express their emotions and experiences about critical teaching incidents” (ibid.: 117). However, the theoretical grounding of my research project in Bakhtin’s tenet of *dialogism* and the contextual and inclusive nature of my research meant it was not appropriate for me to have this detached approach with the participants. I instead chose to conduct the semi-structured interviews face-to-face with the ECT. This approach allowed me to observe first-hand the influences that the ECTs were working in and gain a personal insight into and perspective of the context. In addition, face-to-face interviews helped me to build up a rapport with the participants through meeting them in person, noticing and responding to their body language and non-verbal responses and altering my behaviour accordingly to put the participants more at ease. This approach was intended to lead to a more trusting working relationship where the participants felt able to give more detailed responses. A stronger rapport with the participants could have reduced the attrition rate from my study but could also have led to the ECTs feeling more obliged to provide answers that they believed were supporting me and my research, which would have affected the validity of the research. It was important to be constantly attentive, during my research and analysis, to the influence that my presence had on the ECTs. In this study I only interviewed each ECT five times in total and it was difficult to build up a high level of trust and rapport in this short space of time. It was particularly complex because the ECTs were under pressures of *learning to teach* whilst also completing/passing the relevant components on their ITT course and dealing with the prevailing accountability measures, performativity demands and, as argued in Chapter Two, an environment of hyperrationality (Kretchmar and Zeichner, 2016). Significantly, at the end of my longitudinal study all the ECTs who had remained in the teaching profession had taken part in the data collection throughout the study.

In the following section I will provide a rationale for my choice of research methods.

5.6 Rationale for my research methods: a dialogical lens

5.6.1 Semi-structured interviews

Bakhtin posited that text offers an unmediated reality of the thoughts and experiences of the individual. Bakhtin (1986) argued that to understand the influences on an individual and his/her lived experience, the researcher needs to analyse “the signifying text that he has created or is creating” (p. 113). This Bakhtinian principle has been central to my choice of research methods. An interview is a signifying text that embodies Bakhtin’s principle of a tripartite in the text between the speaker, listener, and other voices that are heard in the text. The ECT and the researcher actively construct the signifying text and move between the role of speaker and listener. In line with other Bakhtinian-inspired dialogical approaches to research (Madill and Sullivan, 2010; Sullivan and McCarthy, 2007), I chose to conduct a series of semi-structured interviews with each ECT because *dialogism* is at the heart of this research method and because they are very relevant in answering two of my research questions which asked for the ECT’s perspective. Two of the research questions look at the influence from the perspective of the ECT:

- What are ECTs’ views of how policy context influences their professionalism?
- What are ECTs’ views of how policy context influences their attrition?

Bakhtin’s construct of *dialogism* and the related dialogical interpersonal and intrapersonal processes are central to selecting semi-structured interviews as a research method. Crucially, these dialogical processes provide profound insight into my research questions. My research questions seek to understand the dialogical relationship between the ECT and voices from policy context and illuminate the resulting lived experience of the ECT in terms of his/her professionalism and attrition. As previously explained, these voices operate on a continuum from explicit to hidden (Bakhtin, 1986) with infinite gradations along this continuum. Semi-structured interviews were selected in this study to reveal the echoes of these different voices along this continuum.

Semi-structured interviews were also chosen as one of the research tools in this study because the research questions state that the ECTs will be asked to reflect on how policy context is influencing their professionalism and attrition. It was therefore significant that the ECTs' voices were heard, and interviews are a form of data collection that enabled me to explore from "the insider perspective" (Holloway, 2005: 39). Dearnley (2005) described the benefits of semi-structured interviews in that they gave the researcher a flexible framework that enabled her to alter the order of her questions and to ask follow-up questions, that were not scripted, which allowed new concepts to emerge. However, Moll and Cook (1997) conducted semi-structured interviews and the research revealed that the interviewers were intimidating to the participants in their study because they perceived the interviewers as 'experts' and as a result the participants were increasingly reluctant to reflect on their effectiveness as practitioners. Consequently, I planned the semi-structured interviews very carefully and constantly reflected on how my presence, actions and status/role could influence how the participants responded to the questions. Kvale (2007) described the interviewer as "the research instrument" (p. 49) who needs a high level of knowledge and understanding, but also needs to develop interpersonal skills, sensitivity, and create a conducive venue for the research so that perceived expert knowledge does not intimidate the participants. As an experienced, practicing mentor I have relevant, current experience of supporting ECTs. However, it was important that I assumed the role of a researcher, rather than a mentor, and I endeavoured to avoid intimidating the participants with my knowledge and experience.

According to Burgess (1982), interviews are more than "conversations with a purpose" (p. 102). Dearnley (2005) expressed a similar line of thinking when she argued that "an interview is an artificial form of communication" (p. 25). In my semi-structured interviews, I carefully considered and reflected on how the venue and seating helped the participants to feel relaxed and able to reflect on their process of *learning to teach*. For this study, I carefully considered the venue for the semi-structured interviews. One option was to insist that the semi-structured interviews were conducted in the school setting because the ECTs would be familiar with the

environment and people, however on reflection I decided against this expectation for several reasons. Firstly, it is salient to remember that these environments are also a site where the ECT's performance is assessed and hold a degree of pressure of accountability. Secondly, schools are busy and often do not have empty classrooms or meeting rooms; the interview required a quiet room for me to record the interview and actively listen and for the ECT to reflect without the uneasiness of being listened to or interrupted. Finally, the school setting is a liminal space during the research process because the ECTs are positioned as someone who is taking part in research whilst also being a teacher at the school. Simpson et al. (2009) argued that liminal spaces are "in-between spaces" and "can contribute to a sense of uncertainty over identities, positions and routines" (p. 54-55). The researcher may be unaware of these anxieties or uncertainties, and they could affect the quality of the research data. In this study, there would certainly be different levels and degrees of liminal space for each ECT, and it would be inaccurate to assume that all the participants felt uneasy or uncomfortable in their school setting. However, to try to ameliorate this potential issue I handed over control of the choice of venue to the ECT and asked the ECT to suggest a suitable venue for the semi-structured interview. For instance, it could be the school setting or could be a local café. Whilst the selected setting for the interview might still be a liminal space, this approach enabled the ECT to choose a venue that s/he felt most comfortable in. However, I needed to ensure that the environment was a suitable, safe working environment and an effective space for sound recording.

At its heart an interview is an "inter-view" (Kvale, 2007: 1) which is a construction of knowledge between the interviewer and the participant based on the web of context that both parties bring to the interview and the additional contexts they are operating in. This approach very much aligns with Bakhtin's theory of text and his concept of *dialogism*. In order to describe and interpret this richly textured context, cultural anthropologist Geertz (1973) advocated "thick description" (p. 6) that aims to describe the array of contexts and tries to reveal the impact on the actors in the context. Geertz (1973) compared thick description to trying to describe and interpret "a manuscript – foreign, faded, full of ellipses, incoherencies, suspicious

emendations, and tendentious commentaries, but written not in conventional graphs of sound but in transient examples of shaped behaviour” (p. 10). My study employs a Geertzian approach to “thick description” (Geertz, 1973: 6) in the sense that the web of context and its actors are explored in detail and interpreted through the semi-structured interviews and classroom observations, however in contrast to Geertz (1973) my study does not aim to construct culture through the process of writing about it. One method I employed to develop a Geertzian approach to “thick description” (Geertz, 1973: 6) was that during the interviews I wrote notes about the participants’ body language, facial expressions, and the timing and context of the interview. It was important that I was attentive to and analysed silences as potentially “positive, strategic, purposeful and meaning full” (Mazzei, 2007: 29). In conducting the interviews and analysing this data, I carefully explored why ECTs did not answer some questions or did not finish sentences, with the aim of exploring the influences on the ECTs’ professionalism and attrition in more depth. I chose to sound record the interviews so that during the interview I could attend to the context, body language, and non-verbal communication. Then after the interview, I listened to the recording and carefully attended to the content of the interview and how the ECTs expressed themselves. The sound recordings provided further information of the intonation of the ECT which offered greater insight into dialogical relations between voices. The recordings also helped to identify silences and unfinished sentences which might have been missed whilst conducting the interview.

During the three-year study I carried out a series of semi-structured interviews with the participants. I conducted the semi-structured interviews with the participants as individual interviews twice a year; five interviews in total with each ECT because of the disruption of the Coronavirus pandemic. Appendix C provides an overview of when I conducted the interviews and classroom observations with each ECT.

The first of my semi-structured interviews with each participant also involved narrative life history methods. This methodology illuminated information about potential influences from policy context prior to starting the ITT course. For instance, the ECTs were asked why they chose to start the ITT course which could offer insight into policies that were seeking to increase teacher recruitment. This methodological

approach recognises the legitimacy, influence, and power of prior experience on the participants' professionalism and attrition. Life history methods provide an "inside view" (Tierney, 2010: 129) of the participants and their perspectives of the important influences. This methodology is apposite because I devised research questions that required the views of the ECTs themselves. Moss and Pittaway (2013) stated that narrative life history research allows for "the voices of the (participants)...to be heard and shared" (p. 1008); however, it is not a methodology that provides a simple mirror into the participants' lives. This is because narrative life history methods should be viewed as a "co-construction" (Moss and Pittaway, 2013: 1008) between the participant and the researcher/writer; Sikes (2010) described researching and writing about lives as an "auto/biographical process" (p. 12). Bathmaker and Harnett (2010) go further to portray narrative enquiry as collaborative constructions between multiple agents including the participant, researcher/writer, reader, translator, and editor. This illustrates the fact that the text is laced with meaning from these different participants in the dialogue and cannot be seen as the pure voice of the participant. In addition, the participants are selective in what they choose to include and emphasise, and the writer/researcher of the narrative performs a similar process of selection and construction (Sikes, 2010).

5.6.2 Field notes from classroom observations

As a second research method, I chose to write field notes during a series of lesson observations that I conducted of each ECT. I intended to undertake two classroom observations in each year of my longitudinal study. However, the Coronavirus pandemic affected my ability to visit schools to collect data and I consequently conducted four classroom observations of each participant. The timing of the classroom observations I conducted is presented in Appendix C. This methodological approach responded to a limitation identified by Hobson et al. (2009) who suggested that their research was limited because the ECTs' accounts of their experiences of *learning to teach* were the only source of data and they proposed that using observational methods "might have provided an additional or alternative perspective" (p. 269). Hobson et al. (2009) propounded that the ECTs might not have

been entirely open or candid in their accounts because “participants have a tendency, in their interactions with researchers, to seek to present themselves in a favourable light” (p. 269). In this study the field notes of the classroom observations therefore provided me with another layer of the montage.

The field notes had three roles. Firstly, my field notes were conducted to provide a source of data to identify the policy context in which each ECT was working within and to analyse the influence of the policy context on the ECT. The *superaddressee* and *multi-voicedness* in the classroom observations differed from the semi-structured interviews. My field notes therefore provided an alternative source of data, that created a dialogue with my semi-structured interviews, allowing me to more clearly identify the policy context and its influence on ECTs’ professionalism and attrition.

The field notes were aimed at addressing these research questions:

- In what ways are ECTs’ views on the influence of policy context on their professionalism congruent with classroom observations of ECTs and teaching resources that ECTs have created?
- In what ways are ECTs’ views on the influence of policy context on their attrition congruent with classroom observations of ECTs and teaching resources that ECTs have created?

Secondly, dialogical analysis of my field notes was a useful way of exploring the influence that I was having on the research process and how I responded to voices from policy context. Jones et al. (2010) argued that field notes bear “traces of the realities of the ‘field’ itself” (p. 481); this suggests that field notes offer a small mirror of the reality. In fact, whilst conducting a classroom observation I may well have multiple stimuli and may be scribbling notes of what I see and think. In this context I may well revert to tendencies and habits, perhaps as a mentor of ECTs, that do not suit the specific research questions. In addition to this, the words researchers write in their field notes are aimed to represent what is observed. This draws in Plato’s notion of referring to writing as *pharmakon*, “word(s) fraught with ambiguity” (MacLure, 2003: 126), in that when it is interpreted concurrently means “poison and remedy” (ibid.: 126). My utterances in my field notes were designed to detail what I observed,

as remedy. However, my own lived experiences shaped my utterances and created *multi-voicedness* in my field notes which can be seen as poison. My field notes were affected by my lived experiences which potentially obscured meaning or added meaning that was not present in the classroom observation. The methodology employed in this research project recognises that my field notes contain words that are filled with explicit and hidden meanings and intentions and are “invested with power, desire, subjectivity and writers’ fraught relation to reality” (Clifford, 1990: 56). I utilised the field notes to reflect on my observations, use of language, and my role as a researcher. This reflexive process allowed me to reflect on how my own dialogue with interpersonal and intrapersonal voices could affect my field notes, research, and thesis. By overlaying the different research methods, it was possible to identify *multi-voicedness* from my lived experiences that I was potentially intoning in my field notes.

Thirdly, the field notes documented influences from policy context which I had observed during the classroom observations. This then further informed the semi-structured interviews that I conducted with each ECT. I asked specific questions about influences from policy context that may not have been explicitly raised by the ECT. For instance, one ECT had not mentioned the school policy of teachers needing to demonstrate and evidence pupil progress by pupils responding in green/purple pen. I was able to ask questions about specific aspects of policy because of the data I had collected in the classroom observations. This approach also gave the ECT freedom and agency to respond to the extradiegetic narrative (Sullivan, 2012) that was a feature of my field notes. This process, in line with the research questions, was an opportunity to explore in what ways the ECTs’ views on the factors from policy that influence his/her professionalism were congruent with the classroom observation. Furthermore, it increased validity in the data collected in the classroom observations.

As mentioned in Chapter Two, *managerial professionalism* and a culture of accountability are visible in education policy on ITT and trainee teachers are accustomed to having a lesson observation followed by evaluative feedback from their observer on the standards they have met. I was keen to distinguish my research design from this evaluative approach of lesson observation and feedback from the lesson observer. Consequently, I asked each ECT to choose which lessons they were

comfortable in being observed in and then a suitable lesson was negotiated to fit in with my commitments and the school's schedule. I also left a month between the classroom observation and the semi-structured interview to avoid the same structure of a lesson observation and evaluative feedback within a few days. I made these decisions with the intention of building a trusting professional relationship, to transfer some decision-making power to the ECT, and to hopefully encourage the ECT to be more candid and open.

My approach in carrying out and writing field notes differed vastly from many quantitative researchers (Clark et al., 2013; Ritzi, 2010; Halpin and Kieffer, 2015) who arrive with a set of criteria that is used as the framework for the observation. Instead, I carefully reflected on my own experience and conceptions of effective teaching and sought to analyse the impact that this could have on the classroom observations. In writing field notes, I aimed to arrive without a set agenda of what to observe and I reflected and problematized in my field notes the difficulties that I experienced in trying to carry out this approach during the research process. Jones et al. (2010) suggested that this necessitates "putting aside a desire for clarity" (p. 490) and for answers to predetermined questions. This methodology was complex and required me to be introspective and reflective of how my prior experience of teaching might influence my approach and thinking as a researcher; addressing "the difficulty of escaping customary habits of seeing and thinking" (Jones et al., 2010: 479). In my previous experience of conducting formal lesson observations, I was asked to write a review of pupils' learning, which was often evaluative of the pupils' learning and the teacher's effectiveness. Therefore, one strategy I used in my research, to try to avoid this evaluative approach, was to write down verbatim what the ECT was saying which placed the lived experience of the ECT at the centre of my data collection.

Lonergan and Cumming (2017) likened classroom-based research "to that of a canoeist single-handedly negotiating fast-flowing rapids, with the intent of reflecting the instability and unpredictability of the actual experience" (p. 142). They advocated that to achieve quality research the researcher should know "when to paddle hard, when to fend off rocks and when to let the current take you" (ibid.: 142); essentially that the researcher should work with the teacher to control the variables that they

can. This approach is not appropriate for this study. Contrastingly, I used the classroom observations as an opportunity to observe the policy context of the school, its complexities, and challenges, and observed the effects that these influences had on the ECT and his/her developing professionalism and attrition.

The field notes of the classroom observations were a complex source of data to analyse. They are my own signifying text where I, as the researcher, have written a commentary of the classroom observations. In my field notes I narrated the classroom observation and left little freedom for the participants in the observation to alter or contest the authorial narrative. Sullivan (2012) argued that this is an extradiegetic narrative which places the researcher in a hierarchical position from those being observed. Another element of complexity in analysing the field notes is the involvement and influence of pupils and sometimes a class teacher. Their voices enter the field notes and this created further *multi-voicedness* in the text.

Additionally, my field notes anticipated a *superaddressee* (Bakhtin, 1981), the readers of the thesis, and the influence of this character on the field notes needed to be carefully considered within the dialogical analysis. This created a complex dialogic tapestry to analyse between the voices of the author, participants in the observation, the *superaddressee*, and voices from policy context. I conducted dialogical analysis on my field notes to reveal explicit and hidden voices and to explore the influence of policy context on the ECTs from my perspective as a researcher.

5.6.3 Document analysis of teaching resources collected during the classroom observations

In applying the Bakhtinian principle of a signifying text I chose to analyse teaching resources that were created by the ECTs. My study makes a unique contribution to dialogical research and analysis because teaching resources have not previously been included in dialogical analysis.

The teaching resources I analysed included the ECT's lesson plan, the PowerPoint created for the lesson, a worksheet that pupils used, and the seating plan for the class. The teaching resources originated from the classroom observations that I

conducted of the ECTs. Sullivan (2012) contended that different data collection methods can “add interesting difference to our understanding of a particular genre, against the voices of others” (p. 92). These teaching resources intone the voice/s of genres and discourses and this enabled me to analyse their ideological perspective and worldview and consequent influence on and response from the ECT.

Furthermore, the teaching resources were constructed by the ECT and are interesting to analyse because the ‘listener’ in the tripartite is different from an interview. The intended ‘listener’ for a teaching resource is potentially diverse: the pupils in the class, an observer conducting a formal classroom observation, the class teacher of the class, an assessor if the document is included in a portfolio of evidence, and the researcher observing the lesson. In applying a Bakhtinian lens, these different ‘listeners’ also act as ‘speakers’, immediately or in the future. Bakhtin’s (1986) concept of *addressivity* reveals the influence that these voices can have on the speaker. For instance, the voice of an observer or an assessor is anticipated by the ECT and affects his/her creation of the teaching resource. Burkitt and Sullivan (2009) described this process as “mutual authoring” (p. 566). Dialogical analysis of how the ECT responds to these direct and anticipated voices in the teaching resource, offered insight into the influence of voices from policy context.

I layered the research data from the interviews, classroom observations, and the ECTs’ teaching resources and analysed them in dialogue with each other to explore elements of congruence and anomalies. Brooks (2016) suggested that one explanation for anomalies is that “some sacred stories...are so pervasive that they remain unnoticed” (p. 20). In the context of this research the ECT may not have noticed an aspect of policy that is influencing his/her practice and thus would not have identified this clearly in an interview. The sacred story could allude to embedded government or school policies or practices that have been in place for a long time and have become a normal way of working that the ECT and the researcher might not have recognised. The classroom observations and analyses of the teaching resources were a different method for me to shine light on influences on the ECTs’ professionalism and attrition that could have remained concealed. These different

data sets provide *multi-voicedness* that create a detailed and rich description of the ECTs' lived experiences of the policy context.

5.7 Ethical considerations

In conducting this primary research, I needed to address ethical issues throughout the research process. Conducting qualitative research responsibly requires that the researcher demonstrates this commitment throughout the research process but also is familiar with and applies institutional, national, and international regulations and ethics codes (Fisher and Anushko, 2008). Within this study there were a variety of different gatekeepers and participants who needed to be informed and requested for consent to allow or to take part in the primary research.

Firstly, in this research project, I needed to gain consent from two ITT courses. One ITT course was led by a university and the other ITT course was led by a MAT. The university and MAT acted as gatekeepers in providing access to ten trainee teachers who I would subsequently contact as participants in my research. The university had clear procedures and regulations which I followed to gain permission for my research to be conducted. In line with accounts from other researchers, contacting the MAT, gaining access, and getting consent proved more difficult partly because of a culture and suspicion of performativity, accountability, and surveillance (Gordon et al., 2000). Kehily (2002) cited other obstacles to conducting research in schools, including placing additional workload on already overburdened staff and fear of poor publicity within a competitive education and ITT market. In addition, in this study I found that the leaders within the MAT had less experience and less developed procedures in permitting and enabling research to be conducted within their institution. I needed to gain approval from several bodies, rather than the MAT acting unanimously. Heath et al. (2009) argued that "the role of the gatekeeper can...have an important influence on the nature, quality and focus on...research" (p. 106) and note that "it is not always possible to adopt...a strategic approach to site selection" (p. 105). In concurrence, the sites of research in my study were influenced by how gatekeepers responded in accepting the research opportunity or being reluctant to participate.

I met with key personnel in the university and MAT and provided the research proposal, ethics application, and further information that was requested, to enable the gatekeepers to be fully informed before giving consent for the research to take place in their institution and with the trainee teachers on their ITT course. Informed consent “embodies the moral necessity of obtaining consent to participate in research that is informed, rationale and voluntary” (Fisher and Anushko, 2008: 99), however, given the nature of this investigative qualitative research that is involving semi-structured interviews and classroom observations it was not possible to anticipate all of the research data that would be generated. Therefore, I also stated explicitly to the gatekeepers, before research was consented to, that this qualitative research had an exploratory nature. Additionally, a significant proportion of my research took place in schools where the ECTs were completing a teaching placement or where the ECTs had gained employment. I therefore provided sufficient information and gained informed consent from the head teachers of these schools and then ensured that I followed the policies required of visitors in these schools, specifically safeguarding policy.

I contacted the trainee teachers, through the two gatekeepers, and provided and explained the participant information sheet (Appendix D) and consent form (Appendix E) and answered questions. Then each participant signed to give informed consent that they would like to take part in the research. The research also involved classroom observations of the ECTs which involved a class of pupils. After considering ethical and practical issues and exploring the ethical codes of the university and individual schools, I agreed with the individual schools that the parents/guardians would give implicit consent (Hammersley and Traianou, 2012). Practically this involved me providing appropriate and sufficient information about the research and the classroom observation to the parents/guardians and then I gave details on how to contact me to ask questions or how to withdraw their child from the research. It is possible that “refusal by one participant (could)...prevent the whole process of observation” (Hammersley and Traianou, 2012: 88), however this did not occur. It would have also been possible to alter the class that I observed if a pupil or parent had not wanted to take part in the research.

Finally, it was important to consider the ethical issues involved in narrative life history methodology. Sikes (2010) asserted that “the most important ethical concern is to do all that we can to ensure that we re-present lives respectfully” (p. 16) and that we employ our narrative power in a respectful manner. In addition, the researcher/writer needs to consider the two arenas of internal confidentiality and external confidentiality (Sikes, 2010); basically, how can the narrative of the participants be kept confidential within their workplace or place of study and outside this arena. To offer confidentiality to the participants both arenas needed to be considered and the strategy in maintaining confidentiality differed between the two arenas. For example, the schools and ITT provider involved in the study knew the small group of ECTs involved in the research and were more easily able to identify the narratives and link to the specific participant. Therefore, steps were taken to offer confidentiality to the ECTs who were involved in the research, however maintaining anonymity was still a challenge. For instance, the headline data that I revealed to the school and/or ITT provider, if requested, was an overview of the broad influences that had affected the ten ECTs as a whole, rather than listing the influences that link to each participant. This headline data avoided anecdotes and detailed information about the influences so that the individual participants in the different schools or ITT providers would not be identifiable. As mentioned in Chapter Two, there is the prevailing culture in England of *managerial professionalism* and accountability where trainee teachers must meet standards (DfE, 2016) to pass their ITT course and where teachers are appraised on their ability to meet their performance management targets and this appraisal is linked to their pay. It is therefore particularly appropriate that only headline data was revealed to the ITT providers and schools. I made this approach to maintaining confidentiality clear to the participants, ITT providers, and schools before the empirical research started.

5.8 A dialogical approach to data analysis

The following section documents and justifies my approach to data analysis. This section can be seen as an audit trail that the reader can follow that clarifies the data analysis process. Sullivan (2012) argued that data analysis should weave together a

bureaucratic approach and charismatic engagement because the researcher needs to take ownership of the approach to data analysis and actualise procedures. Sullivan (2012) described a bureaucratic approach to data analysis as detailing a methodical process and following this process systematically so that “the findings can be corroborated” (p. 65). Whilst a charismatic approach to data analysis is defined by Sullivan (2012) as the researcher bringing his/her “own style into the analysis” (p. 64) in terms of the organisation of the data analysis or the writing style of the researcher. My data analysis process has involved deep engagement in and interpretation of meanings within the data (Guest et al., 2014) which has then led to me making decisions about data analysis inductively and taking an exploratory approach. My individual and distinctive approach to data analysis will be explained and justified and will be included as part of this audit trail.

Bakhtin’s philosophy of language has been appropriated in many different approaches to data analysis. These approaches have sometimes used Bakhtin’s philosophy to supplement their existing theory. For instance, Ritva Engeström (1995) incorporated Bakhtin’s concept of *speech genres* to further develop Cultural-Historical Activity Theory. Whilst other approaches to data analysis have based aspects of their theory on specific principles from Bakhtin’s philosophy of language. For instance, discourse analysts (Fairclough, 1992) have incorporated Bakhtin’s conception that “utterances are heteroglot in that they are functions of a matrix of forces” (Bakhtin, 1981: 428) as a foundation in their understanding of the presence of multiple discourses. Contrastingly, Bakhtin’s tenet of *dialogism* is at the centre of my thesis and approach to data analysis rather than a supplement.

I have constructed an approach to data analysis that places both Bakhtin’s concept of *dialogism* and my research questions at its heart. Sullivan (2012) has developed a Bakhtinian-inspired dialogical approach to analysis that is rigorous and tested (Madill and Sullivan, 2010; Sullivan et al., 2009) and I have drawn on this in constructing my approach to data analysis. I have assumed an inductive and exploratory approach to data analysis that is based on a transformative, relational, and subjective ontology. Therefore, I made some adaptations and additions to Sullivan’s approach to suit my research questions and data, which I have explained below.

Prior to data analysis it was important to complete a process of data preparation. This included transcription of my interviews. As much as possible, I followed Bakhtin's approach to transcription. Bakhtin avoided making notes in the transcription about the emotional register and intonation of the speaker. Bakhtin (1984) argued that "loud and living intonation excessively monologizes discourse and cannot do justice to the other person's voice present in it" (p. 198); potentially privileging the voice of the speaker over other voices that may be audible in the text.

In the first stage of my data analysis, I drew on and adapted Sullivan's (2012) approach to dialogical analysis. Sullivan (2012) argued that the researcher should identify "'key moments'...from the data" (p. 72), which he defines as "utterance(s) of significance" (p. 72). Madill and Sullivan (2010) developed an approach of constructing a set of criteria to select key moments in the data in order to reduce a large amount of qualitative data from a series of transcribed interviews. I was in a similar position with a large amount of data in the form of interview transcripts, field notes, and teaching resources. Sullivan (2012) stated that there are "no definite rules in a dialogical approach" (p. 73) and the researcher needs to construct an approach that suits the research questions and the data set.

Constructing the criteria on which to select key moments was an important aspect of this process. I could have used my research questions as the basis of my criteria, but I was concerned that these questions were broad, and I might miss an important element of my data. Instead, I took a more bureaucratic and systematic approach to analysing my data and determining the criteria. I used my research questions and conducted very thorough, detailed, and time-consuming thematic analysis of all the interview transcripts and my field notes to identify the key themes arising from each research question. Thematic data analysis has multiple approaches that can be applied to suit different theoretical frameworks. I assumed an exploratory, inductive approach and immersed myself in the data looking for themes, rather than arriving at the data analysis process with a predetermined hypothesis or set of codes. Braun and Clarke (2006) defined this as inductive thematic analysis rather than theoretical or deductive thematic analysis. In addition, the flexibility of thematic analysis offered me the capacity to explore different influences as well as individuals' agency and

motivation (Braun and Clark, 2006). Furthermore, thematic analysis enabled me to carefully study the fragments of tangled data and look for implicit as well as explicit ideas and meanings which could then be opened up to further questioning.

Investigating these underlying meanings, assumptions and conceptions at a latent level provided a route for me to explore the research questions in much more depth, going beyond what is seen on the surface of the data. However, it was vital that my inductive process of thematic data analysis and interpretation was recorded and explained to ensure that the process was rigorous, consistent, and reliable (Guest et al., 2014).

My thematic analysis drew out key themes which were then used as the criteria for me to select key moments. Appendix F lists my study's research questions and the criteria that I constructed. I then used the criteria to select key moments from the interview transcripts that captured the lived experiences of the ECTs' professionalism and attrition. In line with Sullivan's (2012) dialogical approach, I conducted an iterative process of beginning to analyse the key moments and excluding peripheral key moments based on those that were less relevant. I labelled these key moments to reflect their main feature. Whilst identifying key moments, I followed Sullivan's (2012) dialogical approach of identifying sound bites. Sullivan (2012) defined sound bites as a phrase or short sentence where "the participant may use a particular expression or put things in an unusual way" (p. 74). Even though sound bites are decontextualised for the reader, Sullivan (2012) argued that sound bites can be included alongside analyses of key moments as a way of substantiating the data. I created a table of soundbites that were compiled about each ECT. This was significant in introducing the participant's voice and the range of participant voices.

I then conducted initial data analysis of the key moments and presented this as a table (Appendix G and Appendix X). Sullivan (2012) suggested that the key moments can be analysed based on "the genre and type of discourse, the affect or emotion, ...(the *chronotope*), and the context of where it was happening or what was being said" (p. 75). I followed this approach but added intertextuality to the analysis. I made this addition because it made potential links to specific policy texts which is central to my research questions. Intertextuality is also an analytical technique which

is entirely consistent with Bakhtin's (1986) dialogic approach. I then started to make links between key moments which had a similar genre or discourse and I wrote up a general summary of my initial analysis. I was attentive to the "hermeneutic circle" (Sullivan, 2012: 82) of data analysis that occurs between the research questions and the data. I placed emphasis on specific aspects of the data in response to my research questions and amended my research questions in response to what was revealed in the data.

In line with Sullivan (2012) I then "creatively mix(ed) theory with data" (p. 84). I drew together the data analysis with my analysis of approaches to understanding professionalism, which was explained in Chapter Two and presented in Figure 1. I analysed the key moments to look for contours of the professional genre: high-low teacher autonomy, contextualist-reductionist discourse. I also analysed the key moments to identify explicit or concealed traces of sub genres of professionalism: *branded professionalism; national/managerial professionalism; occupational professionalism; democratic/collaborative professionalism; local professionalism; organizational professionalism.*

Next, in line with Sullivan's (2012) approach, I chose specific key moments that referred to specific research questions and raised interesting issues, subtleties, and additions. I then conducted discourse analysis of these utterances in terms of their "*chronotope*, emotional intonation, sub genres, how it relates to the summary" (Sullivan, 2012: 88) and other ECTs, and the presence of other voices. The final element of this discourse analysis was added to Sullivan's (2012) approach. I was attentive to the influence of other voices, which emanated from policies, because it was of crucial importance in responding to my research questions. This stage of discourse analysis was also important in analysing how the ECT had responded to a genre in restricting, embracing, or assimilating the genre.

Subsequently, I analysed how different ECTs had intoned a genre. Sullivan (2012) contended that placing participants in dialogue with each other has two functions. Firstly, it can give further information about features of the genre. Secondly, it can illuminate how different participants can respond to and assimilate a genre and the consequent unique lived experiences of the different participants.

It was then important to dialogue the results of the interview transcripts with the other data sets; firstly, field notes of classroom observations that I had conducted. Analysis of the field notes was quite complex in identifying different voices within the dialogue. I was the author of the field notes and then there were voices in the text of the ECT, pupils, the classroom teacher, and from policy context. I applied Bakhtin's principles of *dialogism* and drew on Sullivan's (2012) approach to dialogical analysis of commentaries. This prompted me to consider additional questions: what position does the narrator/author assume? What agency do other voices have to respond to the authorial text? Who is the author addressing? There was a large amount of data and I used the same criteria (Appendix F) to select key moments and sound bites in the field notes. I then followed the same inductive process, as outlined above, of selecting key moments, conducting initial data analysis, drawing in theory to inform my subsequent data analysis, and finally conducting discourse analysis of specific utterances from these key moments.

Next, I analysed the teaching resources that the ECTs had created. Previously, dialogical research has not analysed teaching resources and therefore there was not a suggested approach. Instead, I applied Bakhtin's principles of *dialogism* and drew on Sullivan's (2012) approach to dialogical analysis to construct an approach to analysing this data set. Firstly, I only selected teaching resources that were constructed or co-constructed by the ECT: a signifying text. There were a range of documents for me to analyse, including lesson plans, lesson observation forms, lesson PowerPoints, worksheets, and seating plans. This did exclude lesson plans and lesson PowerPoints that were not wholly or partly created by the ECT. In analysing the lesson resources, I considered the "tripartite unity" (Bakhtin, 1986: 122) of dialogical relations between the speaker, the listener/s, and other voices that were present in the text. This tripartite differed dependent on the teaching resource and the context. For instance, one seating plan was co-constructed by the ECT, the 'speaker', who drew on pupils' data that had originated from national and school assessments. The seating plan was a tool for the ECT but observers, including myself, were given access to see or judge it as 'listeners.' The seating plan had 'other voices'

from school and national policies and genres that were present and living within the seating plan.

There was a large amount of data and I applied the same criteria (Appendix F) to select key moments and sound bites in the teaching resources. I then followed the same inductive process, as outlined above, of selecting key moments, conducting initial data analysis (Appendix H and Appendix Y), drawing in theory to inform my subsequent data analysis, and finally conducting discourse analysis of specific utterances from these key moments. There were significant differences in analysing the emotional intonation of a written teaching resource in contrast to analysing the emotional intonation of an interview with the researcher. Instead, I analysed the use of punctuation, capital letters, and sentence structure to illuminate the emotional intonation of the ECT. In addition, I looked closely to identify if the ECT had intentionally altered the “stylistic aura” (Bakhtin, 1986: 87-88) of a word or phrase because this revealed further understanding of the emotional intonation of the ECT.

I analysed each ECT’s key moments separately to maintain the primacy of each ECT’s lived experience. However, I placed the data sets for each ECT in dialogue with each other during latter stages of the data analysis. This highlighted the influence of *addressivity* and *heteroglossia* on the specific utterance.

5.9 Summary

In the first half of this chapter, I outlined my methodology and role as a researcher and detailed how Bakhtin’s theoretical framework was at their core. I also explained my research journey and how I had addressed ethical considerations. In the second half of the chapter, I described how I applied Sullivan’s (2012) Bakhtinian-inspired dialogical approach to data analysis in analysing the semi-structured interviews and my field notes. Finally, I explained how I constructed a unique dialogical approach to analysing the ECTs’ teaching resources which was based on the principles of Sullivan’s (2012) dialogical approach. The following chapter is an Analysis Chapter which examines how policy context has affected the ECTs’ professionalism.

Chapter Six: Analysis Chapter on ECTs'

professionalism: “I felt like I was, you know, part of a mechanism”

6.1 Introduction

The previous chapter outlined this study’s methodology and dialogical approach to data analysis. This chapter employs this dialogical approach to data analysis to analyse the influence of policy context on the ECTs’ professionalism. This chapter initially sets out the research questions which will be addressed and explains the structure of this Analysis Chapter.

The aim of this chapter is to analyse how the ECTs respond to policy context and to analyse the influence on their professionalism during the three-year longitudinal study. Analysing policy context (Ball et al., 2012; Sandler, 2018) has been employed because it analyses the influence of policies collectively to identify themes and places the lived experience of the ECT at the centre of the study. During the data analysis, it has been crucial to explore influences from policy context that are overtly expressed by the ECT and to look under the surface of the data and look for semi-concealed and hidden voices from policy context. During the data analysis the voice of the researcher has been carefully attended to, to explore the influence that I had on the utterance.

The research questions that will be addressed in this Analysis Chapter are:

- How does policy context influence ECTs' professionalism?
 - What are ECTs’ views of how policy context influences their professionalism?
 - In what ways are ECTs’ views on the influence of policy context on their professionalism congruent with classroom observations of ECTs and teaching resources that ECTs created?

The dialogical process of data analysis was closely related to Sullivan's (2012) approach, which has been specified in Chapter 5.8. During this dialogical process of data analysis, I identified key moments in the data. The initial data analysis of the key moments from the interview data is presented in Appendix G. The initial data analysis of the key moments from the teaching resources that the ECTs created is presented in Appendix H.

This Analysis Chapter is organised around key moments from the interview data from each ECT. These key moments draw together data from different data sets. Bringing together these different strands of data enables dialogue between the data sets and enables close analysis of the impact of the utterances' *heteroglossia* and *addressivity*. I have analysed and presented each ECT separately to maintain the primacy of each ECT's identity and lived experiences and the unique *heteroglossia* and dialogic interrelations. If an ECT has multiple key moments, the key moments have been analysed and presented chronologically to investigate how the *heteroglossia* potentially altered and how the agency of the ECT potentially changed during the longitudinal study. In line with Bakhtin's (1986) approach whole utterances are the unit of data that are analysed as a "signifying text" (p. 113). It has also been important to include whole utterances because the signifying text is more deeply understood alongside dialogue with the immediate listener/s and with the *heteroglot* (Bakhtin, 1981) of the utterance. Where whole utterances are lengthy, they have been placed in the Appendices.

The anonymity of the ECTs, ITT providers, MATs, and schools were protected by giving them pseudonyms. However, it was important to provide the reader with information about the background of each ECT, the ITT provider they trained in, and the schools and MAT they taught in. A pen portrait of each ECT is presented in Appendix A and information about each ITT provider, school, and MAT is presented in Appendix B.

6.2 Analysing the influence of policy context on the ECTs' professionalism

This Analysis Chapter seeks to analyse how policy context has influenced the ECTs' professionalism. In this Analysis Chapter data has been analysed from five of the ten

ECTs. Tara, Alice, and Kate trained and worked throughout the longitudinal study within Altmere Learning Partnership (ALP) MAT. I chose to focus in this chapter on their lived experiences of this *heteroglossia* and policy context because of the understanding offered about how a form of *branded professionalism* operates and how it shaped the ECTs' professionalism. Furthermore, it was insightful to analyse how these ECTs responded to ALP MAT's policy context in different ways. Laura was selected because of her lived experience of policy context, at Rushall Academy, which contrasted with ALP MAT. Finally, I chose to include Hannah's lived experience of policy context, and the influence on her professionalism, because of her insight as an *outsider* and her response to policy context.

This Analysis Chapter begins by analysing data from Tara, Alice, and Kate where the policy context throughout the longitudinal study was very similar. These three ECTs completed the same ITT course that was led by ALP MAT. The three ECTs were successful in getting jobs at Thatcham School, which is part of ALP MAT, and continued in these jobs throughout their NQT and RQT years. They trained and then taught within ALP MAT for the duration of my longitudinal study.

The DfE (2014) championed a shift towards network governance, where leaders within schools were given increased autonomy to lead their school, particularly in relation to teaching and learning. The DfE (2014) established MATs, through policy context, which were a vehicle to enable network governance. The DfE (2021) stated: "The government's vision is for every school to be part of a family of schools in strong academy trusts" (p. 6). This reflects the government's policy direction towards MATs. ALP MAT is a relatively small MAT consisting of three secondary schools and five primary schools. ALP MAT led the ITT course, which was accredited by a university.

6.2.1 Tara – Research Question: What are the ECTs' views of how policy context influences their professionalism?

Tara completed her first teaching placement at Thatcham School from September 2018 to January 2019. Key moment 2 (Appendix I) is an utterance from my first interview with Tara which took place in January 2019 at Thatcham School. In this key

moment, Tara reflects on the recent academization process where Thatcham School became an academy and then joined ALP MAT in September 2018. Tara reflects on the influence on her own professionalism and on the professionalism of other teachers at Thatcham School. Tara explains that she chose to: “*follow how they want me to be as a teacher, you know. I think that’s very important. If you don’t like where you are, don’t be there (laughs) quite simple*” (192). In this utterance, Tara presents a compliant approach where she accepts that she will follow the policy context of ALP MAT and consequently let them shape her professionalism. It is insightful to analyse why Tara laughed within this utterance. This could indicate *double-voicedness* (Bakhtin, 1986): a concealed voice which is critical of this academization process which has led to teachers choosing to leave the school. However, this voice is secondary and overshadowed by Tara’s dominant voice.

Key moment 2 contains *multi-voicedness* (Bakhtin, 1981) with teachers who had “*very very strong opinions about how they want to teach. And I find that those people are now not here*” (192). Tara does not explain the views of individual teachers and seems to distance herself from these voices. Tara seems to be dismissive of these teachers’ approach to professionalism and states that these teachers can choose to leave the school if they do not like the changes. These teachers, who have left, offered different perspectives on how to teach and challenged the teaching and learning policies of ALP MAT. Tara’s repetition of the word “*very*” (192) indicates that Tara perceives these teachers’ opinions as strongly in contrast to ALP MAT’s policy context. It will be useful to complete further analysis to explore whether these teachers were also providing centrifugal forces which challenge the dominant *secondary speech genre* (Bakhtin, 1986) of *national professionalism* (Day and Sachs, 2004). However, Tara suggests their presence has been lost as many of these teachers chose to leave the school because they were not able to practice an approach to professionalism that differed from ALP MAT’s policy context. Tara explains that now “*(E)veryone’s on the same page*” (192), which suggests that these discordant voices are no longer present or are concealed. This *heteroglossia* (Bakhtin, 1986) enables a dominant *secondary speech genre* to prevail, where teachers who are “*on the same page*” (192) provide strong centripetal forces which support the policies of ALP MAT.

Within this utterance there is *multi-voicedness* with the voice of the leadership team of ALP MAT. Tara does not reveal the identity of the voice and instead uses the pronoun “*they*” (192). This voice is veiled but Tara suggests that the Trust seeks teachers who are not “*complacent*” (194) and who “*want to be here for the kids*” (192). Therefore, Tara associates ALP MAT with embodying these values of operating for the benefit of the pupils and of avoiding complacency. Tara concurs with and intones this voice and narrative of ALP MAT. She appears to accept that this will mean that ALP MAT will shape her professionalism. In addition, Tara perceives the future and the implications of academization optimistically and she conceives the impact on her professionalism as positive. She states: “*I think that’s why I am going to love teaching for a while, it is going to be different every day, especially with the science curriculum being so varied*” (194). The emotional tone of this utterance is optimistic and suggests that Tara’s lived experience is positive at this stage of her ITT course.

Tara uses the phrase “*you know*” (192) on two occasions: “*I want to follow how they want me to be as a teacher, you know*” (192). This phrase draws the researcher into the dialogue and indicates the influence of *addressivity* (Bakhtin, 1986) on the utterance. Tara could be acknowledging my understanding that teachers need to follow the policy context of a school or could be inviting my perspective. My prior and current experience as a teacher seems to have affected the dialogue between Tara and myself within this utterance. In response, I tried to avoid this line of dialogue with Tara’s utterance and instead asked a follow-up question which placed the focus on why Tara thinks teachers were potentially leaving.

The soundbite (below) comes from later in Tara’s first interview. It reflects policy context that has been put in place and potential advantages of these policies:

- “*178 Tara: There is one policy that sticks out for me at the minute. Well not necessarily a policy, the school says they are trying to minimise teacher workload. I think that’s come in since the academisation process....I’m coming in at a brilliant time because I think maybe 10-15 years ago when you were teaching there was so much more to do. Whereas now we are much more consistent on, we’ll share this, we’ll share that, we’ve got these tracking systems, we’ve got this marking policy in place, we’ve got the behaviour system in place now and we are following more.*”

This soundbite reveals intertextuality with the DfE's (2019a) *Teacher Recruitment and Retention Strategy*. This policy seeks to reduce teacher workload with the aim of improving the retention of teachers. Tara is very positive about this policy context of "*minimis(ing) teacher workload*" (178) that was set out in government policy and then implemented in the policies of ALP MAT. Later in this soundbite Tara alludes to the policy context of ALP MAT which Tara conceives as minimising teacher workload, namely a central behaviour system, a marking policy, and shared tracking systems. It is useful to evaluate the effects of this centralised policy context which simultaneously shapes significant aspects of the ECT's professionalism whilst decreasing the ECT's workload. This soundbite hints at *branded professionalism* (Whitty, 2014) which is a distinctive approach to teaching and learning that is led by a specific network, for instance a MAT. In further data analysis, it will be useful to identify features of *branded professionalism* within ALP MAT and the potential influence on Tara's professionalism. Furthermore, it will be insightful to analyse whether the *branded professionalism* that is evident in ALP MAT is shaped by and strengthens the dominant *secondary speech genre, national professionalism*, or whether it offers an alternative value system.

6.2.2 Laura – Research Question: What are the ECTs' views of how policy context influences their professionalism?

It is useful to place a soundbite from Laura in dialogue with Tara's lived experience of ALP MAT's policy context. Laura completed a university-led ITT course and accepted a job at Rushall Academy. Rushall Academy is not part of a MAT or a network of schools. It has approximately 600 pupils in years 7 – 11 and is in a rural location. Laura accepted a job as Head of Food which started in September 2019 at the start of her NQT year. This soundbite (Appendix J) is from my third interview with Laura in November 2019.

In this soundbite there is concealed intertextuality and *multi-voicedness* with Rushall Academy's policy context. Rushall Academy's Curriculum Policy states that in Years 7

– 9 Technology, Arts and Humanities subjects teach a cross-curricular project on a specific “‘Theme’ which...culminates in a ‘mission’” (p. 3). This approach to curriculum planning has been constructed by Rushall Academy and includes features of *democratic professionalism* (Sachs, 2003) because the teachers have worked collaboratively to design a curriculum that suits the interests and requirements of the individual pupils in this *heteroglossia*. Therefore, in contrast to Tara, Laura is writing the schemes of learning and teaching resources for Food by herself. Rushall Academy’s policy context steers Laura’s professionalism to a much smaller degree, in comparison to Tara’s lived experience within ALP MAT, but it significantly increases her workload because she is unable to share resources and ideas with Food teachers in other schools. Laura explains that “*you’re planning constantly*” (138). In addition, Laura states that “*Food itself is a very isolating subject*” (136). Laura’s lived experience of isolation appears intensified because she is completing the lesson planning as an individual and not networking with other schools.

In the soundbite Laura explains how the policy context is causing her to work at weekends and during holidays. The utterance contains *double-voicedness*. One voice is supportive of the policy context where Laura asserts “*you are the Food department*” (140) for Rushall Academy which requires a significant amount of planning and preparation. Whilst a second voice describes the impact of the policy context and resulting high workload on Laura’s personal life and wellbeing. The centripetal voice is dominant despite the intense workload and feelings of isolation. Laura’s centrifugal voice appears to recognise these challenges but indicates acceptance: “*It’s like oh, ok* (140). Laura identifies that teaching the subject of Food is causing the high workload and feelings of isolation. However, the policy context at Rushall Academy appears to be another factor which is leading to Laura’s isolation and intense workload.

In contrast, ALP MAT’s policy context and approach caused teachers to deliver centralised schemes, share teaching resources, and network with professionals across the MAT. This decreased their workload and isolation. However, Tara’s key moment indicates that ALP MAT’s policy context significantly shaped and restricted her professionalism. This was partly due to Tara’s compliant and accepting approach in

adhering to ALP MAT’s policy context. It will be useful to identify and analyse further effects of a prescribed and centralised policy context.

6.2.1 Tara - Research Question: In what ways are the ECTs’ views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in November 2018, where Tara taught a year 8 Science lesson. The class had seven lessons of Science a fortnight; four lessons were taught by Tara and three lessons were taught by the class teacher who was also Tara’s mentor. The lesson was observed by her mentor. This lesson was taught during Tara’s first placement at Thatcham School and was two months prior to the interview analysed above. A lesson plan from this lesson, a signifying text from Tara, is placed alongside the interview data to analyse influences from policy context on Tara’s professionalism. This process of drawing data together, within a key moment, also encourages dialogue between the different data sets and draws attention to the influence of *addressivity* and *heteroglossia*. Below is a section of the lesson plan, which is reproduced in full in Appendix K.

Time	Students (SEN) (PP) (H,M,L)	Teacher	Questioning Assessment Safety
10:05	Students to be lined up outside quietly waiting to be allowed in.	Teacher to meet and greet students at the door and instruct the students to collect their books, enter in silence and sit down to complete starter.	
10:10	Students to be completing the silent starter.	Teacher to take register and walk around the room ensuring that the students have completed what is expected of them.	
10:15	Class discussion on the answers from the silent starter – students to self-assess in purple pen.	Teacher to assist with book check and provide extension questions to those who have finished.	

The emotional tone of this document contrasts strongly with the interview and soundbite, analysed above, which reflect Tara’s emotions and opinions. In this lesson plan Tara uses the third person to describe her roles and responsibilities which creates an emotional distance. Tara is likely to conceive the *superaddressee* (Bakhtin,

1981) of the lesson plan as either the observer of the lesson or ALP MAT's ITT course leader who will assess the lesson plan as evidence of Tara's progress. Tara may also perceive the university, that is accrediting her ITT course, as the *superaddressee* because the university will assess Tara's lesson plan as evidence in her ITT portfolio. This distanced approach reflects the influence of *addressivity* and is appropriate to the *superaddressee* of the document. The lesson plan has instructional, prescriptive language. It sets out instructions that the students and teachers need to follow. For example, "Teacher to take register and walk around the room ensuring that the students have completed what is expected of them." The lesson plan suggests a *reductionist discourse* (Murray and Maguire, 2007) which outlines the actions of the teacher and the students and is not responsive to the changing context of the individuals in the classroom. The lesson plan appears to prescribe the roles and responsibilities of the teacher and indicates that it is influencing Tara's professionalism. Furthermore, the lesson plan demonstrates a power imbalance between Tara and the students. Tara could perceive that she needs to dictate the actions of the students in order to meet the expectations and policy context of ALP MAT. Consequently, Tara may feel compelled to direct the students' actions in a strict and rigid manner. This provides further evidence of a *reductionist discourse* where the students are unable to deviate from the tasks and conduct outlined in the lesson plan.

There are two authors of this document. The author who constructed the lesson plan proforma and Tara who filled it in. The lesson plan has been written on an old style proforma because the previous name of the school is on the original document. In this thesis, this data has been removed to ensure anonymity for the school and the ECT. Furthermore, the lesson plan proforma used by Tara does not comply with the lesson structure that is stipulated in ALP MAT's Teaching and Learning policy: "Teaching staff are responsible for planning and teaching structured lessons that reflect the detailed guidance in the 5-part lesson document" (p. 4). The 5-part lesson structure, set out in ALP MAT's Teaching and Learning policy, is not evident in the lesson plan that Tara has written. Tara has not utilised the lesson plan proforma which has been created by ALP MAT. This could be a sign that Tara is critical of the

new proforma, or it could indicate that the school is in a period of transition in implementing the changing policy context because academization occurred in September 2018, just two months earlier.

Placing these two data sets in dialogue reveals *double-voicedness*. In Tara's interview she explains that she wants to fully comply with ALP MAT policies: "*I want to follow how they want me to be as a teacher*" (192). However, the lesson plan does not reflect the 5-part lesson structure which is at the heart of ALP MAT's Teaching and Learning policy. This is particularly interesting given that the *superaddressee* of this lesson plan is the classroom observer of the lesson and the ITT course leader for the MAT who may look at this lesson plan as evidence in Tara's ITT portfolio. There is potential for this 5-step lesson structure to significantly shape Tara's professionalism, but only if she puts this policy context into place. It is also useful to consider whether all professionals within ALP MAT are enacting ALP MAT's policy context consistently or whether there are contrasting expectations. For instance, ALP MAT's ITT course leader may have provided Tara with a lesson plan proforma which is different from the lesson plan prescribed in ALP MAT's Teaching and Learning policy. Rather than intentionally rejecting ALP MAT's policy context, perhaps Tara has evaluated these different expectations and chosen which expectations are most significant, which she has then complied with.

Dialogical analysis of this lesson plan indicates intertextuality and compliance with elements of the policy context at Thatcham School, which is determined by ALP MAT. Firstly, there is an unwritten expectation that the teacher should stand at the door at the start of the lesson and "*meet and greet students*" which is in evidence on the lesson plan. Secondly, ALP MAT stipulates that the starter task should be completed as a "*silent starter*" for all lessons. Finally, the lesson plan shows evidence of following ALP MAT's Curriculum, Assessment and Reporting policy which states that "Teachers should provide student opportunities to respond to feedback...Where students respond to feedback, this will be done in purple pen." The lesson plan indicates how Tara has shaped her professionalism in these three different areas to comply with ALP MAT's policy context. The *chronotope* (Bakhtin, 1981) of the signifying text reflects a vertical space for the professional where Tara has adhered to ALP MAT's policy

context and been directed in different elements of her professionalism. The intertextuality with these written and unwritten policy expectations creates *multi-voicedness* in the lesson plan. The lesson plan echoes with these different voices from ALP MAT's policy context which subsequently influence Tara's professionalism. These voices emanate from the leadership of ALP MAT who have created a form of *branded professionalism* which shapes the professionalism of teachers within ALP MAT.

Finally, I draw this lesson plan together with field notes that I wrote whilst Tara taught this lesson:

- *"The Learning stars and learning consequences board - is the same across the three secondary schools in Altmere Learning Trust. Tara used the board to write names of learning stars (particularly at the start of the lesson)."*
- *"Staff have a red coat, that is branded, that Tara and other staff were wearing around the school. It was the same coat across the MAT and identified who were teachers. Have staff been asked not to wear other coats?"*

My field notes reveal other examples of *branded professionalism*, namely a branded coat that the teachers wore and a *"Learning stars and learning consequences board"* which was used to write the names of pupils getting positive and negative behaviour points. In both instances, Tara complies with the policy context which resonates with the approach she described in her earlier interview.

The data from this key moment indicates that Tara's professionalism is being shaped by the policy context of ALP MAT, which has created a form of *branded professionalism*. However, there is concealed intertextuality with OfSTED guidance in the form of the *School Inspection Handbook* (OfSTED, 2018) which states teachers "manage pupils' behaviour highly effectively with clear rules that are consistently enforced" (p. 53) and "(T)eachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively" (p. 53). These two extracts from OfSTED's (2018) *School Inspection Handbook* can be seen to be directing or strongly influencing ALP MAT's policy context. ALP MAT requires teachers to *"meet and greet"* and have a *"silent starter"* which in turn demonstrates "clear rules that are consistently enforced" (OfSTED, 2018: 53). Furthermore, the policy context of ALP MAT requires students to write feedback in *"purple pen"* which in turn

provides evidence of pupils using their teachers' "feedback effectively" (OfSTED, 2018: 53). The data indicates that ALP MAT has developed a form of *branded professionalism* which is shaping Tara's professionalism. However, this form of *branded professionalism* and the ALP MAT policy context appear to be functioning to also meet OfSTED guidance. The *branded professionalism* evident at ALP MAT, appears to be providing centripetal forces which strengthen *national professionalism*, rather than offering an alternative approach to professionalism and competing with the dominant *secondary speech genre*.

Tara – Research Question: What are the ECTs' views of how policy context influences their professionalism?

Key moment 3 (Appendix L) is an utterance from Tara's second interview which took place at Thatcham School in May 2019. Tara had completed her second placement at Winterview School from February to April 2019 which was another secondary school within ALP MAT. She then returned to her main placement at Thatcham School to complete her ITT course.

This utterance reflects the pupils' responses to changes in the policy context at Winterview School and the influence on Tara's professionalism. Tara states: "*whenever the Head tends to put anything in Winterview it was, the kids just blew up. You know 'you can't do this. You can't do that. Oh I'm going to do it anyway'. So I found that quite difficult to manage*" (20). The utterance contains *multi-voicedness* from the voices of pupils who responded to the headteacher implementing policy changes. This is vividly described by Tara when "*the kids just blew up*" (20) which indicates the intensity of their reactions. Tara presents the pupils as centrifugal forces who are impeding the policy changes from being implemented successfully. She describes how she found it "*difficult to manage*" (20) to implement school policies when the pupils had a negative reaction and refused to conform to ALP MAT's policies. This placed Tara in a difficult position of seeking to implement ALP MAT's policy context with pupils who created discordant voices and actions that impeded *branded professionalism*. The *chronotope* of this utterance suggests how Tara's

professionalism is being restricted by ALP MAT policies and by the reactions of some of the pupils. Tara's voice and professionalism is shaped by these conflicting voices. Tara contrasted how it was only a minority of pupils at Thatcham School who would not conform with policy context and policy changes and would act as centrifugal forces: *"I think if we did get any sort of chat. It would just be from literally from the minority. 5% of this (Thatcham) school"* (22).

Later in the utterance, Tara uses an example to describe how other teachers responded to policy context at Winterview School. Tara describes the teachers at Winterview School as having *"a different mentality entirely when it comes to the behaviour management of children"* (22) in comparison to the teachers at Thatcham School. Tara explains how a child climbed onto the school roof during a break time and that Tara was sat with the other Science teachers. Tara incorporates *multi-voicedness* and draws in the voices of the other teachers through direct speech: *"don't look Tara, don't point, the cameras will see that you've seen it"* (22) and *"don't look, don't let them see that you're looking because then you'll be in trouble or you'll be the one that has to get that child off the roof"* (22). The reported speech indicates the vertical role of the professionals where the teachers conceive themselves as being watched and monitored and that the CCTV cameras would be used to assess their actions. The pronoun *"them"* (22) is used which conceals the identity of who is watching and monitoring the teachers' professionalism. In analysing the utterance more deeply this concealed voice is present throughout. Later in the extract, Tara explains how *"that department is now under review"* (26) where the concealed, anonymous voice of the leadership of ALP MAT is assessing the Science teachers' professionalism and effectiveness. This extract contains an insightful example of the "professional stratification of language" (Bakhtin, 1981: 289). Tara does not elaborate on what the process of being *"under review"* (26) involves and I do not ask Tara to explain further. This dialogue indicates a shared understanding between Tara and I, as professionals within the teaching profession, regarding what this review process will involve. Tara explains that this example and other examples reveal that *"the teachers are complacent"* (22) and are not implementing the policies that are being prescribed by Winterview School and ALP

MAT. Tara's utterance indicates that these teachers are creating centrifugal forces because they are resisting implementing ALP MAT's policy context.

In this utterance, Tara presents herself as questioning these teachers' approach. She illustrates how she deviated from these teachers' approach and sought to deal with the unsafe pupil behaviour. Tara distances herself from their "*complacent*" (22) attitude and instead sought to comply with the policy context, which in turn shaped her professionalism. The use of the word "*complacent*" (22) resonates with Tara's first interview, where she used this term to describe the teachers who left Thatcham School once it academized. Dialogical analysis of this utterance reveals a concealed voice and narrative that originate from the leadership of ALP MAT. In line with her first interview, Tara has intoned the voice and narrative of ALP MAT that dismisses professionals who do not comply with ALP MAT's policy context and describes them as "*complacent*" (22).

This utterance contains *double-voicedness*. Tara principally seeks to distance herself from "*complacent*" (22) teachers at Winterview School and to demonstrate her compliance with policy context. This conforms with the role prescribed by ALP MAT and reveals centripetal forces. However, there is a second voice that is quieter and more tentative: "*But with the change all the time, the teachers are becoming complacent so you can't really blame them as such*" (22). This extract reveals that Tara understands how the changing policy context is affecting the teachers at Winterview School. This second voice implies that instead of the teachers being at fault that it is the leadership of Winterview School, who are constantly changing the policy context, who are to blame instead. However, Tara appears to recognise that she has critiqued the policy context too deeply. In the final sentence Tara pauses her earlier dialogue and seeks to return to the centripetal compliant role: "*Anyway, I'm not paid to think like that*" (26). Whilst Tara is not on a funded bursary course, this sentence signals that ALP MAT has offered Tara a job as a Science teacher for her NQT year. This indicates that Tara conceives her salary and future job within ALP MAT as important factors that cause her to suspend her critique of ALP MAT's policy context. This sentence is also significant as it suggests that Tara perceives that ALP MAT's policy context influences not only her actions as a teacher but also her views and

thoughts about professionalism. ALP MAT's form of *branded professionalism* creates a distinctive set of practices, which are shaped by policy context, and performed by professionals. However, Tara's utterance indicates that ALP MAT's form of *branded professionalism* is also operating at a deeper cognitive level. Tara perceives that she needs to avoid questioning and challenging ALP MAT's policy context. She therefore seeks to avoid voicing a critical approach to ALP MAT's policy context. Instead, Tara purposefully emits centripetal forces which strengthen the *secondary speech genre* of *branded professionalism* and consequently shape her professionalism.

This final sentence also reveals a hierarchical style of leadership and decision-making in ALP MAT. This indicates that the leadership of ALP MAT are paid a significantly higher salary to make decisions about policy context, whilst professionals are paid less and have a role to comply and not to evaluate policy context. Deeper analysis reveals a *sideways glance* that suggests that Tara is concerned about the salaries of different professionals.

Next, two soundbites from later in the interview are placed in dialogue with this key moment. They signal a more critical response from Tara to the ALP MAT policy context:

- *"168 Tara: I think there was a lot of, particularly when I left. Erm when I left Winterview I heard that the department was under review, you know going towards the OfSTED. Yeh headteacher's in and out of the lessons. I know from chatting to another ITT and he was teaching that same year 9 class, quite difficult year 9 class, the Head would come in and have a go at them and the teacher. You know 'it's not silent work in the first 10 minutes'. Well he's got no one in here with him. The ITT trainee has got no one in here helping him or how's he supposed to know that or. I just think. I wasn't there for that, luckily, but there were interventions being put in place for the OfSTED coming."*

In this soundbite, Tara is much more critical of how the headteacher of Winterview School is monitoring the implementation of policies. There is hidden intertextuality with ALP MAT's Teaching and Learning policy which requires a starter for the first ten minutes of every lesson which is completed in silence. Tara describes how the headteacher *"would come in and have a go at them and the teacher"* (168) for not

implementing this policy. Tara's utterance implies that the teachers were criticised, whilst teaching a lesson, if they did not comply with ALP MAT's policy. This style of leadership suggests limited autonomy for the professional where non-compliance is dealt with assertively. Furthermore, Tara describes how "*The ITT trainee has got no one in here helping him*" (168) with quite a "*difficult year 9 class*" (168). This extract suggests that Tara is questioning the support that the school is offering to their ITT trainees.

A significant element of this soundbite reflects the role of OfSTED in assessing the performativity of the department, the school, and the MAT. The soundbite refers to OfSTED twice: "*there were interventions being put in place for the OfSTED coming*" (168). OfSTED seems to play an important role in shaping the interventions that are being put in place at Winterview School. The role of the headteacher appears to be intertwined in passing on and monitoring the policy context required by OfSTED. This extract implies that Winterview School is setting policy context and constructing a form of *branded professionalism* which is aimed to meet the expectations of the dominant *secondary speech genre, national professionalism*.

Woven throughout this soundbite is concealed *multi-voicedness* with central government. The government's voice in constructing the policy context and performativity criteria, which are at the heart of *national professionalism*, is not directly referred to by Tara. Tara is either disguising, or potentially not recognising, the government's voice, values, and expectations. Tara instead conceives OfSTED as setting the expectations on which Winterview School will be assessed. The importance of OfSTED is highlighted when Tara personifies OfSTED: "*the OfSTED coming*" (168). Tara presents OfSTED as unified, impersonal, and dominant and Winterview School is putting interventions in place to meet OfSTED's expectations. This soundbite has a *chronotope* of limited autonomy where the values and expectations of the professionals are externally prescribed and monitored. OfSTED inspections provide centripetal forces and are utilised as a vehicle to reinforce the values and expectations of *national professionalism*.

In the second soundbite Tara describes a policy change to the time she spends with her tutor group each morning:

- *“54 Tara: And that's just something that I think is something that has been taken out of teaching now, because obviously we get our directed tutor time, we get our directed what we have to teach them in the time that we are with them. We don't have time to actually just go - 'hey student, are you alright?' And part of me, I'm like that anyway. Whenever I pass any student in the corridor. Hence that's why my rapport building is quite good. but I would like that tutor period. Maybe even if it's just one tutor time a fortnight, just to go, right guys let's class chat. Let's just and show them what it's like to have a good conversation. I think actually sometimes that's lost a little bit.”*

Within this soundbite there is a concealed voice in the form of the people who have created the tutor time activities and have given these to Tara to teach. The concealed voice has power and has “*directed*” (54) Tara’s professionalism by setting the subject matter and activities for her tutor time. The phrase “*obviously we get our directed tutor time*” (54) implies that Tara has not been involved in creating the curriculum but instead gets given the activities. This reflects a *reductionist discourse* where Tara conceives that she is unable to alter the activities to suit the individuals and the *heteroglossia*. This soundbite reflects a more questioning and critical approach to this policy change, which is a contrasting attitude from the compliant approach that Tara presented in her first interview. Tara explains that she is unable to spend time building rapport and showing “*them what it's like to have a good conversation*” (54) because there were specific activities that Tara was asked to complete during “*directed tutor time*” (54). This soundbite reveals that Tara has recognised and voiced limitations to a curriculum that is stipulated by ALP MAT policy context. Nevertheless, Tara appears to implement the directed tutor time and comply with the policy context.

Tara - Research Question: In what ways are the ECTs’ views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in April 2019, where Tara taught a year 9 Science lesson. This lesson was taught during Tara’s second placement at Winterview School and was one month prior to the interview analysed above. During my

classroom observation, there was not another teacher present. Tara was the sole class teacher, which could suggest that the Science department was understaffed. The lesson plan, a signifying text from Tara, is placed alongside the interview data to analyse influences from policy context on Tara’s professionalism. Below is a section of the lesson plan, which is reproduced in full in Appendix M.

L I N K	Starter		1 0
	Context		
E S T A B L I S H	Learning Objectives		1 0
	Modelling		
	Success Criteria		
A C H I E V E	Main Learning Activities		3 0
	Extension Activities		

The intended audience for the lesson plan is the ITT course leader who may assess it as evidence in Tara’s ITT portfolio. The class does not have a permanent class teacher and therefore would not be the *superaddressee*. Tara could conceive her mentor at Winterview School as the *superaddressee* because he may check her lesson plans. It is also conceivable that Tara has written the lesson plan with my role in mind as an observer of the lesson. This is an interesting consideration to analyse in terms of how Tara may have shaped the lesson plan in line with her perceived expectations of what I want to see.

The lesson plan has a similar instructional and prescriptive style to the previous lesson plan. Similarly, the teacher is written about in the third person; “*Teacher to*

complete the test review with the students.” However, this signifying text contains further evidence of a *professional stratification of language* (Bakhtin, 1981). Tara uses the following phrases: *“plenary – peer assess each others work”*; (pupils) *“write in their WWW and EBI’s”*; and *“differentiated questions exploring the content from previous lessons”*. These phrases reflect increased use “of the professional genre...(and) enculturation into the (professional) language” (Madill and Sullivan, 2010: 2201). These phrases are reflective of the dominant *secondary speech genre, national professionalism*. They reflect how Tara’s language is altering. However, this data also suggests that Tara is translating this language into actions which are shaping her professionalism. For instance, Tara has written a range of *“differentiated questions”* where the questions have increased in difficulty. This implies that Tara understands this language of *national professionalism* and is enacting it in her professionalism. The lesson plan also contains evidence of enculturation into and use of the language associated with ALP MAT’s form of *branded professionalism*. Tara utilises the phrases: *“ready to learn points,” “silent starter,”* and ALP MAT’s lesson structure which reflect how Tara is showing compliance with the policy context of ALP MAT. Tara’s use of language and practices emanating from *national professionalism* and ALP MAT’s form of *branded professionalism* indicate Tara’s compliance with this policy context and reveal how Tara’s professionalism is being shaped and restricted.

Next, my field notes of this lesson are drawn into dialogue with the lesson plan and Tara’s earlier interview to further analyse the influence of *branded professionalism* and *national professionalism* on Tara’s professionalism.

At the beginning of the lesson, I wrote:

- *“Silent starter’ - the pupils were supposed to be in silence to do the starter questions but there was a lot of chatter. Tara started to use the ‘learning stars’ and ‘learning consequences’ board. Tara said: ‘Ciaran and Archie I’m not happy with your behaviour at the minute’ and put their names on the ‘learning concerns’ section. Then Tara said: ‘Year 9 I’m just going to put people’s names on the board to show they are doing what they have been asked to do’ and put the whole class on the ‘learning stars’ part of the board as ‘ready to learn.’”*

My utterance is evaluative of how Tara is implementing the ALP MAT policy of a silent starter. This reveals signs of my ‘other’ role as a teacher and observer. My field

notes state: “*Silent starter*’ - the pupils were supposed to be in silence to do the starter questions but there was a lot of chatter.” This is an indication that I am evaluating the behaviour of the pupils and the effectiveness of Tara in managing their behaviour. It reveals the difficulty of alternating between roles of being a researcher and then a teacher and observer. My evaluative approach could have affected Tara’s classroom observation by making her feel more responsible for meeting ALP MAT’s policy context, particularly as Tara does not normally have another teacher observing her teaching this class.

My field notes reflect Tara’s earlier interview in which she explained that it was “*quite difficult to manage*” (20) implementing policies when pupils were not conforming and were creating centrifugal forces. “*Tara said: ‘Ciaran and Archie I’m not happy with your behaviour at the minute’ and put their names on the ‘learning concerns’ section.*” Tara is following ALP MAT’s behaviour policy in writing pupils’ names on the behaviour board as receiving “*ready to learn*” points and “*learning consequences*”. She is also implementing the “*silent starter*” expectation that is part of ALP MAT’s Teaching and Learning policy. There is *multi-voicedness* and conflicting forces indicated in my field notes with Tara aiming to implement ALP MAT’s policy context, whilst some pupils are not complying and forming centrifugal forces. The *chronotope* of the extract suggests a pressured time and space for the professional. Tara’s professionalism is being shaped, but also arguably hindered, by ALP MAT’s policy context because she is under strain in trying to manage pupils who are refusing to follow the policy context. Furthermore, there is no class teacher to provide support to Tara to implement the policy context. Tara’s earlier interview reveals that she is operating in a *heteroglossia* at Winterview School where there is a significant proportion of pupils who will not comply with ALP MAT’s policy context, where there is a lack of teacher presence in the classroom, and where some teachers are “*complacent*” (22) and resist enacting aspects of the policy context. This creates a pressured *chronotope* for Tara to teach in. Tara chooses to comply with ALP MAT’s form of *branded professionalism* which directly influences her professionalism. However, Tara’s professionalism is further affected by a *heteroglossia* where some

pupils refuse to follow ALP MAT's policy context and where some members of the school community are unsupportive of aspects of the policy context.

Tara – Research Question: What are the ECTs' views of how policy context influences their professionalism?

The next key moment (Appendix N) comes from my final interview with Tara in July 2021. Tara is at the end of her RQT year at Thatcham School and reflects on and evaluates the prescribed curriculum that has been introduced in year 7 at Thatcham School. In this utterance Tara explains how the Director of Science has worked alongside a company, and they have created the whole year 7 Science curriculum, which includes all the powerpoints and booklets. Tara states: "*we (then) have to deliver*" (232) this curriculum. This reveals how Tara's professionalism is being shaped and restricted because the content, activities, assessments, and homework tasks are prescribed. Furthermore, the phrase "*have to*" (232) implies that there is a vertical role for the professional where Tara is without a voice to challenge or refuse to deliver the curriculum.

This utterance contains *double-voicedness*. Tara intones the voice of ALP MAT in presenting the advantages of this prescribed curriculum: because it "*reduce(s) the workload massively*" (232) and is "*standardised*" (232). However, Tara's utterance contains a second voice which has grown in confidence and volume since the interviews from Tara's ITT course and reflects transformation in Tara's perspective on professionalism. Tara explains that "*the downside (of the prescribed curriculum) is you can't put yourself into it, you can't let any personality into it*" (232). Tara explains that it is only the occasional revision lesson "*where I get to be myself as a teacher*" (232). This extract demonstrates that Tara is struggling with how significant aspects of her professionalism are directed and how she is prevented from including other influences and interests in her lessons. Tara also argues that "*teachers are going to forget how to plan, or we're not going to have the skillset there anymore to plan*" (232). Tara reflects on how she felt worried and lacking current experience when she needed to plan a lesson recently. Finally, Tara describes that she is "*nervous*" (254) about the prescribed curriculum being extended through the year groups up to GCSE.

Tara explains that the curriculum is *“not as differentiated as what we’re used to”* (256) and is going to be hard to teach to different sets. These different elements of a prescribed curriculum are features of the form of *branded professionalism* that ALP MAT has constructed. Tara’s utterance suggests centrifugal forces, but Tara remains compliant in implementing this form of *branded professionalism*. It is useful to place this utterance in dialogue with Tara’s second interview from her ITT course and reflect on her changing perspective. In her second interview she stated: *“Anyway, I’m not paid to think like that”* (26) which indicated that Tara accepted that she would comply with ALP MAT’s policy context and its form of *branded professionalism* and avoid critiquing the policy context. However, in this utterance from Tara’s RQT year, she has separated her views and evaluation of ALP MAT’s policy context from her professional practices. The examples above reveal how Tara is complying with this policy context in her practice whilst she is also constructing and voicing her concerns regarding how ALP MAT’s policy context is significantly shaping her professionalism.

The emotional tone of the utterance contrasts dramatically with Tara’s first interview where she was positive and optimistic about following the policy context stipulated by ALP MAT. In this final interview, Tara states that she may consider leaving the school when the prescribed curriculum is followed throughout the year groups up to GCSE. She describes how she was a *“little bit annoyed at the start of this year, when we introduced the mastery curriculum to the Year 7s”* (230) and how she feels *“nervous”* (254) at the rollout of the prescribed curriculum to GCSE year groups. It is useful to interpret why Tara feels *“nervous”* (254) and *“annoyed”* (230). It could be a concern that she will lose the ability to plan lessons which then might limit her career opportunities to teach in other schools. Alternatively, it could demonstrate how Tara is responding to other influences and shaping an alternative approach to professionalism, which may be incompatible and unable to practice within a *heteroglossia* where the threads of ALP MAT’s policy context are pervasive.

At the end of the utterance Tara mentions OfSTED as a rationale for a prescribed curriculum: *“then everyone’s on the same page so if we get an OfSTED report which are all curriculum focused now, it’s going to look amazing isn’t it?”* (256). Tara’s utterance shows her knowledge and understanding of changes that have been made

to the focus of OfSTED inspections. In line with Tara's second interview there is concealed *multi-voicedness* with the government that made these changes to the policy context. Tara appears to suggest that the prescribed curriculum could have been implemented by ALP MAT to "*look amazing*" (256) to OfSTED. Tara's utterance indicates that ALP MAT is constructing a form of *branded professionalism* that is intended to meet national performativity expectations assessed by OfSTED. Consequently, this form of *branded professionalism* is providing centripetal forces that are strengthening the dominant *secondary speech genre of national professionalism*. Tara's comment "*it's going to look amazing isn't it?*" (256) appears to be critical and flippant that ALP MAT is making policy changes which are designed to look good to OfSTED rather than for the benefit of the pupils and staff in the school. Tara recognises that her professionalism is being shaped by policies which originate from OfSTED and from ALP MAT. Tara draws me directly into the dialogue through the phrase "*isn't it?*" (256). Tara may be posing this question to me as a teacher: seeking my lived experiences and evaluation of the influence of a prescribed curriculum on a teacher's professionalism. I pause and avoid answering the question. Tara then repeats her question "*But does it work is my question*" (258). This dialogue demonstrates that Tara is sceptical of ALP MAT's prescribed Mastery Curriculum and is seeking reassurance that this is an effective approach. In contrast to Tara's interviews during her ITT course, she has separated her critique of ALP MAT's policy context from her teaching practice. Whilst Tara follows ALP MAT's policy context in practice, she is evaluating ALP MAT's policy context.

Tara - Research Question: In what ways are the ECTs' views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in July 2021, during Tara's RQT year, where Tara taught a year 7 Science lesson at Thatcham School. Tara was the sole class teacher and had taught the class for all their Science lessons during the academic year. This lesson was taught two weeks prior to the interview analysed above. Below is a teaching resource that Tara created. It is the powerpoint slide that Tara created and

used in the lesson I observed which outlines the tasks for the lesson. This teaching resource, a signifying text from Tara, is placed alongside the interview data to analyse influences from policy context on Tara’s professionalism.

Miss Jones Bistro
Forces Takeaway Menu

Starters	Mains	Desserts
<ul style="list-style-type: none"> Make-up-your-mind Meatballs. State the difference between weight and mass. 	<ul style="list-style-type: none"> How-to-Stew. Produce a poster that has on it, information about all the keywords from this unit. 	<ul style="list-style-type: none"> Reflection Ripple Ice-cream. Write 2 “what went well” points and 1 “even better if” point.
<ul style="list-style-type: none"> Keyword Kickers. Find 3 scientific keywords from the whole module and write down the definitions. 	<ul style="list-style-type: none"> Lyrical Lobster. Using the facts about Density from your knowledge organisers, turn them into lyrics of a well known song! 	<ul style="list-style-type: none"> Twitter-Toffee Pudding. Write a tweet in your book that summarises your learning. Remember, no more than 140 characters per tweet, and each keyword should have a # before it.
<ul style="list-style-type: none"> Forces Fuddle. Write down five facts about Gravity. 	<ul style="list-style-type: none"> Moviestar Platter. Write a dialogue & storyboard of two actors in an action blockbuster movie. Your story must illustrate balanced and unbalanced forces, newton and a newton meter. 	<ul style="list-style-type: none"> Inter-Science Sensation. Explain how the knowledge you have gained today relates to the real world. Why is physics important?

This teaching resource reflects an absence of the policy context of ALP MAT. The Teaching and Learning policy which stipulates a 5-part lesson plan is absent and Tara is not teaching the prescribed Mastery Curriculum to this year 7 class. This teaching resource resonates with Tara’s interview where she explains that it is “*just the revision lesson...where I get to be myself as a teacher*” (232). It seems significant that Tara has chosen to teach this lesson for my classroom observations when the Year 7 curriculum is almost always externally written. Perhaps Tara wanted to present these features of her professionalism to me, rather than delivering a lesson that was created by a third party. It is also useful to consider how Tara’s perception of me as an experienced teacher may impact on the pedagogical approaches that she wants me to observe. It is important to analyse the influence of *addressivity* in my role as a researcher and as a teacher on the data that was collected and analysed.

There are features of *democratic professionalism* evident in this teaching resource. Firstly, Tara has created a lesson that is named after herself and has been creative in constructing tasks that are an inviting menu. Secondly, Tara appears to have devised

tasks that try to engage pupils by offering a range of activities that draw on popular culture. For instance, *“write a tweet”* and *“write a dialogue & storyboard of two actors in an action blockbuster movie.”* The *chronotope* of the teaching resource suggests that Tara has been able to create interesting and exciting tasks that are not restricted by ALP MAT’s policy context. The titles of the dishes are dynamic and engaging. For instance, *“Lyrical Lobster”* is amusing alliteration because a lobster is not associated with being lyrical. This teaching resource suggests that Tara has drawn on influences to design tasks that suit her own and the pupils’ interests. This reflects a *contextualist discourse* (Murray and Maguire, 2007) which is in sharp contrast to a prescribed curriculum which is not constructed around the interests and needs of the specific teacher and pupils in the classroom.

Below are soundbites from my field notes of this lesson:

- *“Tara said: ‘Let’s do the register timed. You know what to do’. Tara asked a pupil to be the timekeeper and would record that time to beat next time. Then when she said each pupil’s name, she said a word (e.g. variable and the pupil had to reply with the answer). The pupils all got their answers correct and did it in record time (1 minute 5 seconds).”*
- *“Then Tara said to the class: ‘Quick question to help out. What is kinetic energy?’ One pupil said: ‘It’s like rubbing your hands together’ and Tara replied: ‘you are so nearly there.’ Another pupil said: ‘It’s movement’. Then Tara said: ‘Yes, if I run over to Kitty (she ran) then what type of energy is it?’ and pupils said: ‘kinetic.’”*
- *“Tara put a video on the IWB and said: ‘Welcome to the forces dance mat. The rules are do not contact anyone else and everyone has to do it. Point to the biggest force.’ There was music in the background and the video got faster and faster. Pupils stood up and had to point to the biggest arrow with their arms. Sometimes two arms. Then the arrows changed to numbers and they had to identify the biggest number. Tara did the task along with the class.”*

The first soundbite suggests an approach that Tara has employed to complete the register quickly and to create a sense of engagement and competition. In my field notes I wrote: *“Tara said: ‘Let’s do the register timed. You know what to do”* which implies that Tara uses this approach to completing the register regularly. In the second soundbite Tara appears energetic in running to the pupil which could make the learning more engaging and memorable. This soundbite contains *multi-voicedness* with pupils’ voices which reflects Tara’s supportive approach to

responding to pupils' answers: "You're so nearly there." The final soundbite was from the end of the lesson where pupils had completed all of the tasks. Tara chose an activity that was engaging, active and where she could get involved.

These soundbites and the teaching resource resonate with the concerns that Tara raised in her final interview, analysed above. Firstly, Tara was "nervous" (254) about the lack of differentiation available within the prescribed curriculum for Year 7. In contrast, in this lesson there was a differentiated task for the three sections of the lesson. Secondly, Tara described how the prescribed curriculum restricted her professionalism and did not enable her "to be myself as a teacher" (232). The teaching resource reflects Tara's creativity in drawing on popular culture to construct the tasks and my field notes indicate Tara's personality and energy in delivering the lesson. Finally, the teaching resource and my field notes reflect Tara's intention to plan activities that suited her own interests and the interests of the pupils.

The field notes and teaching resource indicate discordant voices and centrifugal forces which challenge ALP MAT's policy context. Tara has chosen for me to observe a lesson which has very limited evidence of ALP MAT's policy context. The behaviour policy and use of rewards and consequences was not evident. The 5-part lesson structure, stipulated in the Teaching and Learning policy, was not employed. The pupils were also not asked to use purple pens in line with the Curriculum, Assessment and Reporting policy. This indicates that Tara has drawn on other influences to construct an alternative concept of professionalism which has features of *democratic professionalism*. This is not compatible with ALP MAT's form of *branded professionalism* and policy context. It is significant to analyse why Tara selected this lesson for me to observe. Tara may have sought to demonstrate this alternative approach to professionalism to the researcher. Alternatively, she may have intended to illustrate her concerns regarding ALP MAT's policy context to an audience where her identity would be kept anonymous. Perhaps Tara sought to highlight her critique of ALP MAT's policy context because she was unable to raise these concerns within ALP MAT.

It is insightful to place the data sets from this final key moment from July 2021 in dialogue with an utterance from Tara's first interview from January 2019. Tara's

perspective on professionalism and on ALP MAT's restrictive and prescriptive *branded professionalism* has shifted. In her first interview Tara was critical of and distanced herself from centrifugal voices of teachers who had "*very very strong opinions about how they want to teach*" (192). However, in the final interview from July 2021 Tara outlines the challenges to her professionalism emanating from this form of *branded professionalism* and intones centrifugal forces in this critique. Her teaching resource and my field notes from her final classroom observation indicate how Tara has deviated from ALP MAT's form of *branded professionalism* and policy context and instead drawn in elements of *democratic professionalism* into her practice. Her centrifugal voice, which challenges ALP MAT's policy context, is visible in Tara's final classroom observation. This is in stark contrast to Tara's compliant approach in the classroom observations from her ITT course where Tara shaped her professionalism to adhere to ALP MAT's policy context.

6.2.3 Alice – Research Question: What are the ECTs' views of how policy context influences their professionalism?

Alice completed her first teaching placement at Thatcham School from September 2018 to January 2019. Alice undertook the same ITT course and first placement as Tara and the policy context was therefore very similar. Key moment 9 (Appendix O) is an utterance from my first interview with Alice which took place in January 2019. In this key moment Alice describes features of ALP MAT's behaviour policy. Alice explains that there "*are Trust wide behaviour policies*" (59), which stipulate that pupils' names need to be put on the board to record positive behaviours and "*negative things*" (61). The language utilised by Alice suggests that she must follow the policy: "*you have to use it here*" (61) and "*you have to adhere to really kind of strictly*" (57). The inclusion of the phrase "*kind of*" (57), within this utterance, suggests that Alice has paused her utterance and intentionally made it more tentative. It could imply that Alice does not want to reveal to a researcher that ALP MAT requires the policy context to be adhered to "*really...strictly*" (57). The

chronotope of the extract indicates that Alice is operating within a vertical time and space where she has a very small degree of flexibility in choosing how she enacts ALP MAT's behaviour policy. Alice utilises the phrase "*(T)rust wide behaviour policies*" (59) which personifies the Trust as constructing the policy context and conceals the identity of the individual/s who created and prescribe the policies. Alice does not reveal the author/s or creator/s of the policy context and consequently the policy context is harder to query and challenge. Instead, Alice portrays the policy context as set in stone and unavailable to challenge.

Alice's extract contains *double-voicedness*. One voice intones ALP MAT's behaviour policy where she details features of the behaviour policy and emphasises its benefits: "*in some ways I think it's very useful actually the praising side of it. A lot of classes really respond to that and erm are really motivated by that*" (61). Whilst a second voice suggests criticisms and difficulties in applying the behaviour policy: "*I don't know if all schools would necessarily display students' names on the board if they're negative things...with some classes it almost fuels that fame and like great, how many can I get? Everyone knows I'm doing it wrong now and I look cool so*" (61). This second voice is tentative, and Alice utilises linguistic techniques to avoid criticising ALP MAT's policy context directly. Furthermore, this voice trails off and stops mid-sentence which suggests that the full picture of Alice's criticisms is not revealed. Consequently, this second voice emerges as submissive and subservient to the voice that intones ALP MAT's form of *branded professionalism*. Alice's explanation of ALP MAT's behaviour policy aligns with data from Tara's interviews and from my field notes of Tara's class observations. However, Alice appears much more cautious and controlled in offering her views of the policy context. This could indicate *addressivity* where Alice is wary of criticising ALP MAT or of revealing significant concerns about the policy context to a researcher. Alice's utterance reflects an awareness and concern in how much she reveals to me in her interview, which contrasts with Tara's more candid utterances.

Alice explains how she has developed strategies to ensure that she complies with ALP MAT's behaviour policy, whilst also reconciling her concerns about the policy where she is required to write pupils' names on the board who have received negative

behaviour marks: “I think with that I've learnt to not give it a lot of attention. You just put their name on the board if they're doing the wrong thing” (65). This utterance suggests that Alice has a small degree of flexibility available to shape her enactment of ALP MAT's behaviour policy. However, this space appears tight because Alice is not altering the behaviour policy but is instead only determining her tone and speed in delivering the behaviour policy. In this key moment it is clear that Alice seeks to be compliant with ALP MAT's policy context: “Because you have to do it, so it's find a way that works for you I suppose” (67). This utterance reflects that Alice is operating within a *reductionist discourse* where she does not perceive that there is an option to deviate from ALP MAT's policy context. Furthermore, the language utilised by Alice suggests that the policy context is rigidly prescribed and enforced by ALP MAT. Alice does not propose an alternative value system, she explains that she must adhere to ALP MAT's policy context. The emotional intonation of the utterance appears pragmatic and detached. It suggests a compliant approach where Alice is either concealing her evaluation of ALP MAT's policy context from me, the researcher, or has sought to avoid becoming emotionally invested in evaluating ALP MAT's policy context.

Alice presents ALP MAT as in a position of power and authority in constructing this policy context and this form of *branded professionalism*. However, it is useful to analyse how ALP MAT's behaviour policy aligns with national policies and the dominant *secondary speech genre of national professionalism*. The *School Inspection Handbook* (OfSTED, 2022) states that a judgement will be made on the pupils' behaviours and attitudes, where schools will be evaluated about whether they have “clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.” The policy context at ALP MAT aligns closely, and indicates concealed intertextuality, with this national guidance because all teachers are required to follow the clear policy context consistently and fairly and there are clearly defined consequences. Consequently, ALP MAT's policy context in this area supports and strengthens *national professionalism*. It is useful to analyse further whether the policy context and form of *branded*

professionalism constructed by ALP MAT is in fact designed to meet the values and expectations of the dominant *secondary speech genre, national professionalism*.

Next, a soundbite from Alice's second interview, which took place in May 2019, is placed in dialogue with this key moment. Alice explains that in her second placement, at Altmore School, the homework policy was more rigidly enforced than at Thatcham School. Teachers needed to give a detention straight away if a homework deadline was missed, regardless of the context or reason.

- *"90 Alice: They've got a very strict policy about homework at Altmore. Although its sometimes harsh. One little girl in my year 7 class there had forgotten it one day and she said: 'I know all the answers Miss' and I said: 'I'm really sorry. I've still got to give you a detention'. Just see the tears well up in her eyes. Because it's like the worst thing ever when you're in year 7. It is effective so I can understand why they've got it as cutthroat as it is."*

This soundbite indicates a further example of how ALP MAT's policy context affects Alice's lived experience and restricts her professionalism. Alice is required to give a detention to pupils on the first day that their homework is not handed in. This soundbite connects with the previous utterance where Alice is compliant with the policy context. Alice maintains her compliant approach in giving a year 7 girl a detention even though the pupil was tearful and showed evidence of having done the homework but had left it at home. Alice appears to apologise to the pupil for needing to follow the homework policy but simultaneously adheres to the policy: *"I said: 'I'm really sorry. I've still got to give you a detention'"* (90). This soundbite contains *double-voicedness*. Alice intones the voice of ALP MAT's homework policy where she explains that the policy is effective because pupils normally hand in their homework on time which provides a rationale for the policy. However, a second voice presents the homework policy as *"harsh"* (90) and *"cutthroat"* (90). These adjectives communicate a clear message about Alice's centrifugal views of the homework policy. Furthermore, Alice apologises to the year 7 pupil whilst she enacts the homework policy which indicates *double-voicedness* in this single moment. Significantly, in this soundbite a critical voice is clearer and more confident in comparison to the previous utterance from Alice's first interview. This voice reflects centrifugal forces that deviate from ALP MAT's form of *branded professionalism*.

In contrast, to the previous key moment Alice reveals a difference in the policy implementation of Altmore School and Thatcham School. She states: “*They’ve got a very strict policy about homework at Altmore*” (90), which implies that the homework policy at Thatcham School is less strict. This utterance suggests that Alice’s experience of teaching in different schools within ALP MAT has given her greater understanding that some policies, including the homework policy, are implemented in different ways across ALP MAT. This indicates that the individual schools are shaping the implementation of ALP MAT’s policy context and their form of *branded professionalism*. Alice completed her main placement at Thatcham School and was offered a job at Thatcham School for her NQT year starting in September 2019. Alice uses the pronoun “*they*” (90) on two occasions which implies that she conceives the policy context at Altmore School as separate from Thatcham School. Furthermore, this pronoun indicates that Alice does not consider herself as part of the community of Altmore School. It is useful to consider whether Alice felt more able to voice centrifugal forces and to question the homework policy at Altmore School because she had finished her placement and was not going to work in that school. Whilst ALP MAT’s policy context and form of *branded professionalism* was enacted across the schools in ALP MAT, Alice positioned herself as part of the Thatcham School community rather than as a member of the Altmore School community.

Finally, a short soundbite from earlier in Alice’s first interview is placed in dialogue with this key moment:

- “*54 Alice: Acting professionally as in you follow the policies and the procedures of the school and you erm adhere to those.*”

In this soundbite Alice connects professional conduct with following the policies of the school that you are working in. This soundbite is insightful and indicates why Alice chooses to comply with policies, even those policies that she has reservations about. Tara and Alice’s data have demonstrated that ALP MAT has a comprehensive and prescriptive policy context that creates a form of *branded professionalism*. Alice’s

compliant approach to adhering to ALP MAT's policy context influences her professionalism significantly.

Alice - Research Question: In what ways are the ECTs' views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in April 2019, where Alice taught a year 7 English lesson at Altmore School. Alice taught the class for three lessons a week throughout her second teaching placement. This lesson was near the end of the placement. This lesson was taught two weeks prior to the second interview analysed above. Below is section of a lesson plan for the lesson that I observed. The whole lesson plan is presented in Appendix PP. This lesson plan, a signifying text from Alice, is placed alongside the interview data to analyse influences from policy context on Alice's professionalism.

<u>LEARN Model</u>	<u>Timing</u>	<u>Teacher</u>	<u>Class</u>
		(what are you going to be <u>doing?</u> How are you differentiating? What are you doing to manage behaviour? What support can you offer?)	(Are all students doing the same thing? What volume and level of interaction is required? What resources are needed?)
L – Starter, context	9-9:15	Register, RTL points, welcoming students and setting up expectations for the lesson. Seating students in their new seating plan, <u>when</u> they enter the classroom. Reminders of correct classroom conduct, settling the class into their learning.	Students should take to their new seats as instructed. Students should hand out their books and get started on their starter activity asap. Silent starter conduct should be observed and adhered to – title, date, LO and then starter activity – calm and silent start to the lesson.
E – LO, Success criteria, modelling, home learning	9:15-9:25	<u>In order to</u> start to look at the end of the book, we need to establish our previous learning of chapters 16, 17 and 18 (homework for the students). Go through the answers as the students mark their work, expectations for this to be done effectively have been set.	Students should mark their homework answers in purple pen, filling in any gaps in their knowledge, adhering to the set expectations that if their answer is <u>similar to</u> the examples given then that is fine.

There are two authors of this signifying text. Firstly, the leadership within ALP MAT created the lesson plan proforma which stipulates the lesson structure and focuses on the activities of the teacher and the pupils. Secondly, Alice operated as an author in filling in the lesson plan proforma within the parameters of the original document. The classroom teacher who normally observes the lesson chose not to remain in this lesson. Therefore, the intended audience for the signifying text appear to be me, the researcher, and the ITT lead who might look at the lesson plan as evidence for Alice's ITT portfolio.

The lesson plan reveals intertextuality with ALP MAT's Teaching and Learning policy, which was referred to in Tara's data analysis, because Alice conforms closely to the expectations of ALP MAT's lesson structure and to the silent starter. ALP MAT's Homework policy is evident as Alice states: "(S)tudents should mark their homework

answers in purple pen". This utterance resonates with Alice's second interview analysed above. Through closer analysis ALP MAT's Curriculum, Assessment and Reporting policy is also evident which states "(W)here students respond to feedback, this will be done in purple pen." ALP MAT's Behaviour policy is also evident where Alice explains that she will welcome pupils at the door and give out positive reward points: "*RTL points, welcoming students and setting up expectations for the lesson.*" *Multi-voicedness* with the voice of ALP MAT is woven throughout the lesson plan in the form of these different policies. The voice of ALP MAT is shaping and restricting Alice's professionalism through ALP MAT's multi-faceted policy context.

Alice's approach in terms of the silent starter, Ready to Learn points, and the lesson structure strongly align with Tara's second classroom observation which was conducted a few days earlier at Winterview School. This is further evidence of ALP MAT's form of *branded professionalism*, where professionals working in different schools within ALP MAT are adhering to ALP MAT's policy context and consequently shaping their professionalism in a similar way. The lesson plans differ because Alice has written her lesson plan in much more detail. This could indicate that Alice aims to demonstrate how she is conforming to ALP MAT's policy context to a greater degree than Tara.

The *chronotope* of the lesson plan suggests a vertical role for the professional and reveals how Alice's professionalism is restricted by the policy context. The lesson plan presents centripetal forces that are strengthening ALP MAT's form of *branded professionalism* and an absence of centrifugal forces. However, the lesson plan is intended for the eyes of the lesson observer or the ALP MAT ITT lead assessing Alice's performance which potentially explains why there is an absence of centrifugal forces which challenge ALP MAT's form of *branded professionalism*. In the lesson plan Alice distances herself from the activities within the lesson: "(R)egister, RTL points, welcoming students and setting up expectations for the lesson." Alice utilises a passive voice to explain the actions of the teacher within the lesson plan. This could reflect the restrictions on Alice because she is unable to deviate from ALP MAT's policy context. Alternatively, the detailed lesson plan and use of the passive voice

could suggest that Alice is using the lesson plan as a detached and objective summary of what she wants to complete in the lesson within the time constraints. Alice may be intentionally using the lesson plan as a way of navigating the complexities of teaching a class of pupils whilst maintaining a clear, objective focus.

Below are soundbites from the field notes that I made during this classroom observation:

- *“Before the lesson started Alice gave me a lesson plan and an observation sheet. She said that I could write comments on it if I wanted. I said I wouldn't comment on the lesson but thank you for the lesson plan. This suggests that Alice still is not sure how my role as a 'researcher' differs from other 'observations' she is experiencing.”*

This exchange is insightful. Firstly, it reveals *addressivity* and potentially suggests that the lesson plan was written with me as the intended audience, particularly as the classroom teacher was not present in the lesson. This is an interesting perspective as it suggests that Alice is keen to demonstrate to me that she is meeting ALP MAT's policy context. Furthermore, the field notes offer an understanding of how Alice is being influenced by centripetal forces which construct a dominant, accepted approach to conducting classroom observations. At the beginning of the lesson Alice also gave me an observation sheet which was created by the university accrediting the ITT course. This sheet listed the *Teachers' Standards* (DfE, 2011) and prompted the observer to comment on the ECT's effectiveness in meeting each of the standards. The field notes reveal that Alice conceives me in a similar role to other classroom observers who operate to assess Alice's professionalism against a contextual standards that are set by the government and by ALP MAT. Alice suggests that *“I could write comments on it if I wanted”* which could indicate that Alice is seeking to gain my perspective on her professionalism. The field notes provide an insight into why Alice is being guarded in her interview data because she perceives me as an observer who is assessing her performativity. Furthermore, Alice appears to want to demonstrate that she is adhering to ALP MAT's policy context. This could result in the data analysis presenting Alice as more compliant with national and MAT policy context because she seeks to portray this image of her professionalism to me. Finally, *multi-voicedness* is evident through a concealed voice in my field notes where

I state: *“thank you for the lesson plan.”* This indicates how the dominant, accepted approach to classroom observations is also influencing my role as a researcher. This extract could reflect that I was keen to collect data from the classroom observation. However, it could also disclose my experience of assessing the performativity of teachers through a classroom observation. During this period of data collection, I was a teacher and researcher and I aimed to keep these two roles separate. This utterance indicates a blurring of my roles and responsibilities and the influence of my role as a teacher on my process of data collection.

As the pupils came into the classroom I wrote:

- *“The pupils lined up outside the classroom. Alice said ‘Morning guys nice to see you.’ ‘Nice and quietly guys’. Then she asked the class to line up at the back of the classroom. Then Alice put them in a new seating plan. She was very clear with instructions and told all pupils their place before letting the pupils sit down. Pupils were asked to hand in their phones and put them in the box (i.e. no phones in lessons).”*

Later in the lesson I wrote:

- *“There were very strong routines - is this from the school or from Alice? (e.g. homework set every Thursday in a homework book and all pupils complete it).*
- *Pupils' engagement - pupils are very focused and all read in class (without a problem); there was respect shown to the teacher because pupils did not question getting a P1 or silent tasks; they had all done their homework on the day and brought it with them.*
- *'Learning stars' and 'learning concerns' board - this was used very often throughout the lesson by Alice for praise and to address any issues.”*

These field notes resonate with the utterance from Alice's first interview and from the soundbite from Alice's second interview. I wrote that all pupils *“had done their homework on the day and brought it with them”* which aligns with Alice's perspective that the *“very strict homework policy”* (90) was effective in this sense. In the field notes I have referred to intertextuality with ALP MAT's mobile phone policy, behaviour policy, and homework policy. Further detail is revealed about the homework policy that the pupils are given a *“homework book”* that is created by ALP MAT. Alice's professionalism is further shaped by ALP MAT because the homework activities and the date on which homework is set and handed in is prescribed in the homework policy.

The field notes indicate that the pupils are compliant with ALP MAT's policy context in the form of the mobile phone policy, behaviour policy and homework policy. My field notes present Alice as in control in implementing ALP MAT's policy context: "*She was very clear with instructions and told all pupils their place before letting the pupils sit down*". This extract implies a subordinate role where Alice specifies when the pupils are allowed to sit down. Alice is implementing ALP MAT's policy context which is in turn restricting the autonomy of the pupils considerably. The pupils in this *heteroglossia* appear to be centripetal forces who are compliant and unquestioning of ALP MAT's policy context. In this context, ALP MAT's form of *branded professionalism* is in fact branding the behaviour and learning of the pupils as well as the professionals. This contrasts significantly with the *heteroglossia* that Tara experienced at Winterview School. This indicates that the role of pupils is significant in providing centripetal or centrifugal forces and in shaping the ECT's lived experience of implementing the policy context.

In drawing these data sets from Alice's ITT course together, Alice is seen to comply, in her teaching practice, with ALP MAT's broad and comprehensive policy context. The *chronotope* of ALP MAT's form of *branded professionalism* is aligned with *national professionalism* because both genres restrict the ECT's professionalism significantly and specify acontextual standards and expectations that are not shaped by the *heteroglossia* or specific individuals. The data does not reveal ALP MAT's form of *branded professionalism* as challenging the dominant *secondary speech genre* of *national professionalism*. Instead, the prescriptive policies operate to strengthen expectations that are set out by *national professionalism*.

Finally, two soundbites from Alice's third interview from November 2019 are analysed. In these soundbites Alice explains her role in leading the Journalism centre at Thatcham School and the importance of creating positive press coverage for ALP MAT. Alice's awareness of the effects of negative press or published research could offer further insight into why she is guarded in her interviews:

- "06 Alice: "*And this term I'm also taking on a kind of more leadership role with the Journalism centre, which is the erm, it's the young journalist centre at the school. It's basically an opportunity for the students to write really good news about the school. And then they send it off to the local press and we've got a really good*

relationship with that. So I'm taking a kind of editor role. So they write their pieces and I'm going to edit them. And then we send them to the big wigs and they sign them off and say that's ok. And then it gets featured in the local press. So it's a really good buzz about the school.

- *"61 CQU: Er are you aware of any type of school journey that the school has been on over the past few years and stretching into the future?"*
- *62 Alice: Yeh definitely so this time last year we became part of the ALP academy. And before that I think that the school had had a very negative OfSTED report. So they intervened with, almost, by the academy, by the Trust. So we. That's definitely been a journey. And I think it's been a bit of a journey as well getting the local community on board with what the school's doing because I think around that OfSTED there was quite a bit of negative press around the school. And they've been on a journey to, you know, rectify that. Erm make that a more positive response."*

The second soundbite highlights the central role of national performativity expectations, specifically those assessed by OfSTED, in shaping the activities of ALP MAT. Alice explains how the *"very negative OfSTED report"* (62) in 2018 caused *"quite a bit of negative press around the school"* (62) which shaped the community's perception of the school. When Thatcham School became part of ALP MAT in September 2018, ALP MAT sought to *"rectify that"* (62) and create a *"more positive response"* (62). In the first soundbite, Alice explains her role as editor of the Journalism centre where pupils write *"really good news about the school"* (6). There is *multi-voicedness* with the leadership of ALP MAT who are described as *"the big wigs"* (6) which resonates with the hierarchical decision-making that Tara and Alice have referred to.

As we have seen, the policy context affecting Alice's professionalism emanates from different sources, principally policies from central government and ALP MAT. This data analysis has sought to unravel this interwoven and fluid policy context and explore connections. These soundbites provide evidence of a causal relationship between *national professionalism* and ALP MAT's form of *branded professionalism*. ALP MAT would want to avoid another *"very negative OfSTED report"* (62) because it could create further negative press around Thatcham School. If the community's perception of the school is negative, then this could cause parents/guardians not to send their children to the school. This would impact on the funding for the school

which would damage the profitability of ALP MAT. This provides a rationale for ALP MAT's form of *branded professionalism* being directed by and operating within parameters set by *national professionalism*.

6.2.4 Kate – Research Question: What are the ECTs' views of how policy context influences their professionalism?

Kate also completed her ITT course with ALP MAT and her first teaching placement at Thatcham School. Key moment 11 (Appendix Q) is an utterance from my first interview with Kate in January 2019. In this key moment Kate describes features of ALP MAT's policy context and the influence on her professionalism of "*the Trust-wide scheme of learning*" (82). ALP MAT constructed a centralised scheme of learning and sequence of lessons that they gave to the teachers to deliver in each of their year 7 and year 8 lessons. Kate indicates that ALP MAT prescribed the curriculum and that teachers were not allowed to shape the year 7 and 8 curriculum: "*(W)e are given very specific things that are expected of us. Erm and are expected of the students. Erm having learning cycles we have to stick to and saying that if they came into this lesson on this week, all students should be at this same point*" (74). This utterance contains concealed *multi-voicedness* with the leadership of ALP MAT who set "*very specific things*" (74) that are expected of the teachers and pupils. The voice does not have a specific identity, which resonates with how Tara and Alice portrayed the voice of ALP MAT: concealed, distant, and dominant. The anonymous nature of this voice makes the expectations harder to challenge. Furthermore, the language Kate utilised reflects a vertical space for the professional where expectations are prescribed by the leadership of ALP MAT and are not open to challenge: "*learning cycles that we have to stick to*" (74). The *chronotope* of the key moment reflects a pressured time and space where Kate's professionalism is strongly influenced because she has to comply with the curriculum policy context set by ALP MAT. This is another example of how ALP MAT's policy context has constructed a form of *branded professionalism*. This example resonates with Tara's interview from July 2019 where she explained that ALP

MAT had constructed a prescribed curriculum for year 7 that Science teachers had to follow.

In this key moment, Kate describes one example of where she chose to deviate from the prescribed curriculum. Kate's utterance contains *double-voicedness*. Her centripetal voice presents ALP MAT's expectations and curriculum policy context. Kate acknowledges that supplementing the scheme of learning means that "*I'm now two lessons behind where I should be*" (82). However, a second voice in the utterance looks beyond the prescribed Trust-wide scheme of learning and the year 8 assessments. Through this voice Kate explains how she chose to create additional lessons to fill the gaps in ALP MAT's curriculum policy context: "*I created my own lessons about comparing poetry*" (82) because it wasn't "*included in the Trust-wide scheme of learning*" (82). In this instance her centrifugal voice, which challenges ALP MAT's policy context, prevails over the centripetal forces that support ALP MAT's form of *branded professionalism*. It is insightful that her centrifugal voice felt obliged to justify this approach, which indicates that deviating from the prescribed curriculum requires a strong rationale and support. Firstly, Kate explains that "*we took the decision*" (84) jointly with her mentor who supported this divergence from curriculum policy. Secondly, Kate utilises her knowledge of the GCSE assessment criteria to justify the need to address this gap in ALP MAT's prescribed curriculum. Consequently, Kate is demonstrating that she is supplementing ALP MAT's *branded professionalism* in order to meet the broader policy context of *national professionalism*. This example suggests that ALP MAT's prescribed curriculum was not entirely aligned with and determined by *national professionalism*. It will be helpful to identify and analyse other examples of where ALP MAT's policy context diverges from the dominant *secondary speech genre* of *national professionalism*. It will also be useful to consider if the deviation in the policy context is accidental or intentional.

The emotional tone of this key moment is personal and indicates that Kate is invested in her professionalism and in her impact on her pupils' learning. Kate describes how ALP MAT's policy context "*can stifle creativity that you have*" (72) and that implementing the policy context can be "*really tricky*" (72). This key moment suggests that Kate conceived the pupils' learning requirements and the national policy context

as “*more important*” (84) than complying with ALP MAT’s curriculum policy context in this instance. This caused Kate to deviate from ALP MAT’s policy context. This differs from the approach of Tara and Alice during their ITT course where they complied with ALP MAT’s policy context. Kate had previously taught Drama in a Further Education college for two years which may have given her time to develop her knowledge of the national policy context and to construct her professional identity and priorities.

In the following soundbite, from later in Kate’s first interview, she describes how she should comply with the lesson structure prescribed by ALP MAT:

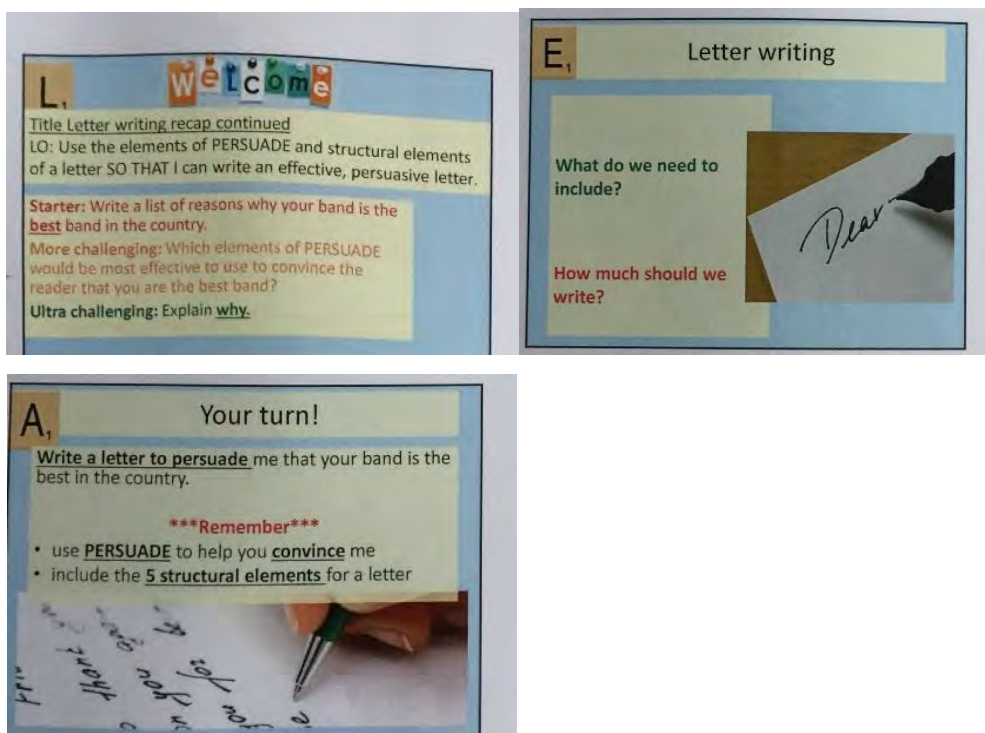
- *“188 Kate: We are instructed by the Trust that if they come into a classroom, we should be able to tell them which section we are on so 'Link, Establish' etc. It's useful when you're planning to have a structure to work to. It is useful. Erm, there are some lessons when we are on the 'Achieve' which is their main activity. Erm and it's a bit like what I was saying with the year 8s with not quite grasping something. When you think, instead of going on to 'Review' I need to stay on this with them. So they get more understanding. And so then you may not get through everything that you had planned. Erm and if it's sort of twenty minutes before the end of the lesson, you should be on review. So then if someone comes in and you're not on 'Review' that feels a bit erm worrying.”*

This soundbite resonates with Kate’s earlier description of ALP MAT which exerts authority and expectations but whose identity is anonymous. In this soundbite Kate reflects on the impact of ALP MAT’s prescribed lesson structure on her lived experience where she has difficulties in implementing this policy context. For example, where pupils need to “*get more understanding*” (188) before moving on to the next section of the lesson structure. *Multi-voicedness* with ALP MAT reverberates throughout this soundbite. “*The Trust*” (188) is explicitly referred to as setting policy expectations. Furthermore, Kate describes her lived experience of teaching a lesson where she seeks to reconcile the threads of ALP MAT’s policy expectations alongside the voices of the pupils in her classroom. In this soundbite Kate also reveals the voice of the MAT which monitors her adherence to the lesson structure and assesses her professionalism against this expectation. Kate explains that it “*feels a bit erm worrying*” (188) if she is not at the prescribed point that she should be in the lesson structure. The *chronotope* of this soundbite reflects a pressured and restrictive space where Kate feels worried if she does not comply with ALP MAT’s policy context. The effect of anticipated unplanned classroom observations by “*the Trust*” (188) creates

centripetal forces which influence Kate to adhere to ALP MAT's lesson structure. The observers which Kate is anxious about are nameless and faceless which intimates a power imbalance and an impersonal approach to classroom observations. This suggests that these classroom observations would have a contextual criteria which would not be adapted to suit the *heteroglossia*. Consequently, this shapes Kate's professionalism, and strengthens ALP MAT's form of *branded professionalism*.

Kate - Research Question: In what ways are the ECTs' views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in November 2018, where Kate taught a year 7 English lesson at Thatcham School. Kate taught the class twice a week throughout her first teaching placement. This lesson was taught two months prior to the first interview analysed above and was observed by the class teacher. Below is section of a PowerPoint presentation for the lesson that I observed. The whole PowerPoint presentation is presented in Appendix R. This teaching resource is placed in dialogue with the interview data to analyse influences from policy context on Kate's professionalism.



The PowerPoint presentation is a signifying text which has two authors. ALP MAT created the PowerPoint and Kate then adapted it. The PowerPoint ricochets with *multi-voicedness*: the voice of ALP MAT is dominant over Kate's voice where she makes minor amendments within the parameters set by ALP MAT's policy context. In her first interview, I asked Kate whether she adapted the PowerPoint for this lesson and she stated: *"I adapted the lesson slightly. So I think the lesson from memory was supposed to do a lot more in that lesson than they did. I took some things out. So that it gave those er students who were of er lower ability to er catch up. It gives them that opportunity. Then there were certain extension tasks I gave when needed to those higher ones. So yeah it was Trust-wide but I did adapt it for the class"* (200).

The PowerPoint presentation reveals evidence of ALP MAT's form of *branded professionalism*. ALP MAT have employed the PowerPoint presentation to outline the tasks that pupils will complete. For example, in the starter task ALP MAT stated that pupils should *"Write a list of reasons why your band is the best in the country."* Then Kate added a more complicated task: *"Which elements of PERSUADE would be most effective to use to convince the reader that you are the best band?"* This example demonstrates how Kate has reduced the complexity of the original starter task, stipulated by ALP MAT, and then added greater depth as extension tasks and more challenging tasks. In Kate's interview she explained that she adapted the tasks for the class. However, more detailed analysis of the policy context reveals that Kate's professionalism is significantly shaped due to a multi-faceted and prescriptive policy context. Kate's professionalism was constrained by needing to complete the core tasks, utilise the prescribed lesson structure and silent starter, and prepare the pupils for a centralised assessment. ALP MAT's prescribed set of PowerPoint presentations provide a vehicle for centripetal forces which strengthen ALP MAT's form of *branded professionalism*. The PowerPoint slides above indicate how ALP MAT has prescribed the main tasks, has stipulated the silent starter task, and has utilised the prescribed lesson structure. These three different threads of ALP MAT's policy context significantly shape Kate's professionalism. Furthermore, as these features of *branded*

professionalism are constantly repeated, they could become embedded features of Kate's professionalism.

Dialogical analysis of this teaching resource reveal inconsistencies with "(T)he government's vision (is) for every school to be part of a family of schools in strong academy trusts" (DfE, 2021: 6). The tasks prescribed in this signifying text do not present an image of a curriculum that has been created by or shaped for a "family of schools" (DfE, 2021: 6). Firstly, professionals in the individual schools did not write the schemes of learning or the lesson PowerPoints and did not participate in constructing ALP MAT's policy context. Secondly, the tasks are homogenous and do not indicate the characteristics or interests of a specific school or MAT. The features of *democratic professionalism* which could be present in a prescribed curriculum that was constructed by a small MAT are absent. For instance, the teachers have not worked together to construct a curriculum that is targeted towards the *heteroglossia*. Instead, the *chronotope* of this signifying text resonates with *national professionalism*: an acontextual curriculum where the professionals and pupils have limited autonomy to make amendments. The professionals and pupils experience a pressured time and space where they are assessed against acontextual standards.

Two soundbites from my field notes that I wrote during the classroom observation are placed in dialogue with this teaching resource. The first soundbite reflects on the presence of the classroom teacher:

- *"The class teacher was present throughout the lesson. She mostly acted as a teaching assistant in supporting one boy in particular. Then helping other pupils when the ECT was busy helping other pupils. The class teacher on two occasions interjected to say: 'Do this work quietly' when the pupils were not doing as the ECT had asked. The class teacher also put her hand up to help on a couple of other occasions: 'Shall we share some ideas from the starter task before we start writing the letter?'; 'Let's use the school address for the letter so that time is not wasted by deciding on a fictional address'. The ECT on these occasions immediately agreed with the class teacher."*

The soundbite reflects *multi-voicedness* from the class teacher. Her voice is explicit when she gives instructions to the class to "(D)o this work quietly." Her voice and presence are more apparent when the class teacher requests a change to the lesson which elicits an immediate compliant response from Kate: "(S)hall we share some

ideas from the starter task before we start writing the letter?’ ...The ECT on these occasions immediately agreed with the class teacher.” The class teacher’s presence and feedback within the lesson influenced Kate’s professionalism. This soundbite resonates with Kate’s interview where she described how classroom observations make her feel worried to ensure she is adhering to ALP MAT’s policy context. This provides further evidence of how class teachers, during the ITT course, can shape the ECT’s professionalism. The role of the class teacher provides another potential source of centripetal forces that strengthen *branded professionalism*.

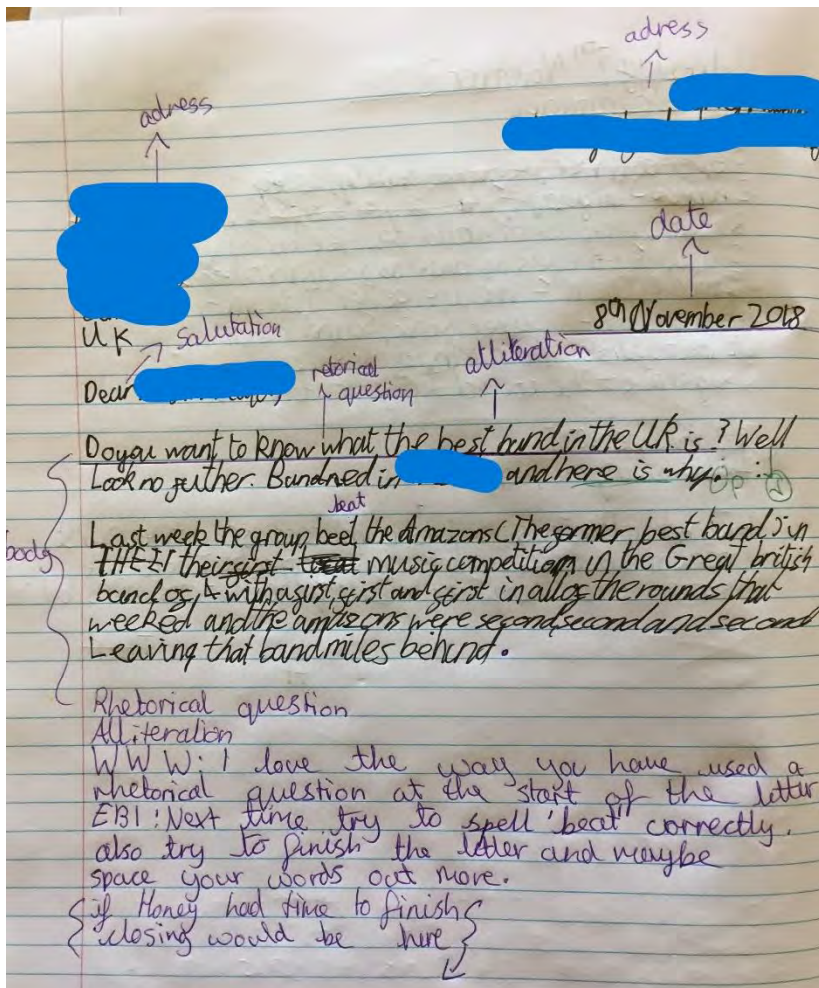
The second soundbite is from the end of the classroom observation:

- *“The review task was peer assessment. The pupils swapped their books in pairs and were given a purple pen. They seemed used to doing this. They were asked to underline and comment on aspects of PERSUADE. The pupils needed a bit of reinforcement to be quiet during this task (the class teacher reminded the class too). The pupils wrote WWW and EBI tasks for their peer.”*

This soundbite reveals intertextuality with ALP MAT’s Curriculum, Assessment and Reporting policy which states that “Feedback should be determined by the teacher who should use the most appropriate method for each student/group. These can include...WWW and EBI comments” (p. 6) and “where students respond to feedback, this will be done in purple pen” (p. 6). The soundbite reflects both an opportunity for pupils to give feedback in line with ALP MAT’s policy and to demonstrate that they have made changes in purple pen. This soundbite indicates how Kate’s professionalism is shaped by ALP MAT’s Curriculum, Assessment and Reporting policy.

The pupils’ books are another vehicle for centripetal forces because observers from ALP MAT or external observers can assess the pupils’ books to monitor whether policy context has been adhered to by the pupils and their teacher. Kate has not mentioned pupils’ books as a centripetal force which influence her professionalism. However, the *School Inspection Handbook* (OfSTED, 2018) states that “(I)nspectors will look at...scrutiny of pupils’ work, with particular attention to pupils’ effort and success in completing their work...(and) how well teachers’ feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills” (p. 50). This demonstrates that OfSTED (2018) conceives pupils’ work as offering evidence of the taught curriculum, how curriculum policy is being implemented, and pupils’

responses to teacher’s feedback. Below is an example of a pupil’s work that was completed during the lesson I observed, which has been anonymised in this thesis. It has been marked in green pen by Kate and then in purple pen during peer assessment. The pupil’s work demonstrates Kate’s compliance with ALP MAT’s Curriculum, Assessment and Reporting policy and with ALP MAT’s curriculum policy which prescribes the expected curriculum for the class.



Dialogical analysis of the different data sets provides insights into features of *branded professionalism* that are prescribed by ALP MAT and influence Kate’s professionalism. These include ALP MAT’s policy context regarding the lesson structure, silent starter, Trust-wide schemes of learning and lesson PowerPoints, end of unit assessments, and marking expectations. The data from this key moment indicates that Kate’s professionalism is being shaped by ALP MAT’s policy context which creates a form of *branded professionalism*. However, there is concealed intertextuality with OfSTED guidance in the form of the *School Inspection Handbook*

(OfSTED, 2018) in three main areas. Firstly, the policy context of ALP MAT requires pupils to write feedback in “purple pen” which in turn provides evidence of pupils using “teachers’ feedback, written and oral,...to improve their knowledge, understanding and skills” (OfSTED, 2018: 50). Secondly, ALP MAT has a rigid and prescriptive behaviour policy. This is significant because one of the grade descriptors for inadequate is that “leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline” (OfSTED, 2018: 48). ALP MAT’s centralised and prescriptive behaviour policy clearly demonstrates a “consistent approach to discipline” (OfSTED, 2018: 48) across the teachers within ALP MAT. Finally, OfSTED (2018) states that “(l)nspectors should talk to leaders about...the design and delivery of the curriculum” (p. 50). ALP MAT’s trust-wide schemes of learning in years 7 and 8 create consistent and coherent schemes of learning that the curriculum leaders and teachers can communicate clearly. These three directives from OfSTED’s (2018) *School Inspection Handbook* can be seen to be directing or strongly influencing ALP MAT’s policy context. The data indicates that ALP MAT has developed a form of *branded professionalism* which is shaping Kate’s professionalism. However, this form of *branded professionalism* and ALP MAT’s policy context appear to be functioning to also meet OfSTED guidance. The *branded professionalism* evident at ALP MAT, appears to be providing centripetal forces which are strengthening *national professionalism*, rather than competing with the dominant *secondary speech genre*.

Kate – Research Question: What are the ECTs’ views of how policy context influences their professionalism?

Key moment 12 (Appendix S) is from Kate’s fifth interview in July 2021. The interview took place at Thatcham School at the end of her RQT year. In this key moment, Kate reflects on the changing curriculum policy context of ALP MAT. ALP MAT has altered the policy context so that the English teachers at Thatcham School are able to create their own schemes of work which they can then teach to their classes at Thatcham School. Kate explains that she wrote a new scheme of work for year 7. The extract reverberates with *multi-voicedness* with ALP MAT. This voice is at points directly

referred to and at points the voice is concealed within the utterance. Kate reflected *"We've now been given more freedom again, so although we are slightly aligned, it's less prescriptive than it was"* (178). This passive sentence further conceals the identity of who has given the professionals more freedom. The voice of ALP MAT remains anonymous but is central to relaxing the parameters so that Kate's professionalism is less directed by ALP MAT's curriculum policy context. The language reflects a hierarchical structure where ALP MAT determines the parameters that Kate can operate within: *"we've been given the freedom"* (196) and *"I'm allowed to"* (184). In this utterance, Kate positions herself as a part of Thatcham School but separate from the other schools in the MAT and from the leadership of ALP MAT. Kate suggests that there is competition and rivalry between the schools, *"we've kind of overtaken them now"* (196), referring to Altmore School that initially set up ALP MAT. This contrasts with the DfE's (2021) stated vision of collaboration *"of a family of schools in strong academy trusts"* (p. 6).

In line with Kate's interview from her ITT course, ALP MAT continues to set the parameters for Kate's professionalism. However, Kate's utterance indicates a significant change in her capacity to voice her criticisms of the Trust-wide schemes of learning: *"we've noticed there are certain schemes of learning that they (the pupils) don't work well with"* (190). This contrasts with the earlier key moment, from Kate's ITT course, where she described how ALP MAT prescribed *"learning cycles that we have to stick to"* (74). In this final interview, Kate's centrifugal voice is stronger and more confident. ALP MAT appears to have enabled the English teachers at Thatcham School to voice their evaluation of ALP MAT's prescribed curriculum policy and are listening to their evaluation.

Kate indicates that the pupils have played a central role in redesigning the curriculum and she suggests that pupils have potential to create centripetal or centrifugal forces: *"I think it's engagement from the kids. We've been tracking how well they've enjoyed these schemes in learning, I think enjoyment goes hand in hand with achievement (188)"*. This supports previous data analysis from Alice where pupils were creating centripetal forces at Altmore School and Tara where pupils at Winterview School

were creating centrifugal forces which challenged the implementation of ALP MAT's policy context.

The emotional tone of the key moment is more positive: "*I am creative, and I want to be able to do my things, and now I'm allowed to a bit more which is helpful (184).*"

Kate explains that she appreciates the opportunity to create new schemes of work which are engaging for the pupils and teachers and where she can draw on other influences. This utterance resonates with Kate's interview from her ITT course where she gave a rationale and altered the previously prescribed curriculum. The curriculum changes indicate that ALP MAT's form of *branded professionalism* has become less prescriptive and is enabling professionals to evaluate and shape the curriculum. Kate explains how she has created new schemes of learning which are intended to engage the pupils and teachers, which could suggest elements of *democratic professionalism*. However, this key moment is in stark contrast to Tara's key moment which also took place in Thatcham School in July 2021. In contrast, Tara reflects on the challenges of teaching a prescribed curriculum that has been jointly written by an external company and ALP MAT's Director of Science. The *chronotope* of Tara's key moment revealed a lived experience where ALP MAT's prescriptive curriculum policy context was significantly shaping her professionalism. These key moments reveal a clear discrepancy between Tara's and Kate's lived experience of ALP MAT's curriculum policy context which have a significant influence on their professionalism.

Multi-voicedness with national professionalism resonates throughout Kate's key moment. Kate states that one rationale for altering ALP MAT's curriculum policy context is "*keeping more up to date with the sort of standards that we'd expect of our lessons and, um sort of preparing if we did have OfSTED to make sure that we are doing what we can for kids to progress*" (192). In this extract Kate makes a *sideways glance* towards OfSTED. Kate intones *national professionalism* by conceiving "*(T)he standards that we'd expect*" (192) as aligned with the standards that are assessed by OfSTED. Kate does not challenge these expectations or express an alternative value system. This extract indicates that the standards regarding pupil progress and the school curriculum, which are inspected by OfSTED, are a central factor which is directing the change in ALP MAT's curriculum policy context. This is because they are

used to determine the OfSTED inspection report and grade. This suggests that ALP MAT's form of *branded professionalism* is constructed and altered to meet the changing policy threads of *national professionalism*. This indicates that ALP MAT's form of *branded professionalism* is consequently strengthening *national professionalism* rather than competing with it. This utterance also reveals that the suggested features of *democratic professionalism*, where professionals are encouraged to construct a curriculum which suits the *heteroglossia* and the pupils in the classroom, are in fact changes that are designed to meet national acontextual OfSTED criteria. Instead, the dominant *secondary speech genre, national professionalism*, continues to set the expectations and parameters which direct Kate's professionalism. ALP MAT's policy context is the vehicle that is being used to transmit the values of *national professionalism*.

Kate makes another significant but concealed *sideways glance* towards the expectations set by *national professionalism*: "*I think we're being- we're being given the freedom because we've kind of overtaken them now*" (196). This utterance has concealed intertextuality with neoliberal marketisation policies that introduced league tables (DES, 1988) which aimed to raise standards by encouraging competition between schools. Detailed dialogical analysis suggests that Kate is referring to the English GCSE results at Thatcham School which are better than other schools within ALP MAT in terms of the raw grades and value-added results. This is a further indication that the national standards are being used by ALP MAT to measure the English Department's success. Consequently, the English Department is being given greater freedom to construct their curriculum. Significantly, ALP MAT is reducing policy directives on Kate's professionalism because the pupils are achieving well against the national standards. This indicates that the expectations of *national professionalism* determine ALP MAT's policy context and the expectations that ALP MAT place on the professional. This may also explain why Tara is experiencing a prescriptive curriculum policy context as a Science teacher, because the pupils' GCSE results in Science may not be as positive. These key moments reflect national policy guidance communicated by former Education Secretary Michael Gove (2010): we are "passionate about extending the freedoms (to schools but) intervention should be in

inverse proportion to success.” The approach of ALP MAT aligns with Gove’s speech where the professional is further regulated and intervened upon if national performativity targets are not met.

Finally, in a soundbite from later in Kate’s interview, she describes the influence on her professionalism of teaching in a MAT:

- *“283 CQU: How do you feel that you’re influenced by a Trust?”*
- *284 Kate: I feel like there are aspects of restriction being in a Trust. Um, I also feel like having sort of these over, like, um, I don’t know how to explain it but these big figures, like we have a CEO and we have a this and a that.*
- *285 CQU: Um*
- *286 Kate: Yeah. I feel like it creates a corporate environment, it feels business like, um, and it almost feels more hierarchical than if that wasn’t there. Um, it’s like if the CEO comes to the school, it’s like, a, ‘oh, the CEO is coming in’, ‘it’s a big deal’ and ‘we need to look this way and act this way and do that’, and I’m thinking, ‘But we’re a working school, so really you should just come in and see what we do.’ There shouldn’t be this kind of. It’s almost like he’s famous, it’s that kind of, ‘We need to impress,’ and I feel like sometimes that’s damaging. I don’t feel like I can be fully honest sometimes with my opinions because of that, um, kind of corporate feel. I feel like I’m expendable.”*

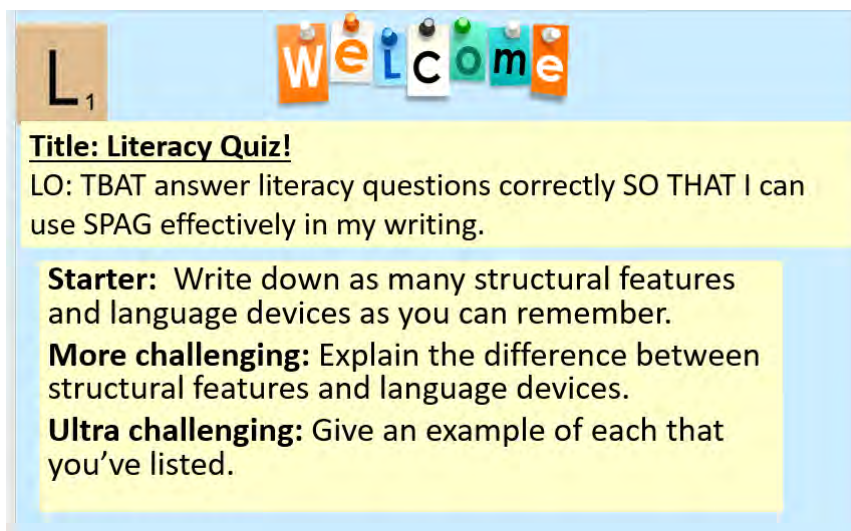
In this soundbite Kate describes how the environment of ALP MAT *“feels business like”* (286) and *“corporate”* (286). The soundbite contains *multi-voicedness* between Kate and other teachers in the school. The other teachers’ voices are drawn into the dialogue through direct speech: *“‘Oh, the CEO is coming in’...‘we need to look this way and act this way.’”* (286). Whilst Kate’s voice challenges the hierarchical structure of *“need(ing) to impress”* (286) the CEO.

This soundbite also contains *double-voicedness*. Kate’s centrifugal voice challenges the hierarchical structure of ALP MAT. However, her centrifugal voice is tentative as Kate explains that she did not voice these views but instead was *“thinking”* (286) them. Her centrifugal voice operates alongside a more sorrowful voice where Kate expresses that she cannot be *“fully honest sometimes with my opinions”* (286) and where she feels like she is *“expendable”* (286). Both voices are tentative which is probably because Kate recognises that these voices are challenging the leadership of the MAT that she is working in. In this soundbite Kate reveals that she cannot express her evaluation of ALP MAT’s policy context which shapes her professionalism. This

resonates with Tara's key moment from her second interview where she stated: "I'm not paid to think like that" (26). Placing these utterances in dialogue reveal that Kate and Tara feel that their ability to express their centrifugal voice is being restricted. This indicates that centrifugal voices, that challenge ALP MAT's leadership and policy context, are constrained which influences Kate's professionalism further.

Kate - Research Question: In what ways are the ECTs' views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in July 2021, where Kate taught a year 7 English lesson at Thatcham School. Kate taught the class four times a week and had taught the class throughout her RQT year. This lesson was taught two weeks prior to the interview analysed above. Below is one slide from the PowerPoint for the lesson that I observed. This teaching resource, a signifying text from Kate, is placed alongside the interview data to analyse influences from policy context on Kate's professionalism.



L₁ **Welcome**

Title: Literacy Quiz!
LO: TBAT answer literacy questions correctly SO THAT I can use SPAG effectively in my writing.

Starter: Write down as many structural features and language devices as you can remember.

More challenging: Explain the difference between structural features and language devices.

Ultra challenging: Give an example of each that you've listed.

Kate created this teaching resource and the lesson itself. The PowerPoint slides were displayed on the interactive whiteboard throughout the lesson. It is interesting to place this PowerPoint slide in dialogue with the first slide of the PowerPoint that Kate used in November 2018. Both slides have the same format, the lesson structure is present on both slides, the task has been differentiated using the same structure, and the format of the learning objective is the same. These similarities indicate ALP

MAT's form of *branded professionalism*. This suggests that whilst ALP MAT has removed the prescribed curriculum, Kate's professionalism continues to be shaped by other features of ALP MAT's *branded professionalism*. Another interpretation is that these features of *branded professionalism* may have become embedded in Kate's professionalism so that she incorporates these features even though they are not prescribed. The *chronotope* of the teaching resource reveals a limited amount of autonomy within ALP MAT's form of *branded professionalism*. This conflicts with how Kate described her professionalism in her final interview.

This teaching resource appears to deviate with Kate's earlier key moment where she stated that ALP MAT had chosen to change the schemes of learning to improve *"engagement from the kids. We've been tracking how well they've enjoyed these schemes in learning, I think enjoyment goes hand in hand with achievement"* (188). The teaching resource does not seem to be conceived and created around the pupils in the classroom. The tasks do not appear to be targeted to this specific *heteroglossia*. The interests and identities of the pupils are not referred to in this teaching resource. The lesson title is a *"Literacy Quiz"* which is a teaching style that could engage the pupils. However, it is unclear whether the differentiated task would enable pupils to engage with and enjoy the task. It is interesting to consider whether Kate's lived experience at ALP MAT makes it difficult for her to employ a democratic approach to professionalism to create a curriculum that engages the pupils because ALP MAT has previously constrained this aspect of her professionalism and she has probably not observed this approach to professionalism from other teachers within ALP MAT. This analysis resonates with Tara's final interview where she worries about losing the skillset of lesson planning in a policy context where she is required to teach a prescribed curriculum.

Below are two soundbites from my field notes which I wrote during the lesson:

- *"Kate said the class would be doing a quiz. Some pupils said they didn't want to and other pupils asked if they could do the quiz in pairs. Kate said to them to do the silent starter (that she put on the IWB) and based on how they did the silent starter, she would decide if they could work in groups."*
- *"Then Kate stood up and said: 'Get purple pens out'. Then Kate asked the pupils to make changes to their answers and tick/cross."*

The first soundbite is from the start of the lesson which reveals a feature of ALP MAT's form of *branded professionalism*: "*the silent starter*". This indicates intertextuality and compliance with ALP MAT's Teaching and Learning policy. Then in the second soundbite another feature of ALP MAT's form of *branded professionalism* is the use of "*purple pens*" to demonstrate marking and improvements in the pupils' learning. This reveals intertextuality and compliance with ALP MAT's Curriculum, Reporting and Assessment policy. Placing my field notes in dialogue with the teaching resource suggest that Kate's professionalism is constrained by ALP MAT's multi-faceted policy context. This contrasts with Kate's interview where she states: "*we've been given more freedom again*" (178). Whilst Kate is not constrained by the prescribed curriculum, it is evident that there are other features of ALP MAT's *branded professionalism* which are shaping her professionalism.

I wrote the following three soundbites from my field notes at different points during my classroom observation. These soundbites contain *multi-voicedness* with the pupils and dialogic interactions between Kate's voice and the pupils' voices:

- "*Kate said: 'I think this is the most writing that you will do'. A pupil replied: 'Oh you always say that then we write more. Oh boring.'*"
- "*Kate said: 'The next bit is spellings. Write 1 – 15.' A pupil said: 'It's a test'. Kate said: 'no it's a quiz.' A pupil replied: 'a quiz is interesting general knowledge.'*"
- "*Then Kate gave the picture round and a pupil said: 'I hate this'*

Placing these soundbites together reveals the significant role that pupils can play in supporting or challenging the policy context. These pupils' voices indicate a centrifugal force which is challenging ALP MAT's revised curriculum policy context. My field notes suggest that the pupils are forming a powerful centrifugal force. One interpretation is that the pupils' voices are prevailing and are directing ALP MAT to alter the curriculum to suit their interests. However, this lesson was near the end of the school year and is just one insight into the *heteroglossia*. The pupils' centrifugal voices may not have been dominant or prevailing in a classroom observation at a different time.

6.2.5 Hannah – Research Question: What are the ECTs' views of how policy context influences their professionalism?

Bakhtin (1986) argues that the perspective of an *outsider* provides a profound understanding of a foreign culture. This speaker operates outside the dominant and accepted norms and values. This creates a dialogue between the speaker and the foreign culture. Therefore, the speaker can pose questions and seek answers that challenge and unravel embedded and accepted norms and values. It is therefore valuable to place the previous key moments in dialogue with an ECT from a different background. Hannah was born in Germany and completed her education until the age of eighteen in Germany. Then she moved to Spain to complete her university degree where she worked in translation for two years. In September 2018, Hannah moved with her husband to England to start her ITT course. It was the first time she had lived in England. It is insightful to explore Hannah's perspective of how policy context influences her professionalism. It is important to note that Hannah experienced a considerably different ITT course and policy context to Tara, Alice, and Kate. Hannah completed a university-led ITT course and completed her teaching placements in two contrasting schools.

Key moment 10 comes from my first interview with Hannah in January 2019. Hannah had completed her first teaching placement from October 2018 to January 2019. This key moment resonates with Bakhtin's (1986) view that an *outsider* to the culture can bring a new perspective and question our assumptions:

- *“22 Hannah: My education is from Germany, which is very different from what we study here. And I often come across areas in my head going ahh why is it this way? And this should be different and this is not what I was expecting.*
- *23 CQU: What's different?*
- *24 Hannah: Erm differentiation was completely new to me. Erm mostly because in Germany differentiation goes by school. They sort by ability at the age of 11 and then you don't differentiate in the class because you have that three-way system. That was a big thing. The other thing is that. I'm going into stereotypes and hoping I'm not offending. But I feel like in Britain it is a (pause) very sort of rule based. Erm like the fact that you have to wear uniform and they have to go into assembly hall in a line and then sit down and be quiet. That doesn't happen in Germany and I feel like we are much more straight forward. Erm also things like*

starters. You know they come in and there's something on the board. Students can be engaged from the first minute."

This key moment contains *multi-voicedness* from two different cultures. Hannah aligns herself with her education from Germany. She explains: *"I feel like we are much more straight forward"* (24). The use of the pronoun *"we"* (24) implies that Hannah positions herself as part of the German education system and approach to professionalism. From this perspective, Hannah analyses and reflects on the education system in Britain. Hannah states: *"And I often come across areas in my head going ahh why is it this way? And this should be different and this is not what I was expecting"* (22). This extract illustrates *multi-voicedness* where Hannah operates from a different perspective and poses questions which challenge the accepted approach of the British education system. It is insightful that Hannah states that she poses these challenging questions *"in my head"* (22). This indicates that Hannah recognises that these are centrifugal forces, which challenge accepted approaches to professionalism, and cannot be voiced openly. The *chronotope* of the key moment reveals a vertical space for the professional and indicates that Hannah's professionalism is being restricted. The expression *"ahh"* (22) indicates Hannah's frustration with features of the British education system.

Significantly, Hannah reflects: *"I feel like in Britain it is a (pause) very sort of rule based"* (24). Hannah's pause could indicate that she has taken time to carefully formulate this phrase or that she is concerned to voice this view. Hannah gives examples of this *"rule based"* (24) approach to professionalism. She explains that policy context regarding starter tasks, differentiation, uniform, and pupils' behaviour create a set of rules that influence a teacher's professionalism. This is the essence of how policy context prescribes professionalism. Hannah's perspective provides a profound insight into how policy context creates a set of rules which teachers need to adhere to. Hannah's perspective highlights and critiques the approach of *national professionalism* and ALP MAT's form of *branded professionalism* which prescribe a set of rules which professionals need to adhere to. Hannah's insight resonates with the lived experiences of how Tara's, Alice's, and Kate's professionalism was influenced by policy context whilst teaching within ALP MAT.

In the key moment, there is evidence of *addressivity*. Hannah makes a *sideways glance* towards my British nationality: “*I'm going into stereotypes and hoping I'm not offending*” (24). This extract reflects that Hannah is aware that she is voicing centrifugal forces which challenge the accepted norms and values of the British education system and could challenge my values. This also draws attention to my experience as a professional who has only operated in schools in England. It is important for me to consider how my specific lived experience could cause me to overlook embedded features and values of professionalism. Later in the key moment, Hannah makes a further *sideways glance*: “*things like starters. You know*” (24). This *sideways glance* reiterates the influence of *addressivity* on Hannah’s dialogue in that she conceives my experience as a professional within the British education system. This *sideways glance* appears to be multi-layered. Hannah completed a teaching placement at a school where I was working. This school had a centralised and prescriptive policy of having a starter task which teachers needed to comply with. In this utterance Hannah creates dialogic relations with my role as a teacher as well a researcher. My roles and responsibilities as a researcher and teacher are blurred and interwoven in this process of data collection.

Two soundbites from later in Hannah’s first interview indicate how Hannah chose to respond to policy context. In this first soundbite Hannah reflects on the university’s lesson plan proforma that she has been told to fill in to plan each of her lessons during her ITT course:

- “*148 Hannah: I hate that lesson plan (laughs). Erm I find it absolutely useless to be quite honest. But we're judged on whether we do this. Erm, mostly I find it useless because I'm starting on the left upper corner and I'm very motivated and then, as I go along, and I reach the right bottom corner, I'm just done with it. Often these boxes in the bottom corner would stay empty. I've been trying very hard to put something into every box as we're told to do but I didn't find it helpful. Not true. It was helpful at the beginning because it would tell me how to structure it. Towards the end of the placement, I shouldn't be saying this, I wasn't using it anymore.*”

This soundbite presents an example of the “*rule based*” (24) approach that Hannah described in the key moment analysed above. The soundbite contains *multi-voicedness* with a voice that has implemented this policy context. Hannah explains:

“we’re judged on whether we do this” (148) and *“we’re told to” (148)* fill it in. Hannah conceals the identity of the voice. The voice could be the ITT course which has created the lesson plan proforma. However, the voice is shaped by national policy context because the government sets policy context for ITT providers which are then implemented by the ITT course. This process can disguise the voice and values of the dominant *secondary speech genre, national professionalism*.

It is interesting to explore Hannah’s response to the policy context. The soundbite contains *double-voicedness*. One voice indicates that Hannah aims to be compliant with this policy context which is shaping her professionalism: *“I’ve been trying very hard to put something into every box as we’re told to” (148)*. However, a second centrifugal voice is highly critical of this policy context: *“I hate that lesson plan (laughs). Erm I find it absolutely useless to be quite honest” (148)*. The emotional tone of the soundbite reflects an anger and frustration in being required to complete the lesson plan proforma to plan every lesson. The *“laugh” (148)* could suggest a distance between Hannah’s perspective and this policy context. It also indicates that Hannah does not value this policy context and instead conceives it as an amusing, insignificant rule. This centrifugal voice is seen to prevail over the compliant voice. The two voices are in direct dialogue where Hannah states: *“I shouldn’t be saying this, I wasn’t using it anymore” (148)*. The compliant voice recognises the expectations of the policy context, whilst the centrifugal voice explains that Hannah stopped adhering to these expectations. Hannah’s honesty in explaining that she was not adhering to the policy context indicates the trust that we had established during the research process.

It is useful to consider whether Hannah was able to challenge and resist this policy context because of her own educational background. Her response of laughing when commenting on the lesson plan indicates centrifugal forces which may be harder to conceive or express for a professional who has been socialised into these accepting these rules. Perhaps these rules appear too embedded to question or even to perceive. It is useful to place this analysis in dialogue with Lortie’s (1975) research which found that teachers experience “anticipatory socialization” (p. 95) during their own schooling. Lortie (1975) argued that teachers take part in an unsuspecting

apprenticeship where they are socialised into the values and practices of a specific educational context. Therefore, teachers imitate these practices rather than critiquing and analysing these accepted teaching practices. It will be interesting to analyse how Hannah responds to further policy context and to consider how her responses are shaped by her different educational background.

The second soundbite also comes from my first interview. Hannah describes the assessment policy from her first teaching placement.

- *“108 Hannah: Also, they did summative assessments for year 7 at the end of each topic which I thought were ridiculous. Erm I’m being very judgemental (laughs). Erm the thing was they were typical multiple choice and pictures. And just they didn’t feel natural in any way and the kids struggled. And we were very much teaching to the test, the lesson before the assessment every single time. Well I found at least, I’d covered the unit, but I hadn’t covered the test.*
- *109 CQU: Yeh*
- *110 Hannah: yeh (pause) I didn’t enjoy that. (pause) Towards the end of the placement I stopped handing these tests back. Erm because I didn’t feel like year 7 needed to be that focused on grades (laughs). Erm I didn’t get told off for that. So I assumed it was fine.”*

This soundbite contains *multi-voicedness* with professionals in the school where Hannah completed her first placement. Hannah states: *“they did summative assessments for year 7 at the end of each topic which I thought were ridiculous”* (108). The use of the pronoun *“they”* (108) conceals the identity of the professionals but could refer to the teachers in the Languages Department or teachers across the whole school.

This soundbite contains *double-voicedness*. The compliant voice is subdued: *“we were very much teaching to the test, the lesson before the assessment every single time”* (108). This utterance indicates that Hannah complied with the policy context and prepared the pupils for the upcoming assessment. Hannah reflects on how this influenced her professionalism in needing to *“teach to the test”* (108). She describes how the influence of this policy context on her professionalism also affected her emotions: *“I didn’t enjoy that”* (110). The soundbite also contains a second centrifugal voice which appears confident in criticising the policy context: *“I’m being very judgemental (laughs)”* (108). The two voices are in dialogue in this utterance.

Hannah recognises that she is challenging accepted policy context which could be viewed negatively. However, the “*laugh*” (108) draws in the centrifugal voice, mocking the compliant voice and the policy context, and indicates that it is dominant. Hannah then explains how her centrifugal voice rose in volume to the extent that Hannah stopped adhering to the school’s assessment policy context: “*I stopped handed these tests back. Erm because I didn’t feel like year 7 needed to be that focused on grades (laughs)*” (110). Again, Hannah’s “*laugh*” (110) seems significant. She appears confident in challenging and rejecting the policy context. Furthermore, the “*laugh*” (110) could indicate that Hannah conceives the assessment policy as inappropriate. Whilst Hannah criticises the performativity and assessment policy context associated with *national professionalism*, she does not voice an alternative value system and approach.

This soundbite has intertextuality with Broad Oak School’s Teaching and Learning policy which states: “(E)ffective use of data is critical to inform students, parents and other staff of pupil progress towards targets” (p. 4). This extract from the school’s Teaching and Learning policy indicates that Hannah has not complied with the policy context because she has not informed the pupils of their test results.

It is interesting that Hannah’s centrifugal voice in both soundbites is confident and assertive. This contrasts with Kate’s voice from her first interview which also took place in January 2019. Kate was anxious that ALP MAT observe her adhering to ALP MAT’s policy context and compliant with the centripetal forces. Furthermore, in key moment 11 Kate identified gaps in ALP MAT’s policy context. However, in making changes to the prescribed curriculum she ensured that these changes were supported by her mentor and had a clear rationale that was supported by *national professionalism*. It is important to recognise that the *heteroglossia* was different because ALP MAT’s policy context was more prescriptive and closely monitored. Furthermore, ALP MAT led Kate’s ITT course and Kate would be assessed by ALP MAT, which contrasted with Hannah who had finished her first teaching placement and would not teach in that school again.

Hannah - Research Question: In what ways are the ECTs' views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in November 2018, where Hannah taught a year 7 French lesson at Broad Oak School. Hannah had taught the class for three lessons a week for a month. This lesson was near the end of her first placement. This lesson was taught two months prior to the interview analysed above. Below is section of a lesson plan for this lesson. The whole lesson plan is presented in Appendix T. This lesson plan, a signifying text from Hannah, is placed alongside the interview data to analyse influences from policy context on Hannah's professionalism.

Time	Learning	Management	Differentiation	Assessment for and of learning
	<i>What are the pupils learning?</i>	<i>How will you organise the class and resources? What key instructions are needed? What will the pupils be doing?</i>	<i>For the main tasks, how will you adapt the task to make sure that it is accessible to all pupils and that they are suitably challenged at all levels of ability?</i>	<i>How are you ensuring and monitoring pupil progress and learning?</i>
11:10	Starter: Correction	Ss to work alone in silence.	Extension: find pattern	Randomly ask ss, ask for count in the end.
11:18	Green penning	Ss to correct last lesson's writing. At least 1 correction. Time limit.	monitor. Ext: write higher order sentences.	
11:23	New vocab	Think, pair, share on MWB.	Partner work. Single words to full sentences.	Monitor. / MWB
11:30	Translation.	Ss to work alone. Back of their books. Connect sentences.	Ext: translate.	Monitor, random picks. Show of hands on how many.
11:35	Consolidation vocab.	Hand out vocab sheet. Beat the teacher. Competition.	Can look at vocab sheet.	Check engagement.
11:38	Listening – Recognising Key vocab	In books. Remind of rules for listening. Listen 2 times.	Vocab sheet if needed. Books closed for higher level.	Check with partner.

The lesson plan has two authors. The university ITT course created the lesson plan proforma and then Hannah filled in the proforma for this specific lesson. The *superaddressee* and intended audience for the lesson plan are the ITT course that could assess the lesson plan as evidence to assess Hannah's effectiveness in meeting the *Teachers' Standards* (DfE, 2011). Furthermore, the Lead Trainer from Broad Oak School chose to also observe this lesson. The signifying text has an instructive style. Hannah has written in brief phrases and has used abbreviations which make the signifying text quite hard to interpret. For instance, "*Ext: translate*" means that the extension task is for pupils to translate the sentences they have connected for the main task. This could suggest that Hannah has spent a small amount of time on completing the lesson plan. However, placing this signifying text in dialogue with

Hannah's earlier soundbite offers a different insight: "*I hate that lesson plan (laughs). Erm I find it absolutely useless to be quite honest*" (148). This signifying text suggests that Hannah has chosen to use a minimal number of words and abbreviations which make the lesson plan difficult to decipher. This in turn indicates veiled centrifugal forces which indicate that Hannah is criticising and mocking the policy context.

In contrast, this signifying text has intertextuality and demonstrates Hannah's compliance with Broad Oak School's Teaching and Learning policy which states that work scrutiny of pupils' work will look for evidence of "(P)rogress: Do students learn from their mistakes and modify their work?" (p. 7). Hannah's lesson plan demonstrates compliance with this section of the policy where she states that pupils will be "(G)reen penning" and "(S)s to correct last lesson's writing. At least 1 correction." This is quite hard to interpret but indicates that pupils will need to use a green pen to make corrections to their work from the previous lesson. It is useful to apply Bakhtin's (1986) concept of *assimilation* to analyse this utterance from the signifying text further. Bakhtin (1986) argues that words that have been "assimilate(d), rework(ed) and re-accentuate(d)" (p. 89) reveal the evaluative attitude of the speaker towards these voices. Hannah has altered Broad Oak School's requirement for pupils to use green pen to demonstrate modifications they have made to their work. It appears significant that Hannah has employed the phrase "(G)reen penning" and therefore reworked the voice of Broad Oak School's policy context. This reveals a concealed and subdued voice which is in fact critical of the policy. The phrase "(G)reen penning" contains *double-voicedness* where Hannah places a voice that is compliant with the policy context alongside a centrifugal voice which is critiquing the policy context.

The lesson plan also demonstrates intertextuality and compliance with the university's policy context on differentiation, which reinforces the *Teachers' Standards* (DfE, 2011). For instance, the lesson plan states: "(V)ocab sheet if needed. Books closed for higher level." Again, this is complicated to decipher and has limited detail. However, it suggests that there is a vocabulary sheet to support pupils who need additional vocabulary, whilst other pupils will be encouraged to complete the task without any resources.

The lesson plan can be seen as a vehicle for centripetal forces which directs Hannah to identify how she is meeting policy context, which is set by the government, the ITT provider, and Broad Oak School. The centrifugal voice in Hannah's earlier key moment and soundbites was dominant and criticised the policy context, including the lesson plan proforma. However, this centrifugal voice is much more restrained and concealed in this signifying text. On the surface the lesson plan suggests that Hannah is complying with policy context from these different sources. Perhaps this is another reason why Hannah "*hate(s) that lesson plan*" (148) because it is a document where she needs to demonstrate compliance with policies whilst the concealed centrifugal voice reveals that she is critical of these policies.

Two soundbites offer further insight into the *heteroglossia* of my classroom observation:

- "*I contacted the Lead Trainer to request permission (as the gatekeeper) to come and observe Hannah's lesson. Surprisingly, and without me knowing, the Lead Trainer chose to make this a double purpose observation and she did her first formal observation of the same lesson. This most likely altered the dynamics of the lesson as the Lead Trainer was present in the lesson and potentially affected the actions of Hannah and the pupils. In addition, it made my observation have the impression of a judgemental, graded observation. Also, it potentially added pressure to the trainee teacher.*"
- "*The Lead Trainer was late in picking me up from reception and therefore we arrived to the classroom 5 minutes late to the lesson. We had to walk through the classroom and sit at the back of the classroom. The pupils said 'Hi' to the lead trainer and were aware of her presence. This made our/my presence much more evident to the class.*"

These soundbites contain *multi-voicedness* with the Lead Trainer at Broad Oak School. I drew the Lead Trainer into the dialogue by requesting permission to observe Hannah's lesson because she was a trainee teacher at the school. Then the Lead Trainer chose to complete a "*double purpose observation*" which was "*her first formal observation*" of Hannah. The Lead Trainer assessed Hannah's lesson against the *Teachers' Standards* (DfE, 2011). Hannah was aware of this and may have altered her professionalism to demonstrate greater compliance with *national professionalism* than in a different *heteroglossia*. Furthermore, the Lead Trainer was also a senior leader at Broad Oak School which would indicate that she would assess

whether the school's policy context was being adhered to. Consequently, Hannah may have chosen to adhere to the school's policy context more closely. This *heteroglossia* suggests that Hannah may have shaped her professionalism and compliance with policy context to meet the expectations of the Lead Trainer who was the *superaddressee*. The Lead Trainer's presence was highlighted as we arrived 5 minutes late, once the lesson had started, and "*pupils said 'Hi' to the Lead Trainer*" as we walked into the classroom. The context of the classroom observation did not resonate with my intended approach. However, on reflection, it was interesting to observe the influence on Hannah's professionalism and to reflect on how classroom observations are a vehicle for centripetal forces which strengthen *national professionalism* and the school's policy context.

Two further soundbites from my field notes of the classroom observation offer an insight into how the policy context influenced Hannah's professionalism:

- "*Then Hannah gave the class 5 minutes to make additional changes (in green pen) to their work last lesson. To either correct spellings/endings/word order and this linked to the starter task they had done. There was an extension to write additional examples. A couple of pupils walked to the back of the classroom (without asking) to get a dictionary to help with their work.*"
- "*Then Hannah counted from 5 to 1 in French and then said 'stop writing, stop talking' 'Stop talking' 'what we're going to do today is...' Then Hannah explained the lesson which was about siblings and gave the differentiated learning outcomes. There were numbers next to the learning outcomes which I think link to the GCSE grades.*"

These soundbites connect with the analysis of Hannah's lesson plan which indicated that there was intertextuality with the university's policy context on differentiation. The lesson plan proforma had a specific column which indicated that the professional should show evidence of "*differentiation*". The university's policy context also supports and is potentially led by the expectations of *national professionalism*. This is illustrated by the DfE's (2011) *Teachers' Standards* which state that "a teacher must...know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively" (p. 1). My field notes indicate differentiation where "*(T)here was an extension to write additional examples*" and when Hannah "*gave the differentiated learning outcomes.*" My field notes indicate that Hannah is

adhering to and implementing this policy context. It is not evident that Hannah is critiquing or altering the policy context.

Furthermore, these soundbites contain intertextuality with Broad Oak School's Assessment and Feedback policy, which states that "the teacher should... Give students the opportunity and time to respond to feedback and act on it so that they make progress, in green pen where available" (p. 2). The school's policy supports and is likely to be led by the expectations of *national professionalism*. The DfE's (2011) *Teachers Standards* state that "a teacher must...give pupils regular feedback...and encourage pupils to respond to the feedback" (p. 1). The expectations of *national professionalism* are prescriptive and indicate that there is no space to challenge them: "a teacher must." This choice of modal verb indicates that this national policy context is non-negotiable and compelling. My field notes indicate that Hannah has complied with the expectations set by *national professionalism* which are then reiterated and reinforced by Broad Oak School's Assessment and Feedback policy: "(T)hen Hannah gave the class 5 minutes to make additional changes (in green pen) to their work last lesson. To either correct spellings/endings/word order." My field notes suggest that Hannah is compliant with these centripetal forces emanating from the dominant *secondary speech genre, national professionalism*.

These data sets have significantly different *superaddressees* and *heteroglossia*. It is useful to place them in dialogue with each other. In the key moment and soundbites from Hannah's first interview her centrifugal voice was dominant: she critiqued policies and explained how she did not adhere to some areas of policy context. In contrast, the lesson plan appeared to comply with the policy context on the surface and can be seen as a vehicle for centripetal forces. However, deeper analysis of the lesson plan revealed Hannah's evaluative stance regarding areas of policy context. Finally, the classroom observation which was being assessed by Hannah's Lead Trainer as a formal lesson observation revealed compliance with the policy context that was prescribed by the government, the ITT course, and the school. This formal classroom observation appears to be a vehicle for centripetal forces where Hannah appears unable to avoid the policy context or to express her centrifugal voice.

Hannah – Research Question: What are the ECTs' views of how policy context influences their professionalism?

Key moment 15 (Appendix U) is from Hannah's fourth interview in February 2021. Hannah chose to leave the teaching profession in July 2020, after her NQT year, and this was her final interview. The interview took place online because Hannah was living in Spain where she was working as a computer programmer. In this key moment Hannah reflects on how policy context was a factor that influenced Hannah to choose to leave the teaching profession. In this utterance, Hannah reflects on how she disagreed with different aspects of the school's policy context. Hannah describes how the school shaped her role as a Year 9 tutor where she was asked to urge her tutor group to *"knuckle down now"* (72), select their GCSE options, and determine their career path. Hannah explained how this pressure to work hard and decide on their career option caused a negative effect on the wellbeing of the pupils. The utterance indicates *double-voicedness* with the policy context and the school's aims and values: *"I had to go with what the school said to present that united front, but I also wasn't behind it (laughs)"* (72). This extract places the two voices in direct dialogue with each other. One voice indicates centripetal forces where Hannah implements the school's stated intentions and policy context. However, Hannah describes another subdued centrifugal voice which did not support the policy context. The *"laugh"* (72) appears to belittle the policy context and implies a dissonance between the two voices that were conflicted about this policy context.

In this utterance Hannah implies that she felt compelled to conform to and implement the policy context, that she disagreed with. It is useful to analyse the prescriptive language that Hannah uses: *"I had to"* (72). Hannah disagreed with the policy context but felt unable to challenge the policy context which shaped her professionalism in a direction that she disagreed with and felt uncomfortable with. This contrasts with the agency that Hannah exercised in key moment 10, from her ITT course, where she chose not to comply with the assessment practices of her first placement and the lesson planning policy of her ITT course. There is a significant shift in how Hannah chose to comply with these centripetal forces during her NQT year.

An extract from earlier in the utterance gives some indication of why Hannah felt she had to comply with the school's policy context: "*I felt like I was, you know, part of a mechanism...I didn't agree with a lot of what they were doing yet I was so low in the hierarchy there wasn't much I could do about it*" (68). There is *multi-voicedness* woven throughout the utterance with the leadership of the school. The utterance suggests that Hannah conceives that the leadership team is determining the policy context and that there is a hierarchical system of leadership. Hannah describes how she feels unable to challenge this centripetal voice and to offer an alternative approach. The simile that Hannah uses "*I felt like I was, you know, part of a mechanism*" (68) is a significant linguistic device that generates imagery of the teacher as a robot or part of a technical production line. This simile offers a clear insight into Hannah's lived experience and how she conceived her professionalism. It suggests that Hannah felt unable to voice or act on centrifugal forces but that she instead needed to implement policy context that had been devised by the leaders within the school. It is significant that Hannah draws me into the dialogue in the middle of this simile. The phrase "*you know*" (68) suggests that Hannah is asking me whether I feel the same or prompting me to reflect on whether I perceive the same role as a classroom teacher. This simile draws the researcher directly into the dialogue and resonates with Bakhtin's (1986) view that the perspective of an *outsider* can offer a profound understanding and pose questions that challenge and unravel accepted norms and values.

This utterance contains *multi-voicedness* with the government's voice. Hannah presents the policy context in the school as being conceived and designed by the leadership team in the school. However, it is important to consider concealed intertextuality with central government's policy context. The government has constructed the criteria that OfSTED uses to assess schools in England. OfSTED (2018) inspects how schools are supporting pupils "to make informed choices about which courses suit their academic needs and aspirations" (p. 56) so that "(T)hey are prepared for the next stage of their education, employment, self-employment or training" (p. 56). The policy context that Hannah describes at Walkden School appears to be directly influenced by and in response to these national policy threads

which strengthen *national professionalism*. The government's voice and role in determining policy context is disguised and veiled because the school is constructing policies and practices that are implementing the national policy context. This resonates with ALP MAT's policy context where the leaders implemented policies that are designed to meet the expectations and values of *national professionalism*.

Hannah's dialogue in this utterance reverberates with *addressivity*. Within this key moment Hannah utilises the phrase "you know" (68) eleven times. This technique draws the researcher into the dialogue and prompts me to consider my values and experiences in relation to Hannah's dialogue. However, this phrase also indicates that Hannah is constructing her dialogue based on her knowledge of me as an experienced classroom teacher. Hannah draws me into the dialogue as having a shared understanding of policy context and teaching practices. However, Hannah draws attention to and places distance between our national value systems. She separates our national identities and histories when she describes her uncomfortable lived experience of a school assembly to mark War Memorial Day: "*in your country, it is portrayed, as you know, the heroes coming home, and I felt very uncomfortable (laughs). And, you know, I, that just, that really clashed with me*" (70). This utterance contains *multi-voicedness* with a dominant voice that has constructed a narrative around who the heroes of the second world war were. Hannah utilizes the pronoun "your country" (70) which positions me as part of this dominant value system within Britain. Hannah vividly describes her lived experience where her value system "clashed" (70) with this dominant British value system. The verb "clashed" (70) reflects the dissonance of views which is also implied by Hannah's "laugh" within the utterance. This verb is powerful and audible. This utterance demonstrates that whilst Hannah felt "very uncomfortable" (70), she felt unable to express her centrifugal voice and challenge this dominant British value system.

In a soundbite from later in Hannah's final interview, she expresses how she is considering taking on some supply work as a teacher at her husband's school in Spain.

- "*144 Hannah: I should mention, I am considering taking on some supply work at my husband's school right now. And I think the big influence for that is that I miss*

working with kids and having an impact. So, I, I think that's the flipside that hasn't really come out in the interview yet. But maybe I'm looking at it through rose-coloured glasses, glasses as well.

- 145 CQU: *Mm, that's interesting*
- 146 Hannah: *Yeah, I, I think, I mean, I went into teaching because I do have a love for it, you know? And I do find myself missing it. It just felt, feels like there is so much else, you know, that that love just gets buried and you have to have so much passion for it to endure anyways, and I don't have enough passion (laughs). So, but yes, we've actually talked about it this morning. I might do some supply work."*

This soundbite contains *double-voicedness*. One voice expresses Hannah's "love" (146) of teaching and how she is missing "working with kids and having an impact" (144). This voice is prompting Hannah to return to a teaching role. Whilst another voice describes how the additional expectations and responsibilities, in her previous lived experience, led to "that love just get(ting) buried" (146). These two voices are in dialogue in this soundbite where Hannah is trying to reach a conclusion about which voice takes precedence. This soundbite places two different approaches to professionalism in dialogue as two conflicting voices. The centrifugal voice of *democratic professionalism* is evident where Hannah seeks to shape an approach to professionalism that responds to the needs and interests of the pupils in the classroom. This voice is set against the centripetal voice of *national professionalism* where Hannah describes the acontextual expectations and policy context that Hannah needs to implement which are set externally and are not negotiable.

This key moment indicates that Hannah complied with and did not explicitly challenge the policy context during her NQT year. She chose to leave the teaching profession in England rather than operate and comply within a dominant *secondary speech genre* and policy context which she often disagreed with. The soundbite suggests that Hannah is considering returning to the teaching profession in a different context. Furthermore, a supply teacher role implies that Hannah can choose to leave the role if the *heteroglossia* impedes a democratic approach to professionalism or conflicts with her values.

Hannah - Research Question: In what ways are the ECTs' views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

Hannah accepted a job as a French and Spanish teacher at Walkden School for her NQT year, which started in September 2019. I conducted a classroom observation in November 2019, where Hannah taught a year 8 Spanish lesson at Walkden School. The class was a top set group. This lesson was the last lesson I observed of Hannah because of the social distancing restrictions and school closures caused by the coronavirus pandemic. This lesson was taught fifteen months prior to the interview analysed above. Below is one section of the PowerPoint presentation for the lesson that I observed. The whole PowerPoint presentation is presented in Appendix V. This teaching resource, a signifying text from Hannah, is placed in dialogue with the interview data to analyse influences from policy context on Hannah's professionalism.

Continue to write your paragraph from last time.
Write on the paper. Please do so silently.
Keep your books closed. You have 10 minutes.

- HLP: parece que = it seems that / si tuviera tiempo, iría a = if I had time, I would go to
- Use a higher-level opinion: pienso que / creo que...
- Extend: where would you like to go? (Me gustaría ir a...)
- Include one negative (no...)
- Include 2 opinions. (Me gusta / Me encanta / No me gusta / Odio)
- Include 3 connectives. (y / pero / porque / no obstante)
- Where did you go last year ('fui a...')? Describe the weather (hacia / había)

There are various *superaddressees* for this teaching resource. Firstly, the PowerPoint slide was aimed at the pupils so that they would understand the task that they were being asked to complete. Secondly, the teaching resource could have been shaped to suit the expectations of the leadership team in the school. This would be appropriate if the lesson was unexpectedly observed or if the pupils' books were looked at in the future. Finally, Hannah could have designed or adapted the teaching resource with

the knowledge that I was going to observe the lesson. It is useful to reflect on the approach to professionalism that Hannah intended to portray to the researcher.

This teaching resource was used at the start of Hannah's lesson and documented the task that Hannah asked the pupils to complete. The pupils were asked to start from the bottom of the slide and work their way up through the higher-level tasks and extension tasks. It is useful to analyse the image of showing strength alongside the higher-level tasks. This imagery resonates with Hannah's final interview where she described how the leadership team in the school were asking teachers to encourage the pupils to work hard and "*really need to knuckle down now*" (72). This imagery aligns with the school's directive of requiring teachers to encourage pupils to work hard and show strength and progress in their learning. In contrast to the interview, Hannah's discomfort with this policy context and her centrifugal voice is not visible in this teaching resource. Instead, this teaching resource suggests compliance with these centripetal forces and implementation of this policy context.

This teaching resource also indicates a large amount of differentiation. The PowerPoint slide indicates how pupils can achieve the task at a variety of different levels which are clearly presented to the pupils and observers. This teaching resource contains concealed *multi-voicedness* with the voice of government and its policy context. The *Teachers' Standards* (DfE, 2011) stipulates specific expectations of all teachers and states that a teacher must "adapt teaching to respond to the strengths and needs of all pupils" (p. 11). This intertextuality is not visible on the surface of the signifying text and is not referred to in Hannah's interview. However, the nature of this longitudinal study enables me to reflect on how this policy guidance was highly significant during Hannah's ITT course. This key policy appears to have continued to influence Hannah's professionalism. Differentiation was also a significant feature of the university's policy context and their lesson planning proforma and influenced Hannah's professionalism during her ITT course. Hannah's teaching resource suggests compliance with these various centripetal forces that expect differentiation, which strengthens the values of *national professionalism*.

It is insightful to draw Hannah's teaching resource into dialogue with her first interview from January 2019 where Hannah refers to differentiation as something that is new to her and was not a feature of her own education in Germany. In her first interview, Hannah expressed: *"I often come across areas in my head going ahh why is it this way? And this should be different and this is not what I was expecting"* (22). In this first interview, Hannah referred to differentiation as a specific example. It is very interesting to analyse how Hannah's first interview and response to differentiation is in stark contrast to the teaching resource that Hannah has created ten months later. The centrifugal voice that challenges the practices of differentiation is not discernible in the teaching resource. Instead, the teaching resource reveals how differentiation is shaping Hannah's professionalism. This resonates with Hannah's final interview where she expressed concern that she felt obliged to implement policies and to conceal her centrifugal voice which critiqued the policy context.

During this classroom observation I wrote a series of field notes (Appendix W). My field notes reflect the multi-faceted policy context that was shaping Hannah's professionalism. Hannah applied the school's behaviour policy in giving out *"commendations"* and a *"first warning"* and in clearly directing how the pupils entered and sat down in her lesson. She also implemented the school's policy context of peer assessment and using *"green pen"* to demonstrate that the pupils had made progress. Furthermore, my field notes reveal why differentiation was a significant feature of Hannah's teaching resource. Hannah explained to me, after the lesson, that *"every task/PowerPoint slide must have a stretch task."* Hannah's use of prescriptive language implies that this school policy could not be challenged or deviated from. However, in line with data analysis from Tara, Alice, and Kate, *multi-voicedness* is evident with the government's centripetal voice which plays a central role in shaping these school policies.

Hannah's centrifugal voice in her final interview, which confidently and clearly criticised aspects of the policy context at Walkden School, is absent or indistinguishable in my field notes of Hannah's classroom observation. This suggests

the importance of *addressivity* and *heteroglossia* in shaping whether Hannah expresses this centrifugal voice that challenged policy context.

My field notes also revealed a change during Hannah's NQT year in how she chose to conform with the school's policy context in her teaching practice and conceal her centrifugal voice in this *heteroglossia*. This contrasts with the approach Hannah described in her first interview where she chose to stop adhering to policy context that she did not agree with. The only anomaly in my field notes is Hannah's explanation that she was not complying with the department policy on lesson structure: "*Hannah told me...that she is supposed to draw attention to which part of the lesson she is on.*" Hannah's explanation was reinforced by my field notes that I did not see this policy being followed within the lesson. It is interesting to consider whether Hannah conceived this policy as not being mandatory because it was not a whole-school policy that was set by the school's leadership team.

Finally, my field notes offer an insight into how centripetal forces have influenced Hannah's professionalism: "*Hannah asked 'Why are tenses important in language lessons?' To this question pupils said that 'they are different ways to write'. Hannah added that 'tenses are very important in lessons because you need to use two or more tenses to get a level 4 or above in your GCSE.'*" Hannah intoned the norms and values of *national professionalism* in this utterance. Hannah has internalised the GCSE assessment criteria for Spanish and recognises the skills that pupils need to demonstrate to achieve specific grades. These criteria are acontextual and are constructed by the government. Hannah drew pupils' attention to these assessment criteria and offered them as a rationale for employing a range of tenses in writing. In this utterance Hannah has transmitted the values and assessment practices of *national professionalism*. This is in stark contrast to Hannah's first interview where she described "*Towards the end of the placement I stopped handing these tests back. Erm because I didn't feel like year 7 needed to be that focused on grades (laughs)*" (110). It is interesting to place these data sets in dialogue. In the first interview Hannah's centrifugal voice was voiced and acted upon which challenged accepted practices of *national professionalism*. However, in my field notes from November 2019 Hannah appears to be compliant with accepted summative assessment

practices. She employs acontextual national standards to determine the direction of pupils' learning. This is a significant change in Hannah's approach. This suggests that Hannah is not only following the policy context but, importantly, that Hannah's professionalism has become increasingly shaped by the norms and values of *national professionalism*. This resonates with Hannah's final interview where she conceived her professional role as "a mechanism" (68): driven to enact policy context in her teaching practice and unable to raise her centrifugal voice in the *heteroglossia*.

6.3 Summary

This chapter analysed key moments from five ECTs which drew together data sets: utterances from interviews with the ECT, teaching resources that were made by the ECT, and my field notes from classroom observations that I conducted. Dialogical analysis of these key moments revealed the influence of policy context on the ECTs' professionalism. The following Analysis Chapter will explore how policy context has influenced the ECTs' attrition.

Chapter Seven: Analysis Chapter on ECTs'

attrition: "that's why they all keep pushing me because I'm now getting to the point where I'm now going for outstandings"

7.1 Introduction

The previous chapter analysed the influence of policy context on the ECTs' professionalism. This chapter focuses on how policy context is influencing the ECTs' attrition. This chapter initially sets out the research questions which will be addressed and explains the structure of this Analysis Chapter. One important theme within the policy context, which has been identified in this study as being a reason for the ECTs' attrition, is a focus on their performativity. This chapter therefore attends to policy context that centres on the ECTs' performativity and analyses the influence of this policy context on the ECTs' attrition. The research questions that will be addressed in this Analysis Chapter are:

- **Research Questions: How does policy context influence ECTs' attrition?**
 - o What are ECTs' views of how policy context influences their attrition?
 - o In what ways are ECTs' views on the influence of policy context on their attrition congruent with classroom observations of ECTs and teaching resources that ECTs have created?

In line with the previous Analysis Chapter, I utilised a dialogical approach to data analysis which was based on Sullivan's (2012) method. During this dialogical process of data analysis, I identified key moments in the data and this Analysis Chapter is based around these key moments. The initial data analysis of the key moments from the interview data is presented in Appendix X. The initial data analysis of the key moments from the teaching resources that were created by the ECT is presented in Appendix Y. The key moments draw together data from the ECTs' interviews, teaching resources that the ECTs created, and my field notes of classroom observations that I

conducted of each ECT. This approach is apposite for a dialogical process of data analysis because it places the data sets in dialogue and enabled analysis of the effect of *addressivity* and *heteroglossia* on the data.

Bakhtinian concepts, that were explained in Chapter Four, continue to be the focus of this dialogical process of data analysis. The data analysis seeks to identify policy influences, both those explicitly named and those concealed, and interpret the influence of the policy context on the lived experience of the ECTs and their attrition.

7.2 Analysing the influence on ECTs' attrition of policy context that focuses on the ECTs' performativity

In analysing the data an important theme within the policy context has been a focus on the performativity of ECTs. The data below has been analysed to explore how this theme has potentially affected the attrition of specific ECTs in the study. In this chapter, data has been analysed from five of the ten ECTs due to their varying lived experiences of policy context that focuses on their performativity. This policy context influenced the attrition of some of these ECTs to varying degrees.

7.2.1 Natasha – Research Question: **What are the ECTs' views of how policy context influences their attrition?**

Natasha completed her second teaching placement at Johnston School from January to June 2019. During this placement, she taught Literacy alongside her main subject, History. Natasha taught ten different classes and shared many of these classes with different members of staff. For two History classes, Natasha shared the teaching with two different teachers, and she taught these classes once a fortnight. Key moment 19 is an utterance from our second interview towards the end of Natasha's ITT course and her second teaching placement in May 2019. The interview took place at Johnston School and is included in Appendix Z.

In this key moment, performativity policies are alluded to where Natasha states that "*I'm now going for outstandings*" (60). This phrase shows intertextuality in Natasha's

utterance with the government's *Teachers' Standards* (DfE, 2011). The term "*outstanding*" indicates the "professional stratification of language" (Bakhtin, 1981: 289). It is a significant term within the professional language of teaching that has been appropriated with a precise ideology and value judgements regarding what is expected of the professional. The DfE's (2011) *Teachers' Standards* are a symbol and an integral part of the dominant *secondary speech genre* (Bakhtin, 1986), *national professionalism*, which sets a contextual national criteria on which the professionalism of all ECTs is judged. *National professionalism* is evident here as a *secondary speech genre* where the government has constructed a nationally prescribed set of *Teachers' Standards* (DfE, 2011) on which Natasha is judged. The term "*outstanding*" is universally understood within the teaching community regarding the expectations that need to be met. The *Teachers' Standards* (DfE, 2011) state "(T)he standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification" (p. 7). Centripetal forces emanate from this key government policy and influence Natasha to assess her own professionalism against the *Teachers' Standards* (DfE, 2011). Natasha describes how her "*teaching practice has massively improved*" (60). Natasha appears to accept the *Teachers' Standards* (DfE, 2011) and the grading system as a symbol and measure of her progress in teaching. In this utterance, she does not openly question the *Teachers' Standards* (DfE, 2011) or offer a different concept of professionalism, which suggests an absence of centrifugal forces.

In this utterance, Natasha connects the role of the teachers in the school with national performativity expectations. Natasha describes that the teachers in the school have "*worked out that if they are hard on me, I improve very quickly. As much as its hard, I actually do respond really well (laughs). Erm and I think they've learnt that and that's why they all keep pushing me because I'm now getting to the point where I'm now going for outstandings. So (laughs)*" (60). Natasha reveals the role of professionals in the school as a vehicle for instilling the DfE's (2011) *Teachers' Standards* and for reinforcing these national expectations. The use of the word "*all*" suggests that there are multiple teachers in the school who are "*pushing*" Natasha to meet the performativity expectations. The intertextuality with the DfE's (2011)

Teachers' Standards alongside Natasha's explanation of the other teachers' role in reinforcing these standards resonates with the genre of *national professionalism* (Day and Sachs, 2004). As was explored in Chapter Two, *national professionalism* operates within a *reductionist discourse* where Natasha's professionalism is assessed against the DfE's (2011) *Teachers' Standards* and where there is limited autonomy available to the professional. Furthermore, teachers at Johnston School "*all keep pushing*" Natasha to meet the 'outstanding' criteria and are consequently transmitting and reinforcing the national policy context. Their collective centripetal pressure is influencing Natasha's lived experience and shaping her conception of professionalism. Natasha's lived experience connects with Madill and Sullivan's (2010) research where training for medical students was conceived as a period of enculturation into the professional genre. The actions of these teachers suggest the presence of centripetal forces and reveals their role in reinforcing the dominant *secondary speech genre of national professionalism*. It is insightful that Natasha "*(laughs)*" (60) after describing how the teachers are strongly influencing her professionalism. The laugh suggests concealed *double-voicedness* (Bakhtin, 1986) where Natasha is quietly expressing an opposing voice. This muted voice could deviate from the conception of professionalism that is integral within *national professionalism* or could oppose the teachers' assertive approach to instilling the dominant *secondary speech genre*. However, Natasha conceals this voice as she appears unable to challenge the centripetal performativity demands that are integral to *national professionalism*.

Hannah's insight as an "outsider" (Bakhtin, 1981: 289) unravels pervasive and accepted norms and values. She was born and educated in Germany and then completed her undergraduate degree in Spain. The first time she lived in England was when she started her ITT course in September 2018. Her perception of professionalism and how it should be judged has been shaped by her former teachers and the education system in Germany. In her second interview, from May 2019, Hannah describes her aspirations for her professionalism: a teacher who inspires his/her pupils and is remembered by her pupils. Hannah goes on to explain that she has not been able to maintain these aspirations for her professionalism because of

the policy context in which she is teaching, and the performativity demands of *national professionalism*:

- “I don't want to say how I can be a good teacher because I have considered that. But just how I can be a great teacher (laughs) that's what I'm looking for (laughs). Not necessarily, not in terms of the Requires Improvement, Good, Outstanding. But just one that inspires and one who people would keep in mind. I've just sort of let go of that hope and sort of, I'm just trying to make it through the lesson really (little laugh)” (52).

In this utterance, Hannah has maintained her conception of what constitutes a great teacher, which contrasts with the dominant view that an outstanding teacher meets all the *Teachers' Standards* (DfE, 2011) at an outstanding level. Hannah demonstrates agency and an ability to look outside the dominant *secondary speech genre, national professionalism*. This is potentially because Hannah has not been operating within this *secondary speech genre* as a pupil but has instead experienced another approach to professionalism. Hannah's prior experience has constructed centrifugal forces which offer insight into another value system for professionalism. This analysis connects with Lortie's (1975) research where he suggested that pupils complete an unsuspecting apprenticeship during their own schooling which cause them to imitate the *secondary speech genre* and approach to professionalism that they have experienced themselves as a pupil. However, Hannah has not been able to reconcile her aspirations for professionalism with the performativity expectations of *national professionalism*. The *chronotope* (Bakhtin, 1981) of this utterance indicates a vertical role of the professional and a despondency that Hannah is unable to achieve her “hope” (52) and aspirations for her professionalism within this policy context. This indicates the power of the centripetal forces that are establishing and reinforcing *national professionalism*. In Hannah's utterance she explains her aspiration for her professionalism which is interspersed with “(laughs)” (52) on three occasions. These expressions are insightful. The “(laughs) (52)” suggest dissonance and conflict between Hannah's aspiration for her professionalism and *national professionalism*. The final “little laugh” (52) could indicate that the voice of *national professionalism* is dominant and that Hannah feels defeated and frustrated that she is unable to reconcile this dominant voice with her centrifugal voice aspiring for an alternative approach to professionalism.

In returning to Natasha's utterance, it reveals a very pressured sense of both time and space: "*I know the way I went through school - I never had this kind of pressure. So actually this is my first experience and I'm older and this is my first experience of this kind of stress*" (72). She indirectly labels teaching as one of "*the tougher jobs in life where you just have to suck it up and deal with it and get on with it*" (72). The *chronotope* of the utterance is characterised by a strong sense of a vertical space of the professional where the ECT is unable to shape the expectations of her professionalism, that are prescribed nationally. Natasha describes the ITT course as a "*regimented, strict regime*" (72) and she describes her experiences of lesson observations where she is "*being told that was wrong, that's wrong, this is wrong, that's wrong*" (66). Natasha's utterance intones an inside-out discourse of *national professionalism* that is reductionist and has a small degree of autonomy for the professional. The *Teachers' Standards* (DfE, 2011) are used as a policy driver within this *reductionist discourse* (Murray and Maguire, 2007) on which Natasha is judged and on which she judges her own professionalism. This utterance provides a valuable insight of the *chronotope* of the dominant *secondary speech genre* of *national professionalism*: a "*regimented, strict regime*" (72) where the ECT experiences pressure and stress from centripetal forces and acontextual standards.

Centrifugal forces, which challenge *national professionalism*, are indicated when Natasha describes the impact of national performativity demands and school expectations on her workload and on her personal life. Natasha explains how each lesson is taking "*two and a half hours to plan*" (62), which she describes as "*soul destroying*" (64). This creates semi-concealed intertextual connections with the school's policy and the ITT course's policy on lesson planning. There is also semi-concealed intertextuality with the school's marking policy when Natasha describes the amount of marking that is expected: "*then you look at all of the marking*" (64). As the utterance continues, Natasha's emotional intonation is increasingly personal and poignant and characteristic of the confessional genre. Natasha expresses the impact of the workload on her personal life: "*I'm struggling with the sacrifice more than anything. And I think my partner is as well. We can't have an evening where we can go out for dinner or say there's a concert on and it happens to be mid-week. Oh we*

can't do it. It's we can't watch a movie unless it's a Friday night. And we now get food shopping delivered to our house. And my partner will unpack it on his own because I don't have time. And its. I think that part is really tricky. It is the only aspect that I would consider not being a teacher. And it is a serious consideration. Is this something that I can sustain? Actually is it good for my quality of life?" (64). This utterance draws in the voice of her partner through indirect speech. The workload of Natasha's ITT course, partly caused by performativity demands, is affecting her personal life. Natasha places her partner's voice in conflict with centripetal forces from performativity policies. There is also *double-voicedness* revealed in the discourse when Natasha uses spiritual language to describe how her personal life is being affected by the workload and pressure that is being exerted by the ITT course: *"I'm struggling by the sacrifice more than anything" (64), "that's soul destroying" (64) and, significantly, "(A)ctually is it good for my quality of life?" (64).* In this key moment Natasha appropriates the professional genre by juxtaposing the dominant regimented, strict voice of *national professionalism* against a subservient spiritual voice which is being harmed. Natasha utilises this *double-voicedness* to describe how the workload and pressure of the ITT course is making her question whether she can remain in teaching. This utterance intimates that Natasha and her partner's experience of the impact of the ITT course on their *"quality of life" (64)* are creating centrifugal forces which are causing Natasha to question her future as a teacher. These centrifugal forces suggest a challenge to the dominant *secondary speech genre, national professionalism*. Natasha does not propose an alternative value system or approach to professionalism but instead she considers leaving the teaching profession.

Natasha also explains the effects of performativity policies which require classroom observations. Natasha states: *PGCE students are "constantly told what to improve and the focus is how to improve, which it should be, that's the whole point. But sometimes you just need to be told if you're good at teaching. And I think that's very much lost. (short pause) I can safely say I do not know if I'm ready. I do not think I am. I would like another year's training. But actually is that because I am not ready or is that because I have not been told enough that I am. And I'm not sure. I'm the type of*

person who does need some positive reinforcement” (66). Natasha explains how the classroom observations are focused on what she needs to improve, with little *“positive reinforcement” (66)* and that this is making her question her self-efficacy: *“I can safely say I do not know if I’m ready” (66)* to complete her ITT course and become a qualified teacher.

Natasha’s utterance also has semi-concealed intertextual connections with national policy that requires ITT providers and schools to observe trainee teachers and set them targets for improvement. For instance, Michael Gove, Secretary of State for Education (2010-14), stated that *“Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom”* (Gove, 2010). Natasha’s lived experience resonates with Evetts’ (2011) view that micro-management, performance management, and assessment can lead to *“deprofessionalization”* (p. 408) where the teacher’s judgement, voice, and discretion are diminished. Natasha states that *“I do not know if I’m ready” (66)*, which suggests that she lacks confidence to assess her own professionalism and requires other teachers to assess her effectiveness as a teacher. The classroom observations give *“constant” (66)* feedback on *“how to improve” (66)* against the national acontextual standards that are passed on through *national professionalism*. Natasha’s lived experience of this rigorous system of classroom observations has reduced her belief that she can judge her own professionalism. It is also significant that Natasha, in contrast to Hannah’s utterance, is directed by centripetal forces but does not question *national professionalism* or construct an alternative conception of professionalism. Natasha’s lived experience of constant classroom observations and feedback appear to have caused *“deprofessionalization”* (Evetts, 2011: 408). The classroom observations provide another vehicle for centripetal forces which strengthen the dominant *secondary speech genre of national professionalism*.

In this key moment, there is a *sideways glance* in the dialogue that reflects the influence of the researcher: *“PGCE students are constantly. Well you know, you’ve done it” (66)*. Natasha’s phrase *“(W)ell you know”* implies that she views me as someone who would have understanding and empathy for the experience of being *“constantly”* observed as a PGCE student. The utterance reveals *addressivity*

(Bakhtin, 1986): that Natasha is considering the 'listener' in the interview and altering her dialogue in response to her knowledge of my experience as a teacher. Natasha also asks a series of questions which are potentially being posed to me: *"it's a job I really enjoy, so is it worth it? I hope so. I really do. And I hope that when I'm in a school that is mine, with classes that are mine, where you're not having every lesson observed and being told that was wrong, that's wrong, this is wrong, that's wrong. Is it (short pause). Does your mentality change? Does it become a lot more positive?"* (66). Natasha appears to be asking me for advice regarding whether her lived experience of teaching will alter after the ITT course.

Natasha - Research Question: In what ways are the ECTs' views on the influence of policy context on their attrition congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in March 2019, where Natasha taught a year 7 History lesson. The lesson was observed by the classroom teacher who shared the teaching of the class with Natasha. Natasha taught this class once a fortnight. Natasha taught this lesson during her second placement at Johnston School and two months prior to the interview analysed above. It is useful to place this lesson plan, a signifying text from Natasha, alongside the interview data to analyse influences of performativity policies. This process of drawing data together, within a key moment, also encourages dialogue between the different data sets and draws attention to the influence of *addressivity* and *heteroglossia*. Below is a section of the lesson plan, which is reproduced in full in Appendix AA.

Unit Title	Lesson Focus (and number in sequence)	Class name/year	Lesson date	Period	Name
Medieval Medicine	L8 - Hippocrates	7F2	26/03/2019	P5	ECT I - Natasha
Links to your targets identified from previous Lesson Evaluation and/or Weekly Review <ul style="list-style-type: none"> - Plan effectively well in advance of the lesson as this will ensure work load is more manageable and work/life balance achievable - Ensure tasks are clearly presented to the class with what I want them to do and how I want them to do it - Use Blooms Taxonomy to ensure students are being stretched through the tasks I set - Monitor the pace of the lesson in order to reach the higher level skills 					
Learning Objectives (What knowledge, skills and understanding will pupils be developing in this lesson?)			Learning Outcomes (How will pupils demonstrate their progress towards meeting the lesson objective?) (<i>Differentiated, e.g. gold, silver, bronze</i>)		
To assess how important Hippocrates was to developing Greek medicine			<ul style="list-style-type: none"> • Bronze – Students can identify who Hippocrates was and what his developments were to Greek Medicine • Silver – Students can explain the details of Hippocrates developments to Greek medicine • Gold – Students can judge which of Hippocrates developments to Greek medicine made him important. 		
Personalised provision (overcoming barriers, promoting equality, individuals/groups with specific needs-use pupil initials only)			Health and safety and wellbeing		
This is a very full lesson so I must stick to my timings. I need to focus on getting the purpose of the lesson across.			Ensure bags are under the tables Coats on the back of chairs Equipment is managed sensibly and handed back at the end of the lesson Moving of seats is not necessary		
Cross curricular links (literacy, numeracy, SMSC) Literacy			Resources checklist Power Point Poster sheet Carousel sheets 4 Humours cards		
Time	Learning	Management	Differentiation	Assessment for and of learning	
	What are the pupils learning? For each task what are the main learning points? (knowledge, skills understanding)?	How will you organise the class and resources? What key instructions are needed? What will the pupils be doing?	For the main tasks, how will you adapt the task to make sure that it is accessible to all pupils and that they are suitably challenged at all levels of ability?	How are you ensuring and monitoring pupil progress and learning?	
14.10 – 14.15	Feedback on answers Students need to draw the image of the four humours and add in the correct elements and bodily fluids to the correct section.	This will be completed as a 'I ask a question' and the class will hold up the card they have chosen as their answer. I will then reveal the correct answer.	Whole class questioning	I will get the whole class to hold up the card they have.	
14.35 – 14.45	As a group, students need to give a score to each of the boxes out of 5 for how important they think the development was.	The ranking will be completed as a group, but the paragraph will be completed in silence, to give students time to think without getting distracted.	I have included sentence starters for each question on the board to guide students	This will allow me to see if all students have been able to reach an evaluative level of thinking	

The lesson plan has two 'authors/speakers': the university that delivered Natasha's ITT course created the lesson plan proforma and then Natasha filled in the lesson plan. Natasha has written the lesson plan for several audiences: the class teacher who observed the lesson and the university ITT course that may use the lesson plan as a source of evidence to assess Natasha's progress on the ITT course. These *superaddressees* (Bakhtin, 1981) are anticipated and Natasha's lesson plan is written with their readership, expectations, and responses in mind. For instance, university policy has placed a strong emphasis on differentiation in the lesson plan proforma. Natasha is required to add differentiated learning outcomes and to add details in the 'Differentiation' column for each section of the lesson. In response, Natasha has written different Learning Outcomes at differentiated levels of Bronze, Silver, and Gold. These learning outcomes both show intertextuality and compliance with the policy context of the university and utilise command terms from "*Blooms Taxonomy*", which was one of the targets that the school set for Natasha. Natasha has also written, at the bottom of the page, "*I have included sentence starters for each question on the board to guide students,*" which offers evidence to the university of how she is supporting pupils to answer each differentiated question. *Multi-voicedness* with university policy on differentiation is visible in Natasha's lesson plan.

Natasha is compliant with the university's lesson planning policy and provides detailed evidence of differentiation. She has written a detailed four-page lesson plan

where she obediently fills in each section of the proforma. The university's lesson planning policy requires Natasha to complete the lesson plan for each lesson that she teaches and presents the lesson plan as a potential source of evidence. This signifying text could be interpreted as indicating centrifugal forces that offer an alternative value system and approach, that diverge from *national professionalism*, because it directs the ECT to differentiate resources to suit the individual pupil. Whitty (2014) presents *local professionalism* as an alternative approach to professionalism where ITT providers and schools are able to develop individual approaches to developing teachers' professionalism. In the lesson plan, this university has placed an emphasis in the lesson plan on differentiation. For instance, the lesson plan proforma requires the ECT to explain: "For the main task, how will you adapt the task to make sure that it is accessible to all pupils and that they are suitably challenged at all levels of ability?" On the surface the proforma appears to be constructed by the university and is evidence of *local professionalism*. However, the university's policy on differentiation, reflected in the lesson plan proforma, in fact simply supports *national professionalism* and the *Teachers' Standards* (DfE, 2011) which state that a teacher should "know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively" (p. 11). The university's policy on differentiation provides further centripetal forces which support and develop policies on differentiation which emanate from the dominant *secondary speech genre*, *national professionalism*. Natasha is required by the university to complete the lesson plan proforma for every lesson that she teaches during her ITT course which supplies constant centripetal forces which reinforce these values. This expectation, which is monitored by the university course tutor, embeds these practices and values regarding differentiation that are integral to *national professionalism*. Consequently, this process of filling in the university's lesson plan proforma is another vehicle through which the values of *national professionalism* are instilled and reinforced.

Furthermore, central government has constructed the criteria on which ITT providers are assessed and employs OfSTED to inspect the effectiveness of ITT courses in meeting these national policy expectations. The university has carefully considered *addressivity* and these policy expectations in constructing the lesson plan proforma.

This signifying text supports Furlong et al.'s (2008) critique of *local professionalism* as having limited autonomy available to the ITT course because of a comprehensive government policy context which is tightly regulated. The lesson plan shows evidence of how Natasha's professionalism is shaped by a multi-faceted policy context. Centripetal forces that originate from national policy and university policy strengthen the dominant *secondary speech genre, national professionalism*. Natasha's professionalism is then further shaped by targets that are constructed by the school and monitored by the classroom teacher.

Dialogical analysis of the lesson plan reveals an inside-out discourse with government policies. In the lesson plan, Natasha's voice is in dialogue with centripetal forces in the form of the *Teachers' Standards* (DfE, 2011). For instance, in the "*Management*" column, at the bottom of the page, Natasha makes *sideways glances* towards Teachers' Standard 3 'Learning and Pupil progress': "*This will be completed as 'I ask a question' and the class will hold up the card they have chosen as their answer*". This utterance reveals dialogue between Natasha and a voice of national policy discourse. Natasha makes a *sideways glance* at this national policy thread and responds by showing the 'listener' how she is meeting Teachers' Standard 3. In addition, placing '*I ask a question*' in quotation marks implies that Natasha is using someone else's approach, perhaps an approach that the class teacher/mentor has previously used or recommended. This reveals further *multi-voicedness* and an inside-out discourse.

If we draw Natasha's second interview into dialogue with Natasha's lesson plan, they resonate in terms of Natasha's perspective that lesson planning is taking a great deal of time. Natasha does not mention in the interview how much of her time is spent on the performativity expectation of completing a detailed lesson plan. The lesson plan details the "*resources checklist*" that documents the teaching resources that Natasha has produced for this lesson: "*Power Point. Poster Sheet. Carousel sheets. Four humour cards.*" Natasha has produced four separate resources and written a four-page lesson plan which indicates why each lesson is taking "*two and a half hours*" (62) to plan. The lesson plan does not reflect Natasha's emotion, which is in stark contrast to the personal, spiritual, and emotive language that Natasha employed in her interview. The lesson plan documents the actions that Natasha will complete and

gives a rationale for each section of the lesson plan. This suggests that Natasha conceives the lesson plan as a source of evidence to meet performativity expectations, rather than an utterance in which she can present her emotions and a candid insight into her lived experience. Natasha is demonstrating hyperrationality (Kretchmar and Zeichner, 2016) in using the lesson plan to collect evidence of her performance which she can use in her ITT portfolio. However, in creating the lesson plan Natasha is also anticipating the responses of the *superaddressees* and aims to demonstrate how she is addressing policy threads that originate from the school, university, and national policies. This is an exhausting performative process which reveals further evidence of centripetal forces, within a culture of accountability, which are strengthening *national professionalism*.

Significantly, one of the four targets that is written at the top of the lesson plan, and has been set by the school, is: “(P)lan effectively well in advance of the lesson as this will ensure workload is more manageable and work/life balance is achievable.”

Natasha’s organisation of her workload is identified in this target as the catalyst for decreasing her workload and for improving her work/life balance. This target seems inconsistent given the number of resources and the lengthy performative lesson plan which Natasha created to fulfil the multi-faceted policy context. This corresponds with Kennedy’s (2016) view that applying teaching standards to the teaching profession makes individual teachers accountable, rather than making the system accountable, which causes “pathologisation of teachers” (p. 161). It is particularly interesting to place this target in the context of the school’s Feedback policy where Appendix 3 is entitled “*Johnston School Guidance – Reducing Teacher Workload Recommendations*.” This policy directs teachers’ marking regarding “*what should we do?*” and “*what should we not do?*” The policy instructs teachers to “(M)ark smart” and “(B)e concise” and to “*not write overlong feedback*.” This policy offers approaches to make the performativity expectations more manageable rather than offering an alternative value system. The policy therefore emits centripetal forces by offering approaches to make the performativity expectations more achievable, which in turn strengthens *national professionalism*. Whilst the guidelines in the policy refer specifically to marking and feedback, their principles do not appear to have been

followed given the amount of time Natasha has spent filling in the lesson plan and creating four different resources for one lesson. Furthermore, Natasha does not mention in the lesson plan targets or in her interviews that she has been asked by teachers in the school to plan “*smart*” or to “*(B)e concise*” in writing lesson plans or in creating resources. The principles of this policy resonate with Natasha’s interview where she described workload as being a potential reason for considering leaving teaching. If the principles underlying this policy had been fully implemented by Natasha or by her mentor, this could have improved Natasha’s lived experience and decreased the likelihood of her attrition.

National policy guidance on *Addressing teacher workload in Initial Teacher Education* (DfE, 2018a) states that “(H)igh workload is one of the most commonly cited drivers for teachers leaving the profession” (p. 3) and identifies that ITT providers should “challenge all practices and processes and remove those that have become established through custom rather than evidence of what works. This is particularly relevant in relation to lesson planning” (p. 5). There is disparity between this national policy and Natasha’s lived experience of lesson planning. This national policy guidance provides centripetal forces that strengthen *national professionalism* because it is aiming to reduce teacher workload so that teachers meet the performativity standards whilst also remaining in the teaching profession. This analysis reveals how different policies can be in conflict and the importance of attending to policy enactment (Hamann and Vandeyer, 2018) on ECTs’ lived experiences.

The *chronotope* of the lesson plan is a pressured space and time where Natasha is seeking to meet expectations from the university, the school, and the government. Natasha notes: “*This is a very full lesson so I must stick to my timings. I must focus on getting the purpose of the lesson across.*” It is useful to place the lesson plan in dialogue with my field notes that were written whilst observing the lesson:

- “*Then Natasha collected answers to the card sort and pupils held up the cards to show the answer they had selected (this was assessment for learning). There was some disruption and Natasha said ‘Year 7 we are starting to fall behind. What we don’t do now will be set as homework.’*”

These notes also suggest the time pressure Natasha was experiencing to fit in the different tasks into one lesson. Natasha states that “*we are starting to fall behind*” which suggests a pressure that Natasha is experiencing about wanting to meet performativity targets for herself and for her pupils. After the lesson Natasha explained that there were six History lessons in each term. I wrote field notes about how these lessons were organised:

- “*The school's assessment policy in History is to do an assessment once a term. Then one lesson preparing for the assessment, one lesson doing the assessment, one lesson as DIRT work after the assessment using purple pens. So half of the lessons are on this, this leaves limited time to learn the content ready for the assessment.*”

The limited number of lessons suggests the time pressure that Natasha is under to deliver the content that the pupils will be assessed on. These field notes suggest intertextuality with the school's and department's assessment policy. The assessments are written by the Head of Department in the school and are sat by the whole year group to assess the pupils' progress. Natasha has limited autonomy regarding the content or timing of the assessments for her classes. The *chronotope* of these field notes reflects a pressured time and space and a vertical space for Natasha, which is reflective of the *chronotope* of *national professionalism*. Natasha experiences pressure that her class are “*starting to fall behind*” in relation to pupil performativity targets. The school has established a system of regular assessments, which suggests some autonomy for the school to deliver internally set rather than nationally prescribed assessments. However, Johnston School's system of assessments is supportive of and strengthens the assessment practices and values of *national professionalism*. For instance, *Teachers' Standard 6* (DfE, 2011) states that teachers should “make use of formative and summative assessment to secure pupils' progress” (p. 12) and “use relevant data to monitor progress” (p. 12). These assessments at Johnston School in fact serve as further centripetal forces that strengthen the dominant *secondary speech genre, national professionalism*. In her interview, Natasha does not mention the pressure of her pupils' attainment in assessments as being a potential source of attrition. However, my field notes indicate that they are a source of pressure for Natasha. Within *national professionalism*, the

performativity of the ECT is interconnected with his/her pupils' attainment in centralised assessments. It will be useful to consider these performativity pressures as a potential influence on ECT's attrition during analysis of subsequent key moments.

Natasha – Research Question: What are the ECTs' views of how policy context influences their attrition?

Key moment 22 is a series of utterances from my fourth interview with Natasha in February 2021. This interview was conducted halfway through Natasha's RQT year and 21 months since the interview that was analysed above. Natasha completed her second placement of her ITT course and her NQT year at Johnston School. Then in September 2020 Natasha moved job to teach in Garsborough School where she taught History, English, Religious Studies, and Geography. The first utterance (Appendix BB) focuses on Natasha's reflection of influences from policy context during her NQT year and changes that have occurred during her RQT year.

In this utterance, Natasha reflects on how policy context was influencing her professionalism during her NQT year. Natasha explicitly refers to the *Teachers' Standards* (DfE, 2011). She recalls how she constantly posed herself the question: "does everything I do fit those guidelines?" (4). The centripetal forces, emanating from the *Teachers' Standards* (DfE, 2011), that were visible in Natasha's earlier interview from May 2019, are reiterated in this utterance. Natasha then explains how, during her NQT year, her mentor was "driving" (6) her to show a "high standard in the majority of the teaching standards" (6). Natasha's mentor performed a central role in passing on and instilling the *Teachers' Standards* (DfE, 2011) and in strengthening *national professionalism*. Natasha identifies that her mentor was acting as a conduit and responding to external pressures from government to make sure "your NQT" (6) passes the NQT assessment. This indicates that Natasha's mentor was being influenced by centripetal forces herself and was acquiescent in transmitting these centripetal forces which shaped Natasha's professionalism. Natasha explains that regular fortnightly meetings with her mentor led to her finding the process of aiming

to meet the *Teachers' Standards* (DfE, 2011) as “*very natural*” (6). This explanation suggests that Natasha was not questioning or challenging these guidelines but instead infusing them into her teaching practice. Natasha’s utterance reveals another vehicle that was used to instil and enforce the *Teachers' Standards* (DfE, 2011) and the values of *national professionalism*. Natasha’s states: “*everything was regimented between what was I being assessed on, was I matching that and seeing if I pass*” (4). In this utterance, Natasha explains how her professionalism and her continuing role as a teacher was assessed and determined by whether she met the *Teachers' Standards* (DfE, 2011). During her NQT year, Natasha appears to have felt powerless to challenge or to deviate from the values and features of *national professionalism* because she perceived that this would lead to her failing her NQT year. Whilst the mentor determined whether Natasha passed her NQT year, central government set the standards and values on which Natasha’s professionalism was judged.

Later in this utterance, Natasha reveals how she has a changing perspective regarding the performativity policies and her priorities for her teaching during her RQT year. Natasha states that “*you stop thinking about the guidelines because you know you’re doing it naturally*” (4) and “*now it’s very much my relationships with my students that is my primary focus*” (4). There is *double-voicedness* within Natasha’s utterance where she is balancing meeting the performativity expectations of the *Teachers' Standards* (DfE, 2011) whilst focusing her attention on building good relationships with her students. Rather than challenging *national professionalism*, Natasha appears to be adopting and complying with the *Teachers' Standards* (DfE, 2011) and then supplementing them with an additional focus of building relationships with her students. The continuing presence and influence of the *Teachers' Standards* (DfE, 2011) and the values of *national professionalism* are also evident later in the key moment. Natasha states: “*one of my Year 10 classes now is particularly quiet so getting the feedback element of the teaching standards is not always so easy (laughs)*” (8). In this key moment Natasha reveals a faintly centrifugal voice in suggesting that the *Teachers' Standards* (DfE, 2011) do not need to be followed as rigorously during her RQT year. However, it is insightful to analyse the laugh within this utterance which suggests *double-voicedness*. Natasha’s laugh has echoes of

another persisting voice which reveals uneasiness in not adhering to the *Teachers' Standards* (DfE, 2011) rigidly.

The *heteroglossia*, specifically the different school context, is enabling Natasha to supplement the values of *national professionalism* with other professional aspirations. Later in the utterance, Natasha reflects on her lived experience in her RQT year at Garsborough School and whether she is still being assessed against the *Teachers' Standards* (DfE, 2011). She states, “*although they (the Teachers' Standards) are there and it is an awareness, it's not something that they would judge me on overall*” (8). This utterance refers to the observers at Garsborough School who do not “*judge*” Natasha against the *Teachers' Standards* (DfE, 2011). Instead, Natasha explains that “*the pressure there has massively eased which has actually allowed me to develop myself as an actual teacher*” (8). This utterance suggests that the teachers who are conducting classroom observations of Natasha at Garsborough School are not regimented in assessing her progress against the *Teachers' Standards* (DfE, 2011). The reduction of these centripetal forces in her RQT year has eased the pressure on Natasha to meet these national performativity expectations. This is enabling Natasha to focus attention on other priorities in her professionalism. Natasha does not explicitly mention attrition. However, the decreased “*pressure*” (8) reflects a change in *chronotope*, in comparison to Natasha's previous interview, which could support her retention in the teaching profession.

The following utterance (Appendix CC), from the same interview in February 2021, reveals further insights about the policy context regarding performativity at Garsborough School. This utterance suggests an alternative approach to professionalism that differs from the dominant *secondary speech genre, national professionalism*. The Humanities teachers at Garsborough School meet together informally each morning and “*naturally lay a framework out of what we wanna achieve by the end of the week*” (56). This approach to professionalism signals features of *democratic professionalism* (Sachs, 2003). The network appears to have been organised informally by the Humanities teachers. Natasha explains that the teachers collectively set professional goals and organise this informally without the involvement of a member of the school's senior leadership team. Furthermore, the

support is informal and regular: “we check in with each other constantly” (56). The *chronotope* of this utterance indicates a supportive environment where Natasha acts collectively to shape her professionalism to suit the *heteroglossia*. The teachers offer informal support to Natasha rather than formal monitoring of her performativity. The approach to professionalism at Garsborough School, which Natasha has described, has features of *democratic professionalism* but they are not centrifugal forces that challenge the dominant *secondary speech genre* of *national professionalism*. Instead, the performativity demands of *national professionalism* are dominant and form parameters which need to be met by the professionals. The Humanities teachers at Garsborough School then “naturally lay a framework” (56) which operates within, and is restricted by, the parameters of *national professionalism*. The term “naturally” (56) implies that the professionals have united understanding of the parameters and value system of *national professionalism* which they can operate within.

This utterance contains *double-voicedness* where Natasha intones the voice of *national professionalism*: “I now do a lot with AQA which is the exam board...because I’ve got my GCSE students” (56). Deeper analysis of the policy context reveals that the GCSE syllabus and assessment criteria which are set by the exam board, AQA, have been designed to meet values and framework set out by the government. The exam board provides another vehicle through which centripetal forces operate that strengthen *national professionalism*. This structure creates further restrictions, set by *national professionalism*, within which the professionals at Garsborough School need to operate within.

Finally, a couple of soundbites from the same interview from February 2021, reflect how the reduced pressure and stress has improved Natasha’s wellbeing and appears to have decreased the likelihood of attrition:

- “90 Natasha: I know what my personality traits are, I know that I can be slightly obsessive, I know that I can get caught up in, in doing everything to a T, I take instructions very literally, very specifically. And my manager at this school, I think, has caught on to this more than my last school did, so actually, she checks in with me every week to say: ‘Right, this weekend, Natasha, you’re not doing anything.’ And she will give me that specific instruction that I am not to work and she will say ‘Whatever you don’t get done, you’ll pick up next week, don’t stress.’ Erm, and I’ve really valued that. That was actually, I didn’t realise how much I needed

that, erm, and I think if I didn't have that I don't think I would last in this profession."

- *"106 Natasha: This school I find is much more nurturing of particularly new teachers. And I think they, they've really given me space to breathe which I felt like before, I was just constantly running behind on a to do list (laughs). I didn't actually give myself that time to stop, pause and actually reflect on what I was doing rather than relying on someone else to tell me what I was doing. So, I know the kind of teacher I wanna be, I kind of know now where I wanna go, I know what I like and what I don't, and I think if it ever got to a stage that the school didn't suit that anymore then I'd probably look to move on. It's, it is about finding the right place for you, not changing yourself for the right place."*

These two soundbites indicate how the *heteroglossia* has altered Natasha's lived experience of policies that focused on her performativity. Her manager at Garsborough school recognised that Natasha was completing performativity policies in a "*slightly obsessive*" (90) way and specifically instructed Natasha that she was "*not to work*" (90) on some weekends. Natasha reflects that she needed these practical instructions otherwise "*I don't think I would last in this profession*" (90). Natasha believes that the workload and stress associated with performativity policies could have been a potential cause for her attrition. These two soundbites reflect how Natasha's manager and the school context at Garsborough school have nurtured her and made her workload manageable. Natasha's manager does not appear to be a centrifugal force who has worked against the performativity demands of *national professionalism*, instead she has made the performativity demands manageable so that Natasha did not choose to leave the profession. Natasha describes a physical experience of having "*space to breathe*" (106) and having "*time to stop, pause and actually reflect*" (106). Natasha explains that the reduced workload has had an additional impact of giving her time to reflect on her professionalism. This has enabled her to respond to influences on her professionalism that are unconnected to policy threads from *national professionalism*. However, Natasha is still conforming to and operating within the policy context of *national professionalism*.

Natasha - Research Question: In what ways are the ECTs' views on the influence of policy context on their attrition congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

I conducted a classroom observation in July 2021 where Natasha taught a year 7 History lesson at Garsborough School. My field notes (Appendix DD) from the classroom observation resonate with the data analysis from the interview with Natasha, analysed above. This classroom observation is analysed together with the interview with Natasha around a key moment.

There are signs from my field notes of *democratic professionalism* through the "Extended Learning Project". This is a homework project that has been constructed by the History department. Pupils research a future topic of study for homework which is taught in lessons later in the year. This suggests that the History department has worked collectively in designing the homework, but this in turn reduces Natasha's autonomy to set homework independently. This approach to setting homework is constructed by the department and Garsborough school. It is not in conflict with the dominant *secondary speech genre of national professionalism*, but instead supplements and operates alongside the performativity demands of *national professionalism*.

The *double-voicedness* that was identified and analysed in Natasha's earlier interview echoes in my field notes from this classroom observation. My field notes reveal Natasha complying with performativity expectations whilst also shaping her own professionalism and priorities. My field notes suggest that Natasha has adopted several performativity expectations that were prioritised during her ITT course and NQT year. Intertextuality with these policies is not immediately evident on the surface of the data. However, the longitudinal nature of this study enables me to look deeper for traces of the previous and current policy context. Firstly, Natasha has constructed "*differentiated (the) learning objectives*" which was a university policy during her ITT course that reinforced and extended the *Teachers' Standards* (DfE, 2011). These differentiated learning objectives were given priority by Natasha in this lesson by her circulating and monitoring whether pupils who she perceived as more able chose more challenging learning objectives. Secondly, Natasha asked the pupils

to use a “purple pen” to demonstrate that the pupils had made progress in their learning. This was a feature of the marking policy from Johnston School and is used to demonstrate to external observers that pupils are reflecting on and making progress. Furthermore, this practice provides evidence of DfE’s (2011) *Teachers’ Standard 2* that “(A) teacher must...guide pupils to reflect on the progress they have made and their emerging needs” (10). Finally, Natasha hinted at one of the GCSE assessment criteria in responding to a pupil’s response: “(E)xcellent contextual knowledge of women’s roles in the Tudor period”. These field notes indicate that some features of the performativity policies, that strengthen *national professionalism*, are engrained in Natasha’s teaching practice. This concurs with Natasha’s interview where she reflects on how performativity expectations, specifically the *Teachers’ Standards* (DfE, 2011) are infused “naturally” (4) into her teaching practice.

Natasha stated in her interview that “relationships with students...is my primary focus” (4). It is useful to analyse the relationships between Natasha and the pupils and consider whether her intended focus can be achieved whilst also meeting the performativity expectations of *national professionalism*. In these field notes there are two instances of pupils volunteering to support Natasha in handing out worksheets, sometimes without being prompted. Furthermore, Natasha appears positive and caring in speaking to the class: “I will say year 7. Thank you so much for that lovely entry’ (to the lesson).” Later in the field notes, Natasha gives detentions to pupils who had not submitted their homework but she “talked quietly” and “whispered” which suggests a more equal power dynamic between the pupils and Natasha. This could be seen to be a way of Natasha seeking to avoid conflict and instead forming positive relationships with the pupils. The *chronotope* of the utterance is purposeful but less pressured, than the field notes from Natasha’s classroom observation during her ITT course, and is characterised by calm, supportive, and respectful relationships between Natasha and the pupils. This *chronotope* differs from the aforementioned *chronotope* which had a regimented, vertical space for the professional with prescriptive expectations emanating from national policy context.

My field notes suggest that Natasha has shaped an approach to professionalism, where she “naturally” (4) meets the performativity expectations of *national*

professionalism whilst building supportive and respectful relationships with her pupils and her colleagues which echo *democratic professionalism*. However, in analysing the *double-voicedness* within the key moment, the performativity expectations emanating from *national professionalism* appear to be the dominant prevailing voice, whilst Natasha's voice in shaping her professionalism is subordinate and restricted. The policy context provided by *national professionalism* constructs parameters which constrain Natasha in constructing an alternative approach to professionalism.

The *heteroglossia* of Garsborough School has played three important roles in shaping Natasha's experience of policy context that focuses on the ECT's performativity. This has had a consequent influence on Natasha's potential attrition. Firstly, the professionals who Natasha worked with have incorporated features of *democratic professionalism* within the performative parameters of *national professionalism*, which has supported Natasha to construct an alternative approach to professionalism to a degree. Secondly, the senior leaders organising classroom observations at Garsborough School have taken a more holistic approach to monitoring teachers' professionalism which is not exclusively focused on national performativity expectations, which has decreased the pressure on Natasha. Finally, Natasha's manager has, on occasions, restricted Natasha's workload to make the performativity expectations manageable. This *heteroglossia* has reduced the workload and pressure for Natasha and supported her to draw on other influences to shape her professionalism further. This has decreased the likelihood that Natasha will leave the teaching profession.

7.2.2 Julie – Research Question: What are the ECTs' views of how policy context influences their attrition?

Key moment 20 comes from Julie in her second interview in May 2019, towards the end of her ITT course. Julie completed her second placement at Ullsview Community School from January to June 2019. The interview was conducted on the campus of the university-led ITT course. In this key moment (Appendix EE), Julie alludes to performativity demands: "I was just desperately trying to run to get back on track

again" (150) and "I was just trying so badly to catch up" (150). This suggests Julie's strong desire to progress in line with the performativity expectations. The emotional intonation suggests a desperation to meet the expectations of the ITT course and of the performativity demands. Julie's language that she "got really down" (15) suggests that a perceived lack of progress on her ITT course was causing her distress and affecting her emotionally. Julie is operating within a pressured space that has echoes of a teleological *chronotope* where progress in her career is of utmost concern. It is unclear in this key moment about where these performativity expectations precisely originate from. However, a soundbite from earlier in Julie's interview suggests that some of the performativity expectations originate from the DfE's (2011) *Teachers' Standards*:

- "60 Julie: It's been a really big thing, because I might have become a better teacher earlier on (laughs). Do you know what I mean? And fitting my teaching to the Standards. Like I should have been doing from day one."

The *Teachers' Standards* (DfE, 2011), which were also central to Natasha's data, are national acontextual standards that are a linchpin of the dominant *secondary speech genre of national professionalism*. Julie's soundbite suggests that the DfE's (2011) *Teachers' Standards* are acting as centripetal forces which are strengthening *national professionalism*. Julie describes her lived experience of trying to "fit(ting) my teaching to the Standards" (60) during the lesson observations so that her teaching practice would be graded higher, and she would be perceived as a better teacher. This indicates that the government's system of regular lesson observations during the ITT course, that assess the ECT's performativity against the *Teachers' Standards* (DfE, 2011), is a vehicle that further strengthens *national professionalism*. In addition, Julie states that "I might have become a better teacher earlier on (laughs)" (60). This utterance suggests that Julie accepts the *Teachers' Standards* (DfE, 2011) as a gauge to assess the quality of a teacher and uses these criteria to judge her own professionalism. However, there is a degree of inconsistency that Julie "laughs" after this comment which suggests that Julie has not accepted the values of *national professionalism* wholeheartedly. This could indicate *double-voicedness* that Julie understands that she needs to meet the *Teachers' Standards* (DfE, 2011) whilst, Julie's laugh, appears to question these criteria as credible in defining teacher

effectiveness. Furthermore, Julie could be seen to be using humour to parody the concept of measuring teacher effectiveness against nationally prescribed acontextual standards.

In this key moment, Julie reflects on the enactment of classroom observations carried out by different teachers. Julie describes the varying feedback that she has had about her teaching in her first and second placements and reflects on the challenges of getting feedback on lesson observations that is dependent on who the observer is. Julie describes that at the end of her first placement she had “*met (the) expectations of the teacher*” (152). Whilst in her second placement, Julie explains how she was trying to “*meet the expectations of...5 or 6 teachers of different classes*” (152). Julie’s lived experience indicates that she was needing to meet the expectations required of *national professionalism* through meeting the *Teachers’ Standards* (DfE, 2011). However, Julie argues that this picture was further complicated and shaped by also needing to meet the specific values and expectations of individual observers who were observing her lessons. For instance, a teacher had assessed Julie’s approach of “*shhing*” (152), where Julie was trying to get a class to be quiet, as “*rude*” (152). Julie comments that “*every other teacher in the school does the shhing*” (152), which suggests that the expectations are not emanating from *organizational professionalism* (Evetts, 2011). This assessment appears idiosyncratic and unrelated to both the values of *national professionalism* and the teaching practices at the school. The teacher conducting the classroom observations in this utterance appears to be supporting the values and expectations of *national professionalism* whilst also stipulating additional individual expectations. It will be useful to explore whether expectations from other observers are in tension with *national professionalism* and operate as centrifugal forces.

This example reflects the challenges of an apprenticeship-style approach to teacher training where teaching is perceived as “a craft and it is best learnt as an apprentice observing a master craftsman or woman” (Gove, 2010). Julie appears to have applied this approach when she states: “*I’m sort of starting to open my eyes a bit and be a bit more of a magpie*” (150). However, this approach to learning how to teach of observing and copying other teachers’ practices can mean that the ECT is less

analytical and evaluative of the teaching practices. Julie's lived experience indicates that she had not carefully evaluated the approach of "*shhing*" (152) and analysed its potential meaning and how it might be interpreted. The observer's feedback could be interpreted as providing centrifugal forces because he prompted Julie to consider and evaluate the practices that she was replicating. This could encourage Julie to have a more questioning and evaluative approach to her professionalism which may challenge *national professionalism* and offer insights into alternative approaches to professionalism. However, Julie explains how the classroom teacher who had described her approach as "*rude*" (152) had also "*really knocked my confidence for a while, because I was thinking, I wasn't being rude. You know. It was one little thing that really hit my confidence and put me back for ages*" (152). Julie's experience of losing confidence and belief in her professionalism could have a potential influence on her attrition. This utterance reflects Natasha's experience of classroom observations which were focused on the ECT needing to make improvements and this made her question her professional self-efficacy.

Julie uses the phrase "*You know*" twice in line 152. This draws the researcher directly into the discourse. The phrase suggests that Julie recognises my experience of the ITT course and that this suggests I can relate to the situation. Julie states "*you've left you're AP1 on a high. You've gone yes I can do this! You know*" (152). In this utterance Julie appears to draw on my experience of completing an ITT course. This *addressivity* and *sidewards glance* at my experience suggests that Julie is shaping her utterance in light of her knowledge of my professional experience. My prior experience of teacher training is co-constructing the social reality and influencing dialogic relations between myself and Julie.

Julie – Research Question: In what ways are the ECTs' views on the influence of policy context on their attrition congruent with classroom observations of the ECTs and teaching resources that the ECTs created during their teacher training course?

I conducted a classroom observation in May 2019 where Julie taught a year 7 Science lesson at Ullsview Community School. The classroom observation was two weeks prior to the interview, analysed above, and will be drawn together in analysing this

key moment. Julie asked to delay the classroom observation until May 2019. She wrote in an email in an email on 11th March 2019:

- *“I wondered if I could possibly ask a favour? I’m having a really hard time in my teaching at the moment. I’m feeling really low about it all and am hugely lacking in confidence. I feel I’m only going backwards instead of progressing. I’ve heard that this is quite normal at this stage in the training. I wondered whether we could arrange the observation for later into my placement?”*

The *chronotope* of Julie’s email connects with the utterance from Julie’s interview, analysed above. Julie is feeling pressure to progress but is not meeting the externally prescribed milestones. The tone of Julie’s email suggests that her perceived lack of progression on her ITT course is having a significant effect on her emotions. Julie describes how she is *“feeling really low”* and is *“hugely lacking in confidence”*. Whilst Julie does not mention attrition explicitly, Julie’s voice reveals that she is struggling and suffering in trying to make progress against the performativity expectations. There is a concealed implication that these performativity expectations could become a source of attrition. Julie does not appear to question the performativity expectations but instead judges her progress and her self-efficacy against these standards. Julie does not identify what has caused her to lose confidence or who is assessing her progress in her teaching practice as *“going backwards.”* There is an anonymous voice that enters the dialogue and forms dialectical relations: *“I’ve heard that this is quite normal at this stage in the training”*. This implies that someone with experience of ITT is offering some advice to Julie. This could be Julie’s mentor in her second placement, her ITT academic tutor, or a colleague. This concealed voice does not question the standards on which Julie is being assessed but instead provides centripetal forces that seem to encourage Julie to keep aspiring to meet the performativity expectations of *national professionalism*.

A few notes from my field notes resonate with the effects of performativity policies and with Julie’s earlier interview. I wrote notes about Julie’s relationship with the class teacher:

- *“Before the lesson Julie explained that she had a difficult relationship with the class teacher and that he might make strange comments. Julie remarked that she did not like teaching in this classroom. There were lots of plants in the room and the blinds were down in the room – reducing daylight. At the end of the lesson (by*

ourselves) Julie said that the class teacher would pick up on the fact that the post-assessment sheet was too complex for year 7 (i.e. she was expecting criticism after the lesson). The class teacher stayed in the lesson except for 5 minutes when he popped out to get a cup of tea. Throughout the lesson he was watching Julie and the lesson quite intently. This could be quite intimidating. He said very little in the lesson."

The *chronotope* of this utterance implies a pressured time and space which is heightened by the anticipated feedback from the classroom teacher, the *superaddressee*, who Julie states she has a "difficult relationship with." In my field notes I commented that Julie is "expecting criticism after the lesson." Shortly after the lesson, Julie explained to me that she had already identified "that the class teacher would pick up on the fact that the post-assessment sheet was too complex for year 7." There is semi-concealed intertextuality in this utterance with the DfE's (2011) *Teachers' Standard* 5 which requires teachers to adapt learning to pupils' needs. However, Julie identifies that the feedback and area for improvement is coming from the classroom teacher. It is unclear if Julie recognises that this area for improvement originates from government policy. This utterance reflects the dominant *secondary speech genre, national professionalism*, where policies originate from central government and are then enacted by individual classroom teachers. The source of the performativity expectations can become obscured because they are enacted by individual classroom teachers rather than by government. These field notes suggest further evidence of centripetal forces that are strengthening the DfE's (2011) *Teachers' Standards* and the values and ideology of *national professionalism*. The *chronotope* of the extract expresses a vertical role of the professional who is seeking to meet performativity expectations that are set by government and to meet expectations from classroom teachers who are assessing her performativity.

The utterance implies that Julie is concerned about receiving feedback. This concern reflects Julie's interview where she stated that "I was just desperately trying to run to get back on track again" (150). Julie does not directly link the feedback from classroom teachers with being "on track" (150) or not. However, Julie is particularly anxious that the classroom teacher will have identified a criticism of her lesson, and this could affect her perceived progress. This illustrates the power dynamic and significant role that the classroom teacher has in assessing the progress of the ECT

and the manner that s/he presents the feedback. During the lesson I noted that *“Julie was quite open with the class. She made a mistake with what she said and said ‘I can’t speak today.’”* Julie could have been paying attention to the classroom teacher and anticipating his feedback, which could have meant that she tripped over some of her words. The significance of the classroom teacher’s feedback in assessing her progress could have emphasised Julie’s anxiety. During the lesson I also noted that the class were completing a task and Julie asked the classroom teacher a question, so that the class could hear Julie’s question and the classroom teacher’s response: *“(W)ould you like them to put it in May Sir?”* The class teacher said ‘yes.’” I questioned in my field notes: *“(W)as using ‘sir’ significant?”* This utterance explicitly indicates *multi-voicedness* and *addressivity*, where Julie is shaping her utterance due to the presence of the classroom observer. The use of the salutation ‘sir’ suggests a power imbalance between Julie and the class observer, instead of using his name. The curt response of the classroom teacher could also reflect the *“difficult relationship”* that Julie identified.

The perspective of Hannah, an *outsider*, offers an alternative insight. She lived in England for the first time in September 2018 to start her ITT course. Bakhtin (1986) describes the profound understanding that someone from outside the culture can bring. Hannah states in a soundbite from her first interview in January 2019:

- *“44 Hannah: Erm fact that er students are supposed to call me sir or miss, really weird, we address people by name directly. That creates a weird power dynamic. Which I find a bit. It trips me off sometimes.”*

Hannah conceives that addressing teachers as *“sir or miss”* (44) creates a *“weird power dynamic”* (44). However, these salutations are accepted terms within many schools in England. This might suggest that Julie is using accepted terms rather than showing reverence to this classroom teacher specifically.

Recent government policies focus on the role of mentors in supporting ECTs. The government implemented *National Standards for school-based initial teacher training mentors* (Teaching Schools Council, 2016) to clarify the role and responsibilities of the mentor for ECTs. The government also introduced the *Early Career Framework* (DfE, 2019b) which was implemented in September 2021 and provided central funding for

mentor training and funded twenty hours of mentoring during the ITT and NQT years for ECTs. Similarly, ALP MAT has an Early Career Teacher Policy. In this policy it states:

- “Each ECT will have a mentor who will provide regular mentoring. The mentor will hold QTS to ensure they have the skills and knowledge to be successful. The mentor will need time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate. The Mentor will contribute to judgements about the ECT’s progress against the Teachers’ Standards and the completion of the Assessment forms. Continued training for mentors will be provided” (p. 5).

These national policies and the MAT policy reflect the attention given in national and MAT policy context to the role of mentors for ECTs. However, the role of classroom teachers in supporting trainee teachers and in providing feedback is absent from these policies. If classroom teachers are given limited training and guidelines, then their feedback and support is more likely to reflect their personal values and teaching practice and their approach to feedback is less likely to be standardised. Therefore, performativity expectations from *national professionalism* may well be supplemented by classroom teachers’ idiosyncratic expectations, which was evident in the data analysed during Julie’s ITT course. Furthermore, feedback from these classroom teachers is likely to be less focused on *national professionalism* which could enable centrifugal feedback to emerge. This is implied in the earlier example where the observer challenged Julie’s professionalism.

The data analysed above, from Julie’s ITT course, reflects the crucial role that classroom observers have played in assessing Julie’s professionalism. The classroom observers have interpreted and sometimes supplemented the performativity expectations, set by *national professionalism*, on which Julie was judged. The performativity expectations are a social construct. Individual classroom teachers, who have received less formal training regarding the performativity expectations constructed by *national professionalism*, have more diverse expectations of ECTs’ professionalism. In turn the classroom observers are shaping the dominant *secondary speech genre of national professionalism* on which ECTs are judged. Julie found these diverse expectations and the process of classroom observations to negatively affect her emotions, her confidence, and her self-efficacy regarding her

professionalism. This lived experience and these reactions could be a cause of attrition.

Julie – Research Question: What are the ECTs' views of how policy context influences their attrition?

This longitudinal study continued as Julie accepted a job for her NQT year at Mereton Community School which started in September 2019. However, she chose to hand in her notice and left the school in December 2019. Julie left the school without having another job. Key moment 23 (Appendix FF) is an utterance from my third interview with Julie in December 2019 which summarises the reasons why she chose to leave the job. In this key moment, Julie describes how she felt an urgency to get a job at the end of her ITT course. She draws the researcher into the dialogue stating: *"(I)t's all a bit frightening at that time, isn't it?"* (163). I am prompted to respond *"yes"* (164). Julie's question and my response reflect the *addressivity* that is present during the utterance. My prior experience as a trainee teacher and Julie's perception of my experience appears to be influencing the utterance.

Julie explains why she chose to hand in her notice: *"I think I should have trusted my judgement. In that this is just too big a school for me"* (165). Mereton Community School is a secondary school with 2200 pupils on roll and is on a split site where it takes 10 minutes to walk between the two school sites. Julie explains that she is seeking a school with a *"closeknit community"* (163) and where she can build professional and social relationships with her colleagues. Furthermore, Julie identifies that she feels *"like 'the baddie' all the time"* (169) because she is teaching a curriculum that the pupils *"hate"* (165). This utterance has concealed intertextuality with the national curriculum that is prescribed by central government and is a feature of *national professionalism*. Julie's utterance contains *double-voicedness* that she conceives her role in teaching the Physics national curriculum as *"the baddie"* (169) whilst she seeks to have a positive relationship with her pupils and to *"have a bit of fun"* (165). Julie does not want to be responsible for teaching a Physics curriculum where the pupils *"don't want to be there"* (169)". Instead, Julie is looking for a teaching role where she is able to reposition her professionalism in a form that

pupils enjoy and where she has positive, strong relationships with her pupils and colleagues. Julie does not explicitly mention performativity in this utterance. However, she clearly recognises that she needs to teach the curriculum. Julie states: “(T)hey need to know that you’re fulfilling the curriculum” (165) which reveals dialectical relations with individuals who are setting this performativity expectation. The identity of this voice is concealed but could suggest the presence of the Head of Department, the Senior Leadership Team, or OfSTED who are monitoring that Julie is teaching the prescribed curriculum. The *chronotope* of this utterance resonates with *national professionalism* where Julie has very limited opportunity to shape the curriculum that she is teaching and is monitored to ensure that she is “fulfilling the curriculum” (165). A nationally prescribed curriculum, which is a feature of *national professionalism*, meant that Julie was unable to construct the curriculum to suit the interests and knowledge of Julie and her pupils and the *heteroglossia*. This was one of the factors that led to Julie handing in her notice and choosing to leave the teaching profession temporarily.

Julie’s career in teaching continued when in February 2020 she accepted a job as a class teacher at Braimore School. Braimore School is a special educational needs school which supports pupils with severe emotional, social, and behavioural needs. The pupils who are at Braimore school have been excluded from a mainstream school and the school is run by a private provider. There are approximately 90 pupils at the school. Julie teaches a nurture class of pupils aged 11 – 14 years old which has eight pupils. Key moment 24 (Appendix GG) is an utterance from Julie’s fourth interview in February 2021. The policy context at Braimore school is significantly different to the previous schools that Julie had taught in. In this utterance, there is an absence of explicit or concealed intertextuality with national and school policies, except for one mention of OfSTED. There is also an illuminating absence of performativity expectations and procedures. The *Teachers’ Standards* (DfE, 2011) which were central to Julie’s interview in May 2019 are not mentioned in this interview. Furthermore, Julie does not mention classroom observations, which suggests that classroom observations are not a source of concern for Julie. Perhaps classroom observations are not taking place regularly or perhaps classroom

observations are more informal and less prescriptive. The absence of prescriptive performativity expectations and procedures deviates from *national professionalism*, which suggests an absence of these centripetal forces in this policy context.

The policy context at Braimore School has prompted Julie to question aspects of the underlying value system and practices of her previous schools and of *national professionalism*. Julie reflects: “*I remember being in, in Mereton and I’d be teaching electrolysis to someone who doesn’t even understand the basics from Year 7, and, you know, they, they’re sat there, no wonder they’re bored. Like, I’ve learned so much being in this school, and, like, why are we teaching electrolysis to those students that can’t understand the basics, but no, they have to learn about it at that certain age*” (60). In this utterance Julie questions why pupils should learn specific content at a certain age because of a prescriptive national curriculum and GCSE syllabus when it does not suit their current understanding. At Braimore School Julie explains that “*the pressure’s off and you teach them what they need to know and it’s completely catered around them, it’s really lovely*” (62). Julie describes her positive lived experience at Braimore School of planning and teaching a curriculum which is based around the specific pupils. She also reflects on not having pressure to teach a prescribed curriculum or being monitored on this. This utterance reflects a contrasting value system from the dominant *secondary speech genre of national professionalism*. Julie describes how she operates within a *heteroglossia* where she is encouraged to construct an appropriate curriculum and approach to professionalism that suits the individual pupils who are in her classroom and to make decisions about pupils’ learning. Julie explains that “*we’ve arranged that he goes out for interventions*” (64), which suggests that Julie has made joint decisions with others, possibly senior leaders, to determine how a pupil is supported. This *heteroglossia* has features of *democratic professionalism* (Sachs, 2003): it enables Julie to shape a curriculum and learning to suit the individual pupils’ needs and provides her with high levels of professional autonomy from the policy context. These are centrifugal forces that challenge the dominant *secondary speech genre of national professionalism*. The *chronotope* of this utterance indicates that Julie is more relaxed and has much more freedom to respond to other influences in shaping her

professionalism, which contrasts strongly with *national professionalism*. Julie uses the phrase “*it’s really lovely*” in lines 62 and 66 which indicates that increased autonomy from national policy context and decreased performativity expectations are having a positive effect on her emotions and appear to decrease the likelihood of her attrition. This positive and emotional language is in stark contrast to Julie’s previous interview at Mereton School where she described how “*they’re sucking the passion of whatever I had for Science out of me slightly*” (167). These diverging voices juxtapose Julie’s lived experiences of teaching in two very different *heteroglossias* and of operating within different *secondary speech genres*.

Julie describes her relationships with the parents of her pupils where she is in daily contact with the parents: “*I know the parents inside out. A lot of them will phone you for support and help about what to do*” (54). This utterance suggests a strong relationship between Julie and the parents and an approach of working together to develop joint solutions to support each individual pupil. The lockdowns during the coronavirus pandemic could have caused there to be more communication between Julie and the pupils’ parents to share information about the pupils’ health and wellbeing and to share educational resources. Braimore School has facilitated this network between teachers and parents by issuing Julie with a designated mobile phone. Then Julie has created strong relationships and a collaborative approach with the parents. The sense of teamwork and community with the parents are also indicative of *democratic professionalism*.

The policy context of Braimore School appears to have created conditions that enable *democratic professionalism* to permeate, which challenges and questions *national professionalism*. Factors that have enabled a contrasting approach to professionalism to pervade stem from the fact that the school is run by a private provider, the fact that mainstream schools have not managed to provide an effective education for these pupils, and that other teachers at Braimore School have not received ITT training. Julie explains that “*a lot of the teachers in the school are not qualified because it’s private*” (58).

Within this utterance, there are signs of centripetal forces which strengthen the dominant *secondary speech genre* of *national professionalism*. Julie reflects: “I’ve been trained to, you know, keep up with the marking schemes and to use green and red pens and, and to write the WWWs and the, you know, even better ifs. And, and those that are trained often do continue with that pattern because obviously, when OfSTED comes around it looks good” (58). This utterance suggests that the ITT course is a vehicle through which the values and performative expectations of *national professionalism* are passed onto ECTs. It is useful to explore how Julie’s lived experience of the ITT course has had an ongoing influence on her professionalism and has sustained centripetal forces, which strengthen *national professionalism*. In this utterance Julie explains how her ITT course has taught her a pattern and approach to marking which she has continued to use at Braimore School. Julie presents OfSTED as a rationale for her continuing to apply the approach to marking that she has been taught. In this utterance Julie describes marking practices that meet the expectations of *national professionalism*: her approach to marking assesses the pupils’ learning against a generic mark scheme and the green and red pens are used to demonstrate the pupils’ progress to external observers. This reflects Natasha’s aforementioned marking practices. Julie makes a *sideways glance* towards OfSTED and states: “when OfSTED comes around it (the marking approach) looks good” (58). The use of the phrase “good” (58) suggests a concealed but sustained presence of a “professional stratification of language” (Bakhtin, 1981: 289) emanating from *national professionalism*. Whilst Julie conceives her professionalism as significantly different from her approach in her previous schools, this utterance indicates that Julie still acknowledges the importance of looking “good” (58) to OfSTED. This suggests a concealed *double-voicedness* in Julie’s utterance between national performativity expectations, that are monitored by OfSTED, and the wider policy context at Braimore School. The utterance reveals that Julie employs marking practices which intone *national professionalism*, which are not practices that are utilized by some teachers at Braimore School. Furthermore, policy context of Braimore School does not seem to be monitoring Julie’s performativity in her marking, which suggests that Julie is choosing to adopt these practices to comply with the expectations of *national professionalism*. This indicates the sustained

influence of the ITT course in instilling values and expectations of *national professionalism*. The marking expectations of *national professionalism* have remained present in Julie's professionalism, even though the policy context has altered and these performativity procedures have been removed.

Finally, two soundbites from Julie are placed in dialogue with the previous utterance. The first soundbite is from later in the same interview from February 2021:

- *"118 Julie: My teaching had to adapt, massively. And I think I went in, possibly why it was so hard in transition, I went in with that mainstream, and actually, you know, one of the kids said to me: 'You're too mainstream.' And I remember that vividly because I remember thinking: 'Oh god.' And you go away and think about it and you're like, and that's exactly why they left because they can't cope with that type of learning. And I went in with my mainstream head, and I think that's exactly what happened when I first went in just because that's all I knew, that's how I was trained."*

This soundbite reveals *multi-voicedness* and provides a profound phrase used by a pupil at Braimore School which presents his/her perspective on *national professionalism*: *"You're too mainstream"* (118). Julie reflects that the style of learning and curriculum associated with mainstream schools does not suit the pupils at Braimore School. These pupils therefore provide centrifugal forces which challenge *national professionalism* and require Julie to develop an approach to professionalism that suits the pupils' requirements. Julie's response to the pupil's accusation, *"Oh god"* (118), indicates that she is keen to distance herself from the mainstream approach to professionalism. Julie's utterance suggests that she is trying to construct a different approach to professionalism that suits the policy context, heteroglossia and pupils at Braimore School.

The second soundbite comes from my fifth interview with Julie in July 2021, where Julie adopts the same language as the pupil from the earlier soundbite.

- *104 Julie: I'd never go back to mainstream, um, I'd never go back to mainstream. Or if I- or- or if I would, I'd never go back to secondary teaching science because that I knew that was wrong, that wasn't right for me. Um, I'm glad I tried it, I'm glad I tried it and I have the experience and that is amazing, that experience I have, but I would never go back to that.*

In this soundbite, Julie repeats three times that she would never go back to her previous experience of working in a mainstream school. This reveals that Julie prefers

the policy context of Braimore School where she has an increased level of autonomy from national policy context; reduced performativity expectations; a curriculum that is constructed around the individual pupils; and strong relationships with the pupils, parents, and her colleagues. This *heteroglossia* and policy context appear to have created conditions and influences that reduce the chance of Julie leaving the teaching profession.

Julie – Research Question: In what ways are the ECTs' views on the influence of policy context on their attrition congruent with classroom observations of the ECTs and teaching resources that the ECTs created during their teacher training course?

In July 2021, I conducted a classroom observation at Braimore School where Julie taught her class for tutor time and then an English lesson. I wrote field notes which are included in full in Appendix HH. Utterances from the field notes are referred to in this section. This key moment draws together and places these field notes in dialogue with Julie's earlier interview. The context of this classroom observation was that this was Julie's only class. There were eight pupils and two teaching assistants present.

The first two utterances contrast with Julie's interview in which she describes a strong community and collaborative approach at Braimore School:

- *"At reception the receptionist signed me in...The receptionist did not know who Julie was even though I repeated Julie's name. I found this strange."*
- *"When another person/teacher came into the staffroom, the two teachers didn't talk to each other."*
- *Someone came into the staffroom to look for someone, who they didn't see. The person didn't say hello to those people in the staffroom and no one talked."*

These two utterances suggest a distance in the relationships between staff working in the school. Julie had worked in the school for over a year in July 2021, I described it as "*strange*" that the receptionist did not know who Julie was. This was particularly significant given that this was a small school environment of approximately 90 pupils. The second utterance took place whilst I was sat by myself in the staffroom, whilst Julie was in a meeting. The teachers in the staffroom "*didn't talk to each other*". Clearly these field notes are a snapshot in time where I was unaware of who the

teachers were or of any contextual factors. However, these two utterances do not reflect *democratic professionalism* (Sachs, 2003) where professionals work together to develop collaborative and supportive approaches.

The field notes I wrote during the English lesson that Julie taught are somewhat inconsistent with Julie's earlier interview. In this utterance, Julie gives the pupils the same text which is then followed by Julie asking questions as a class and then a universal task. This contrasts with Julie's interview where she explained how the curriculum was constructed to suit the needs of the individual pupils in the classroom. This series of tasks suggests a less pupil-centred approach to teaching than Julie's description in the earlier interview. In contrast to this, the pupils were given an individual list of spellings to learn which was catered to their individual level of learning.

The next extract from my field notes connect with Julie's interview where she explained that the pupils' needs were of central importance:

- *"The pupils had been watching a funny video on YouTube on the IWB. Initially Julie said that she would turn it off. But when the pupils said 'no', Julie said they could finish watching the clip.*
- *Once the clip had finished (3 minutes), Julie said 'Let's do something mindful for 10 minutes'.*
- *Julie put on calming music which was played throughout the whole of tutor time and the English lesson. She put a video of trees moving.*
- *Julie said pupils could do some reading, or some drawing. One pupil chose to sit in the 'safe corner'.*
- *The pupils each got on with a task or were talked to individually. It was a calm environment."*

My field notes contain *multi-voicedness* "when the pupils said 'no'" in response to Julie saying that she was going to turn the YouTube video off. Julie decided to let the pupils watch the end of the video. This suggests centrifugal forces where the pupils form boundaries which shape Julie's professionalism. This instance reveals an interesting power dynamic where Julie is shaping her professionalism in response to the pupils' expectations. This contrasts with the active role of the professional that is characteristic of *democratic professionalism*. This prompts me to reflect on the power dynamics of the lesson. Julie made suggestions, and avoided being dictatorial, when handing out instructions using language like "Let's do something mindful". The

pupils could then choose whether they chose to conform to or reject these suggestions. Julie aimed to create a calm environment by playing calming music and videos, but I wonder whether this approach was taken so that she was able to give more direction to the pupils later in the lesson. This raises an interesting question: Is Julie constructing an approach to professionalism, which deviates from *national professionalism*, or are the pupils providing centrifugal forces which shape Julie's professionalism and cause her to deviate from *national professionalism*? This requires further analysis regarding the pupils' role in how they respond to the policy context and how they provide centripetal and/or centrifugal forces which shape Julie's professionalism. My field notes of Julie's classroom observation resonate with Kate, Tara, and Alice's lived experiences, from Chapter Six, where pupils played an active and significant role in responding to policies and in providing centripetal or centrifugal forces.

The significant role of the pupils is reinforced in the next three utterances from my field notes:

- *"Julie took me to the staffroom to think about our interview questions. There was another teacher in the staffroom and ECT J introduced me to her. She had a black eye and Julie later told me that one of Julie's pupils had punched her in the face. She didn't see it coming. The boy was in internal exclusion."*
- *"Whilst out on break we saw Julie's class and the pupils were keen to talk to Julie. One pupil (not in Julie's class) walked right up close to me and almost eyeballed me. Perhaps he was trying to be intimidating? I said to one pupil 'I like your mask' and he said 'that's so lame'. Julie said 'no its not'. Then Julie said to me and 2 boys – that they are really looking forward to being in the same class together without really admitting it, because they are being cool. Two pupils were pushing and starting to get into fighting. Julie said 'boys I know you are play fighting but we need to stop that' and she physically moved them apart."*
- *"After the interview I walked out of the room and a pupil shouted loudly behind me, it did make me jump. I could see how this behaviour could make you feel wary and tired."*

These three utterances reflect the potential challenges and dangers of working with pupils who might physically assault a teacher. The first utterance states that the teacher *"didn't see it (the punch) coming"*. The pupil who had punched this teacher is

normally in Julie's class. This suggests that Julie is constantly aware of potential physical assaults whilst working at Braimore School. In the second utterance Julie needs to physically separate two of the pupils in her class to avoid the play fighting escalating. Then in the third utterance I had the physical reaction of jumping in response to a pupil shouting loudly. These utterances provide a further rationale which could explain why Julie may shape her professionalism to suit the requests and needs of the pupils. These utterances indicate that pupils can provide powerful centrifugal forces which could cause Julie to alter her professionalism to avoid conflict.

Placing my field notes and Julie's earlier interview in dialogue reveal that *democratic professionalism* is evident in Julie's interview. However, the field notes suggest that *democratic professionalism* is less evident. Firstly, the learning is not as catered towards the individual pupil. Secondly, the school community does not appear to be as collaborative and strong as Julie suggested in her interview. Finally, the pupils appear to play an even more prominent role in shaping Julie's professionalism, than was revealed in her interview. The pupils are seen to create boundaries and make decisions which steers Julie's professionalism, rather than Julie continuously taking an activist role (Sachs, 2003) in shaping her professionalism to suit the pupils' needs.

In line with Julie's interview, there seems an absence of performativity expectations and procedures. The displays in the school did not emanate from national or school policy context, except for displays about safeguarding and health and safety procedures. Julie appears to have constructed her own routine in her English lesson rather than follow the lesson structure from policy context. There was an absence of explicit or concealed intertextuality with policies, with the exception of safeguarding and health and safety policies. The signs of performativity policies that Julie mentioned in her interview, about following a marking approach to suit OfSTED guidelines, were not evident during my observation. My field notes and the interview suggest that there were very limited performativity expectations and procedures, except for health and safety and safeguarding procedures. The *chronotope* of the field notes indicate that Julie appears more relaxed in an environment without these

performativity expectations. This *chronotope* persists despite a physical threat that some pupils may pose to Julie.

Significantly, Julie's previous teaching experiences have provided her with a greater understanding of different approaches to professionalism and varying school and policy contexts. This enables Julie to recognise and appreciate the benefits of a *heteroglossic* policy context, at Braimore School, where she has reduced performativity expectations. Furthermore, Julie demonstrates significant agency by drawing on her prior experience of *national professionalism* and previous policy contexts. Julie relishes the high level of professional autonomy from national policy context and exploits it to orchestrate elements of the former policy context and approach to professionalism and to actively construct her professionalism to intone features of *democratic professionalism*. This *heteroglossic* policy context and school context appear to have created conditions and influences that reduce the likelihood of Julie's attrition from the teaching profession.

7.2.3 Graham – Research Question: What are the ECTs' views of how policy context influences their attrition?

Key moment 15 (Appendix II) is from Graham and took place in January 2019. Graham started his first placement at Christopher Powell school in October 2018. However, he chose to stop his ITT course in November 2018 and this utterance came from his exit interview. The interview was conducted on the campus of the university-led ITT course.

In this key moment, Graham describes his experience of classroom observations. He explains how classroom observations of his teaching practice were causing him to have "*hallucinations*" (134) and that he experienced "*hypervigilance*" (134). This utterance has features of a confessional genre when Graham divulges personal, private information about his previous mental illness and his feelings. Graham expressed his feelings in the phrase that classroom observations made him feel "*paranoia. Someone (was) out to get me. It wasn't. It's purely that you are watched*"

(134). This utterance suggests *double-voicedness* where there is one voice feeling that “*someone (was) out to get me*” (134) and a second voice argues that this feeling is untrue. The former voice appears aligned with Graham’s previous experience of mental illness and the two voices create visible dialogue within Graham’s utterance. The lesson observations and performativity culture outline and strengthen the dominant *secondary speech genre of national professionalism*. They were significant influences in the lived experience of both Natasha and Julie and were a possible source of attrition. However, Graham’s lived experience of classroom observations is more serious. He explained that they were bringing back symptoms of his previous mental illness. The utterance draws Graham back to a historical *chronotope* of experiencing: “*the symptoms of my illness ten years ago, which I thought I’d kicked. And they came straight back to me in an instant*” (134). Graham is concerned that he can see “*warning signs*” (134) that his mental illness may be re-emerging because of the performativity policy context and procedures.

Later in the utterance, Graham states that he understands the rationale and importance of classroom observations “*You are moulding the lives of young impressionable people who are about to enter the economy and society in general. You don’t want them to go to jail. You want them going to ICI. You know*” (140). Graham directly draws the researcher into the utterance using the phrase “*You know*” (140). This alludes to *addressivity* and dialogic relations between Graham and myself within his utterance. This suggests that Graham is adapting his utterance in response to my experience in the teaching profession.

In this utterance Graham moves between the *double-voicedness* identified above. One voice reflects centripetal forces that strengthen the dominant *secondary speech genre, national professionalism*. The government has set acontextual expectations for the professional within a *reductionist discourse*. The professional is given “*constructive criticism*” (140) on how to make progress against these expectations. From this perspective, Graham is accepting of the performativity culture of *national professionalism* and justifies the importance of ensuring that teachers are effective because they are educating the next generation. Graham describes the role of education as producing a well-educated and effective future workforce. When

speaking from this perspective, he describes lesson observations eloquently and with some humour in justifying their purpose.

In contrast, the second voice reveals centrifugal forces that express the negative psychological effects of the performativity culture on Graham. From this perspective, Graham describes the “*paranoia*” (134) and “*hallucinations*” (134) that are generated by classroom observations. The *chronotope* of this voice is a psychological space that is absorbing and not logical. Graham knew that no one was trying to get him and he knew that the threats were not present in reality. However, the lesson observer is not given an identity and from this perspective the observer is constructed as someone to be feared. Graham uses short, broken phrases that reveal the emotional intensity and disquieting feeling that lesson observations caused for Graham: “(I)t wasn’t. It’s purely that you are watched. You are observed” (134). Graham’s voice has echoes of a mental health discourse which challenges the policy context of *national professionalism* which constructs teaching as “*a job of very high surveillance (140).*”

Graham had previously worked in a Further Education (FE) College in various roles including IT support and in teaching IT. In a soundbite, from earlier in his exit interview, Graham describes his experience of performativity expectations including OfSTED inspections:

- 52 Graham: *Partly my FE experience because I got OfSTEDed to death. Once had 9 inspections in one week. Yeh FE are killed. Erm, yeah. That was not fun because they had OfSTED and ALI. And so there were two and so four and a half times and one year they came twice.*
- 53 CQU: *How did you find that that influenced your teaching?*
- 54 Graham: *It told me that you must do something one way. And it’s my way or the highway. And whether it is right, wrong or indifferent this is how it will be done and you will do it like that. So I really had done things to the letter. The problem comes when I don’t have guidance to that effect.*

This soundbite reflects the dominant *secondary speech genre, national professionalism*. The government established OfSTED to assess education providers in meeting government policy. In this soundbite, Graham describes his experience of OfSTED inspections. Graham explains that he has experienced many inspections whilst working in the FE college. The *chronotope* of the soundbite has a pressured sense of time and space which reflects *national professionalism*. Graham uses the

phrases “*you must*” (54) and “*it’s my way*” (54). This imperative language reflects very limited autonomy for the professional within a pressured environment and a *reductionist discourse*. Graham describes the effect of these OfSTED inspections on his professionalism. He explains how he has followed these national policies, that were inspected by OfSTED, “*to the letter*” (54). This indicates that he experienced a clear lack of agency from these national performativity expectations. Furthermore, Graham explains how he is unsure of how to act “*when I don’t have guidance to that effect*” (54). This indicates Evetts’ (2012) subgenre of *deprofessionalisation*, which was referred to in the context of Natasha’s interview, where micromanagement and assessment has led to the Graham’s professional judgement and voice being reduced. In this soundbite, OfSTED exerts centripetal forces on Graham to follow national policies “*to the letter*” (54) which strengthens the policy context of *national professionalism*.

Graham’s prior experience of teaching and responding to centripetal forces shaped the agency that he exerted during the ITT course. He describes his previous experience of obediently adhering to policy context whilst working in FE: “*So I really had done things to the letter. The problem comes when I don’t have guidance to that effect*” (54). Graham’s change of tense indicates that he has continued his previous lived experience of rigidly adhering to policy context to his approach during the ITT course, even though the ITT course may enable more autonomy. Graham’s approach in seeking to strictly adhere to policy context contrasts with Julie’s lived experience where she relished a *heteroglossic* policy context that enabled her to have more autonomy. It will be interesting to analyse the enduring influence of ECTs’ prior experience of policy context and *secondary speech genres* when analysing other key moments.

In a soundbite from earlier in Graham’s interview, he employs the language “*OfSTEDded to death*” (52) and “*FE are killed*” (52). These phrases reflect a very negative experience of OfSTED inspections which links them to death. Graham’s experience of classroom observations during the ITT course could have been affected by his previous experience of classroom observations during OfSTED inspections

when he was working in the FE college. Graham implies a connection between the effect of classroom observations and triggering “*warning signs*” (134) of his previous mental illness and his description. In Graham’s soundbite he states: “I got OfSTEDed to death” (52). This raises a question about whether the experience of OfSTED inspections could have been a trigger for Graham’s mental illness, and his subsequent 18 months in hospital, which occurred a short time after working in the FE college. This suggests a real discomfort with these performativity expectations and the potential impact on Graham’s mental health of regular classroom observations.

The classroom observations during the ITT course, which strengthen *national professionalism*, were a source of pressure and stress for Natasha and Julie. In both cases their experience of classroom observations led them to reflect on whether to remain in the teaching profession. However, once they had altered the *heteroglossic* policy context and school context they chose to remain in the teaching profession throughout the period of the longitudinal study. In contrast, Graham’s lived experience of classroom observations was a significant influence which led to him choosing to leave the teaching profession.

7.2.4 James – Research Question: What are the ECTs’ views of how policy context influences their attrition?

James completed his first teaching placement at Christopher Powell School from October to December 2018. In November 2018, he was successful in getting a teaching job at Christopher Powell School which started in September 2019. The following soundbite comes from James’ first interview in January 2019 when he was completing his second placement at Johnston School. James’ soundbite contrasts sharply with Graham’s and Julie’s lived experiences of classroom observations:

- “215 CQU: Do you find the way that you are teaching is affected by the class teacher in that situation?
- 216 James: No, no I don’t think so. I’m observed pretty much all the time. So I don’t think I really think someone in the back really influences what I do. You learn to block out their facial expressions. Sometimes they make faces or

whatever and you think I wonder what that means but it's not important to you in that moment. You can't let it affect you."

James' soundbite recognises the large number of classroom observations and the performativity expectations that he experiences "*I'm observed pretty much all the time*" (216). James appears to accept the performativity expectations, which are constructed by and strengthen *national professionalism* and accepts these centripetal forces. The soundbite implies a vertical role for the professional that is pressured where classroom observers are judging his effectiveness which is reflective of *national professionalism*. However, James' soundbite suggests that he can control how he responds to the presence of the observer. The final sentence suggests that James recognises the problem of analysing the observer's expression and allowing that to affect your thoughts or actions. However, the *chronotope* of the soundbite places agency with James when he states that he has learnt to "*block out their facial expressions*" and to not be influenced by "*someone in the back*" of the classroom. James' use of language contrasts with Julie's reference to the classroom teacher as "*Sir*". The use of language by James suggests that the power balance between himself and the observer is more evenly balanced. James' response to being observed is in stark contrast to Graham who found the experience of being watched created paranoia for him and potentially triggered mental health issues. James' soundbite indicates that he has not constructed an alternative approach to professionalism or sought a different value system but has instead accepted the centripetal forces that are generated by classroom observations. He has formulated an approach which helps him to manage the pressure caused by classroom observations.

The next soundbite is slightly earlier in the same interview and focuses on how James is responding to the culture of performativity and feedback:

- "*144 James: I'm quite happy to take on feedback. That's one of my, I think that's one of the things that has made me kind of learn so much. So far. I've tried different things and the feedback they've given me has really informed how I'm doing things.*"

The emotion portrayed in this soundbite suggests that James is positive and “quite happy to take on feedback”. James is listening to the feedback and “that has made me kind of learn so much.” The soundbite contrasts with Natasha’s interview where she seeks “positive reinforcement” (66) from the lesson feedback. The soundbite also contrasts with field notes from Julie’s classroom observation where she was anxious that “the class teacher would pick up on the fact that the post-assessment sheet was too complex for year 7”. Whilst Julie was expecting criticism about her lesson, James is keen to respond to feedback and try “different things”. These data sets reflect how these ECTs have responded differently to performativity policies that are integral to national professionalism.

James – Research Question: In what ways are the ECTs’ views on the influence of policy context on their attrition congruent with classroom observations of the ECTs and teaching resources that the ECTs created during their teacher training course?

In December 2018, I conducted a classroom observation at Christopher Powell school where James taught a Year 10 English Literature lesson. I wrote field notes which are included in full in Appendix JJ. Utterances from the field notes are referred to in this section. These field notes are placed in dialogue with James’ earlier soundbites to explore themes of performativity and classroom observations. The context of this classroom observation was that James was teaching this class for all their English Literature lessons. He used all the pupils’ names and had built rapport with some of the students:

- “One pupil said to James ‘Hello Sir, what lovely ginger hair you have today?’ James ignored the comment and continued asking the group questions about the task. James said ‘What does that mean?’ ‘Yes, powerful, angry.’”

This utterance reverberates with *multi-voicedness* and reflects the active role that the pupil plays in shaping James’ professionalism. The pupil’s voice reflects the potential centrifugal forces which pupils can bring in deviating from the ECT’s intended approach, which resonates to some extent with Julie’s classroom observation at Braimore School. In this context, James has ignored the comment and continued with his intended approach and the pupil has not created a further centrifugal force. This indicates that the pupil has a less dominant role and centrifugal force in shaping

James' professionalism, in contrast to the field notes from Julie's classroom observation.

The culture of the school appears supportive and encouraging of James' professionalism. Most obviously James was appointed as an English teacher at Christopher Powell School for his NQT year which started in September 2019. Furthermore, the school gave James responsibility for teaching all the lessons for a Year 10 English Literature class at an early stage of his ITT course. The school and the Department have performativity expectations to meet for their GCSE classes, particularly with English and Maths GCSE, and they have shown support of and confidence in James' professionalism in enabling him to teach a year 10 class for all their English Literature lessons.

I also noted the supportive approach that the classroom teacher showed towards James in the classroom observation. Below are examples from my field notes of how the classroom teacher supported James during the classroom observation:

- *"One pupil seemed to be 'moved' by the class teacher/mentor during the starter."*
- *"The classroom teacher/mentor and TA helped to hand out copies to all pupils of Romeo and Juliet."*
- *"Then James told the class they were going to work in groups of 4/5 that were selected by the teacher. Each group was given a one line quote to analyse/interpret. The pupils had to annotate the line of the play on a big sheet of A3 paper. James started to read out the names and pupils started to move. Then the classroom teacher/mentor intervened and suggested to James that no one moves until James reads out all the groups. James then showed an example of what he wanted the class to do on the board and talked through a couple of the points he had written on the board. James wrote the word "CONTEXT" on the whiteboard to emphasise that this was important. James said that he wanted each pupil to be responsible for an idea that you have written on the sheet."*
- *"I heard the classroom teacher/mentor helping another group and talking about "monosyllabic" and what that word means. She was giving other groups support whilst James was with another group."*

My field notes imply that the classroom teacher is supporting James whilst he is teaching the lesson. For instance, the classroom teacher moved a pupil which was probably intended to support James because the pupil was likely to work better in a different place and present a less significant centrifugal force. In addition, the classroom teacher gave advice to James to pass on the pupils' names in all groups

and give instructions before moving, which was probably intended to help James to pass on instructions effectively. These utterances contrast with James' soundbite where he portrays the classroom teacher as "someone in the back" (216). My field notes allude to a more active and supportive role of the classroom teacher/observer. My field notes further evaluate the role of the classroom teacher/mentor:

- *The classroom teacher/mentor was an important influence in the lesson. She circulated throughout the lesson whilst James was teaching (e.g. talking to a couple of pupils quietly when they were off task; telling a pupil to put his mobile phone away; when James started to call out groups and the pupils started to move to their group, the classroom teacher/mentor intervened and suggested to James across the class that how about everyone waits to move until James has finished reading out the groups; then when there was some confusion about the groups the teacher went to help to work out the groups again; the class teacher/mentor acted as a Teaching Assistant at times by giving out resources; then during the group task the class teacher worked with one group giving the group additional support whilst James was with another group; at the end of the lesson the class teacher said "shhh" to quieten the class before they were dismissed). The presence of the class teacher/mentor was influential on James and the class. After the lesson, the classroom teacher/mentor said to James that they would review the lesson at the end of the day (probably when I wasn't there to hear) but the classroom teacher/mentor did suggest that James photocopied some resources ready to use in tomorrow's lesson.*

My field notes present other examples of the supportive and active role of the classroom teacher in acting as a Teaching Assistant to support groups and to hand out resources. The *chronotope* of my field notes suggest a vertical role of the professional. James is being observed and would be given feedback later about the lesson in relation to performativity expectations. The utterance alludes to *national professionalism* where James is operating within a *reductionist discourse* and has national, acontextual performativity expectations, which are being assessed by the classroom teacher. However, the classroom teacher has provided various forms of practical support and advice during the classroom observation to help James to meet his intended outcomes for the lesson. The *heteroglossia* of Christopher Powell School and the classroom teacher appears significant in creating a supportive environment in which James can work to meet the performativity expectations of *national professionalism*.

The role of the classroom teacher described in Julie's classroom observation differs markedly in that he did not intervene to give practical support or advice during the lesson. In my field notes, I described the classroom teacher as "quite intimidating" and Julie was anxious about receiving feedback. The role of the classroom teacher in James' classroom observation appeared more as an 'ally' rather than as an 'inspector', which appears to have altered James' lived experience and his perception of classroom observations. The *heteroglossia* of James' lived experience at Christopher Powell School appears to have reduced the negative influence of performative classroom observations for James and to have diminished them as a potential cause for attrition. The policy context of *national professionalism* has not altered or diminished and a different approach to professionalism has not been offered. This approach does not create centrifugal forces which challenge *national professionalism*. Instead, the colleagues at Christopher Powell School have supported James to meet the performativity expectations of *national professionalism*: acting as 'allies' rather than 'inspectors'. This experience corresponds with Natasha's lived experience of colleagues supporting her to meet performativity expectations at Garsborough School.

7.2.5 Jane – Research Question: What are the ECTs' views of how policy context influences their attrition?

Key moment 12 (Appendix KK) comes from Jane in her exit interview. Jane completed a school-led ITT course which was led ALP MAT. Jane completed her first teaching placement at Winterview School from September 2018 to January 2019. She then started her second teaching placement at Thatcham School in February 2019. Jane chose to leave her ITT course in March 2019 and this exit interview was conducted in July 2019.

In this key moment, performativity expectations are a central theme. Jane intones *national professionalism* when she utilises the dominant professional language of teaching: "so first year trainee year if you come out 'satisfactory' or 'good' then that's

brilliant. If you come out 'outstanding' then that's fantastic" (56). These terms are filled with value judgements and expectations and implicitly reference the DfE's (2011) *Teachers' Standards*. The inside-out discourse of *national professionalism* is partly concealed because Jane does not label the author or source of the terms. She describes "*their expectations" (56)* and "*people putting it on us" (56)*. However, discourse analysis reveals intertextuality with the government's performativity expectations. The dominant *secondary speech genre* of *national professionalism* instructs schools and ITT providers to act as centripetal forces in disseminating the national policy context and then assessing ECTs against these national standards. It is unclear whether Jane identifies the standards as emanating from national policy. Jane is not critical of these national standards as an effective tool to measure the efficacy of a professional and does not seek to adjust these standards.

Jane argues "*it's just having realistic expectations of new teachers. If you're just thinking about retention of newly qualified teachers" (54)*. In this utterance Jane makes a direct connection between performativity expectations needing to be realistic and the retention of ECTs. This is an expository discourse where Jane focuses on the expectations on trainee teachers and NQTs. Jane argues that there should be an "*honest talk" (58)* where the focus of the discussion is: "*where do you expect them to be at the end of their first year as a proper teacher?" (54)* Jane argues that expectations on ECTs should be more realistic. This view connects with Natasha's lived experience of dealing with the expectations of the ITT course. Jane's utterances in this key moment are principally depersonalised which could suggest that Jane feels nervous to voice her own view on these topics, or that Jane is less affected by the situation because she is no longer an ECT, or that there is another important voice who is concealed in the discourse. For instance, "*A lot of people don't always feel, you know, that they get a good slap on the back if they've done something well" (54)* and "*a lot of people think there's a lot of work and there's not enough pay" (54)*. There are also a couple of references in the key moment to teachers' salary which reveals intertextuality and *multi-voicedness* with government, MAT, and school policies on teachers' pay, which is positioned in Jane's broader discourse of having more realistic and manageable expectations for ECTs. Jane's utterance contains *double-voicedness*.

One voice argues that the expectations that come from *national professionalism* should be more realistic. A second voice draws attention to the extrinsic reward of a teacher's salary. Dialogue between these two voices raises a veiled question: would a higher salary for ECTs justify these high expectations and cause less attrition?

Jane argues that performativity expectations can lead ECTs to place expectations on their own professionalism. She states: "*I think sometimes we can put enough on ourselves, without people putting it on us as well (short pause)*" (56). Jane also refers to the effect of performativity expectations on ECTs' "*mental health. I think a lot of us put a lot of pressure on ourselves*" (54). Jane's utterance connects with Graham's experience of classroom observations and performativity policies, which was a cause of his attrition. The *chronotope* of this key moment is reflective of *national professionalism*: characterised by a vertical space of the professional who is working within a pressured space that is constructed by both external and internal forces. Again, Jane's remarks are depersonalised regarding who the "*people*" (56) are who are "*putting*" (56) performativity expectations on the ECTs. Jane proposes that it is the ITT provider, school, and government's responsibility to make ECTs "*a bit more resilient and saying 'ok, you're probably not doing everything right because that's impossible. But look what you are doing right. And, you know, you can work on these areas by doing this and this and this'. And setting those appropriate goals*" (54). Jane's utterances connect with Julie and Natasha's lived experiences of classroom observations and performativity expectations which led to them questioning their self-efficacy. Julie received negative feedback from a classroom teacher that "*really hit my confidence*" (152). Similarly, Natasha sought more "*positive reinforcement*" (66) during lesson feedback.

It is difficult to pinpoint whether Jane conceives performativity expectations as a reason why she left the ITT course. Jane utilises linguistic devices that distance her own lived experience from her evaluation of the effects of classroom observations and performativity expectations. She draws attention to "*just having realistic expectations of new teachers. If you're just thinking about retention of newly qualified teachers*" (54). However, Jane does not identify performativity expectations,

constructed by *national professionalism*, as being a reason for her attrition from the teaching profession.

Jane – Research Question: In what ways are the ECTs' views on the influence of policy context on their attrition congruent with classroom observations of the ECTs and teaching resources that the ECTs created during their teacher training course?

The following extracts come from field notes that I wrote during a classroom observation of Jane teaching a Year 7 Science class. The full field notes are anonymised and presented in full in Appendix LL and relevant sections of the field notes are included below. The classroom observation took place in November 2018 whilst Jane was completing her first teaching placement at Winterview School. The classroom observation was the first, and only observation I was able to conduct with Jane because she chose to stop the ITT course in March 2019. The field notes are placed in dialogue with Jane's preceding key moment from her exit interview in July 2019.

My field notes diverge from the performativity culture that Jane describes in her exit interview where expectations are not realistic, and ECTs' resilience and confidence are not supported. The field notes suggest that the class teacher is supportive which contrasts with the culture described in Jane's interview where "*people (are) putting it (performativity expectations) on us*" (54). There is evidence in my field notes of the class teacher being "*very helpful*" to Jane in offering that Jane could teach a lesson that she does not normally teach because she felt confident with the class; in photocopying extra worksheets; in answering pupils' questions and telling pupils about seating plan changes; in handing out resources; and in dealing with low level behaviour issues. This is in significant contrast to the teacher who conducted the classroom observation of Julie at Ullsview Community School. Instead, Jane's classroom observation reflects James' classroom observation where the class teacher is operating as an 'ally' to support the ECT to meet the performativity expectations that are required within the policy context of *national professionalism*.

There is a potential concealed influence in the field notes that Winterview School had received a series of poor OfSTED reports, it had been compelled to join a MAT and

had been given a 'Notice to Improve' judgement in the most recent OfSTED inspection. It is useful to consider the performativity expectations and centripetal forces that the classroom teacher, of Jane's lesson, experienced because of the anticipation that her class and her school was being observed by an external observer. The centripetal forces of *national professionalism* are concealed in the data. There are national performativity policies which are influencing the lived experience of the classroom teacher and consequently the lived experience of Jane.

The field notes reflect that there were performativity expectations on Jane in the form of the lesson planning proforma and the fact that she was being observed by the classroom teacher and a researcher. There is intertextuality with the MAT's behaviour policy and their marking policy. Jane implements the MAT's behaviour policy *"(W)hen Jane gave out 'learning concerns' she clearly explained why the pupil had received the 'learning concern.'"* Jane also implements their marking policy of demonstrating pupil progress through pupils using purple pens to mark their work: *"Jane got the class to use their purple pen again to mark their answers and add additional answers"*. Despite these performativity expectations, Jane was *"extremely calm during the lesson; never raising her voice."* The *chronotope* of my field notes reflects a pressured time and space, caused partly by performativity expectations, but it is alleviated by the class teacher who supports Jane to meet these expectations.

It is important to analyse my role of as a researcher within the classroom observation and my influence on the utterances. My field notes from the beginning of the lesson stated that:

- *"Jane asked if I wanted to use the lesson observation proforma from the PGCE course (Blackton university). This has 8 specific aspects to comment on that link to the Teachers' Standards. This suggests an influence on Jane in teaching lessons to meet these 8 criteria. It also suggests that Jane is making a link between my observation and the formal classroom observations from ALP and the PGCE course."*

This utterance reveals *addressivity* because Jane anticipated that my classroom observation would have the same performativity expectations as other observations that Jane was experiencing during the ITT course. The utterance also highlights the engrained nature of the process of classroom observations, at this early stage in the

ITT course. The dominant *secondary speech genre* of *national professionalism*, and the embedded value judgements, are explicit in this utterance where the *Teachers' Standards* (DfE, 2011) were being used to assess the ECT's effectiveness.

It is useful to consider my field notes where I reflect on how I am having to avoid my prior experience of conducting classroom observations:

- *"I have a long history of being observed and observing classroom observations from an evaluative, judgemental perspective. At times, I can feel this prior experience affecting my current classroom observation. For instance, evaluating the success of the teachers' lesson or considering positives of the lesson (e.g. differentiation, positive classroom management). When I spot myself doing this, I react by writing verbatim what is said by the teacher to make my observation more descriptive and not so evaluative/judgemental. In addition, before the classroom observation I have avoided reading the OfSTED or newsletters about the school so that I try not to be influenced by these."*

I explain strategies that I have put in place prior to the classroom observation and during the classroom observation that are aimed to avoid evaluating the ECT's lesson. In this situation, Jane and I are early in the research process. Both parties are aware of the standard expectations of a performative classroom observation and notice the centripetal forces that are drawing both parties towards this culture of accountability and performativity that are driven by *national professionalism*. There are moments in my field notes where these forces are more evident:

- *One boy was a bit distracting at the beginning of the lesson; making noises, picking things up that he had dropped on the floor. This was distracting other pupils. Jane ignored the behaviours. This strategy worked because the pupil settled down after the first 10 minutes and there was no drama.*

This utterance from my field notes demonstrates my evaluation of how Jane had managed one pupil's behaviour. This utterance is indicative of centripetal forces which seek to assess the effectiveness of the teacher in managing pupils' behaviour, which is one of the *Teachers' Standards* (DfE, 2011). This reflects the influence on my role as a researcher of centripetal forces, emanating from *national professionalism*, which have built up during my own ITT training and lived experiences as a teacher.

7.3 Summary

In this chapter I examined policy threads that centred on the ECT's performativity. This policy context was analysed to reveal the influence on the lived experiences of five ECTs and on their attrition. In the following Discussion Chapter I will address the research questions and discuss the findings. I will analyse the implications of this study for policy, practice, and research alongside identifying the limitations of this study and recommendations for future research.

Chapter Eight: Discussion Chapter

8.1 Introduction

Bakhtin's tenet of *dialogism* is at the heart of my thesis. Within this dialogic world, Bakhtin (1986) gives primacy to the relational and transformational nature of being within a complex tapestry of "living dialogic threads" (p. 276). Drawing conclusions in a dialogic world recognises that the individual is an active participant within these multiple dialogic threads. As the *heteroglossia* and dialogic threads change and as the individual potentially transforms, then conclusions will alter. My thesis reveals that an important dialogic thread is the participant's dialogue with the researcher and the influence of *addressivity* on the participant's utterances. It is within this transformational and relational ontology that I aim to draw conclusions on how policy context, conceived as living dialogical threads, has affected the ECTs' professionalism and attrition.

This chapter initially reviews the value of the theoretical framework. Then each research question is addressed, and the findings are discussed. Next, *national professionalism* is analysed as a *secondary speech genre* and centripetal vehicles that disseminate the policy context of *national professionalism* are identified. Next, the implications of my study for policy, practice, and research are discussed. I then reflect on my journey in completing my doctorate. Subsequently, the limitations of my study are identified alongside recommendations for future research. Finally, overall conclusions are drawn.

8.2 Reviewing the theoretical framework

8.2.1 Value of *dialogism* as a theoretical framework

This section analyses the value of Bakhtin's tenet of *dialogism* as a theoretical framework. *Dialogism* has provided the epistemological framework on which my study is based. Bakhtin's (1986) conception of utterances containing a "living tripartite unity" (p. 122) between the speaker, the listener, and other voices has been

of substantial value to my study. I am conceived as a character in this tripartite through constructing, conducting, and analysing the semi-structured interviews and classroom observations. The interviews are interwoven with my dialogic threads which have then caused reverberations with the ECT's voice. For instance, Julie drew me into the centre of her utterance: *"I've been trained to, you know, keep up with the marking schemes and to use green and red pens and, and to write the WWWs and the, you know, even better ifs."* Julie draws on my professional experience in constructing an utterance that acknowledges our shared experience of ITT and our shared understanding of the dominant professional language of teaching. This theoretical framework has been insightful in understanding how I have influenced the utterances and have actively shaped these living dialogic tapestries. Furthermore, in classroom observations my role as the researcher has shaped the utterances. For instance, Alice conceived me as an observer. This can be seen where Alice gave me the observation paperwork and offered that I could fill in the paperwork. Alice's perception of me as an observer was insightful in understanding why some of Alice's responses in her interviews were cautious and guarded. This theoretical framework has been invaluable in analysing the influence that I had on the process of data collection and data analysis. This theoretical approach has also been crucial to pursuing a high level of validity by attending to the influence that I had on the study.

This epistemological framework also enabled me to reveal and analyse voices from policy context, another character in the living tripartite, on the ECTs' professionalism and attrition. This theoretical framework has been insightful in analysing data to identify "dialogic reverberations" (Bakhtin, 1986: 84) with policy context, both past and present. For instance, dialogical analysis of Kate's utterance revealed intertextuality with the *Education Reform Act* (DES, 1988): *"I think we're being- we're being given the freedom because we've kind of overtaken them now"* (196). The voice of this policy was concealed and required detailed analysis of the dialogic threads to identify this voice. This policy introduced league tables (DES, 1988) which aimed to raise standards by encouraging competition between schools. My dialogical analysis of this utterance, in Chapter Six, revealed *multi-voicedness* (Bakhtin, 1981) with the *Education Reform Act* (DES, 1988) and dialogic relations between Kate's voice and this

policy. This theoretical framework has enabled me to unravel dialogic strands that reveal voices that are concealed in the utterance. This has provided my study with insights about the identity of these voices and the influence that this has had on the ECTs' professionalism and attrition.

This epistemological framework provided understanding of how *double-voicedness* can operate within an utterance. For instance, Tara revealed *double-voicedness* in explaining and evaluating the effects of the Mastery Curriculum that had been introduced for years 7 and 8 in the Science department at Thatcham School. Tara intoned the voice of ALP MAT in presenting the advantages of this prescribed curriculum: because it "*reduce(s) the workload massively*" and is "*standardised.*" However, Tara's utterance contained a second voice where she explained that "*the downside (of the prescribed curriculum) is you can't put yourself into it, you can't let any personality into it.*" The centripetal voice and centrifugal voice reverberate and are in dialogue within the utterance. It has been insightful in my thesis to identify how the ECT can project different voices, to reflect on which voice is dominant, and to analyse what these different voices reveal about the lived experience of the ECT. The concept of *double-voicedness* has also offered understanding of how the ECT's dialogue with, and lived experience of, a policy is sometimes very complex. In this instance, Tara voiced conflicting views about the policy and evaluated the various implications of the policy on her professionalism.

This theoretical framework has also been insightful in understanding the role of "addressivity" (Bakhtin, 1986: 95) in analysing the data sets. The significance of who the ECT conceives as the intended listener has been shown to be important. For instance, in Hannah's first interview she demonstrated a strong centrifugal voice where she challenged the ITT course's lesson plan proforma and the school's assessment policy. However, during the first classroom observation, which was observed by the researcher and the Lead Trainer, Hannah was compliant with these policy expectations. Her centrifugal voice was subdued and concealed and was only visible through careful dialogical analysis. Bakhtin's (1986) concept of *assimilation* was utilised to analyse how Hannah's use of the phrase "*(G)reen penning*" enabled her to reflect a centrifugal voice whilst visibly complying with the policy.

Furthermore, Hannah used abbreviations and a very succinct style of writing in the lesson plan. My dialogical analysis revealed Hannah's concealed centrifugal critique of this policy whilst she ostensibly demonstrated compliance with this policy. This theoretical framework has enabled me to place data sets in dialogue with each other which draws attention to *addressivity* in the ECTs' utterances.

Furthermore, this epistemological framework has been of significant value in prompting me to look for *secondary speech genres* (Bakhtin, 1986) and to understand how policy context passes on the ideology and expectations of different *secondary speech genres*. It has been very useful in my thesis to understand how the ECTs are in dialogue with the values and policies of different *secondary speech genres*. My thesis revealed how the dominant *secondary speech genre, national professionalism*, has utilised various vehicles to pass on the government's policy priorities and values which will be analysed in section 8.4. This theoretical approach has been significant in this thesis because I have analysed how different *secondary speech genres* utilise policy context and *professional stratification of language* to embed their ideology and values. It has been insightful to analyse the ECTs' responses to these dialogic threads of policy within this wider theoretical construct.

Finally, this theoretical framework has also drawn attention to the profound understanding and agency that is offered by an *outsider* (Bakhtin, 1986) who operates outside the foreign culture. The questions that Hannah posed during her first interview gave clear insight into the accepted norms and values of professionalism. It has been particularly beneficial to my thesis to explore Hannah's challenging questions and insight because my education and employment are rooted in this culture and its accepted ideology and values regarding professionalism.

8.2.2 The value of foregrounding the ECTs' lived experience of policy context

The research questions for this thesis position the lived experience of each ECT at the centre. Therefore, it was necessary to devise a theoretical approach to policy analysis that maintained this focus. Firstly, it was important for me to conceive policy as a verb (Levinson and Sutton, 2001; Hamann and Vandeyer, 2018) where the effects of

the policy are at the heart of the analysis. This was particularly significant because this thesis conceives policies as “an instrument of modern power” (Castagno and McCarty, 2018: x) which are wielded by governments, and other organisations, to “regulate the spaces and subjects that they seek to govern” (Shore et al., 2011: 2). This conception of policy required me to identify the author of the policy threads and to attend to the effects of policies on the ECTs’ professionalism and attrition. For instance, Natasha described her lived experience during the ITT course: *“As much as its hard, I actually do respond really well (laughs). Erm and I think they’ve learnt that and that’s why they all keep pushing me because I’m now getting to the point where I’m now going for outstandings.”* Dialogical analysis of this utterance revealed the concealed presence of the DfE’s (2011) *Teachers’ Standards* through the phrase *“going for outstandings”*. This government policy is not referred to explicitly by Natasha. This utterance revealed how Natasha’s perception of effective professionalism has been shaped by the enactment of the DfE’s (2011) *Teachers’ Standards*. This utterance also indicates that enactment of this policy has also been a significant source of anxiety and workload for Natasha where professionals have collectively pushed her to achieve the criteria stated in the policy.

The second way in which I have foregrounded the ECT’s lived experience in my thesis is by conceiving policies collectively. The ECT experiences the effects of policies as a whole policy context rather than in “siloes isolation” (Sandler, 2018: 85). My thesis applies a multi-policy approach (Ball et al., 2012) where the ECT’s lived experience of policies has been analysed collectively. This theoretical approach has enabled me to recognise how policies reinforce other policies or alternatively how policies conflict or contradict other policies. For instance, Kate described her experience of implementing ALP MAT’s curriculum policy: *“We are given very specific things that are expected of us. Erm and are expected of the students. Erm having learning cycles that we have to stick to and saying that if they came into this lesson on this week, all students should be at this same point.”* This utterance revealed how Kate’s professionalism is restricted by the curriculum policy which Kate complied with despite her concerns. However, in my thesis I sought to go beyond analysis of the effects of individual policies. My theoretical approach instead enabled me to analyse

the cumulative effects of ALP MAT's multi-faceted policy context on Kate's professionalism by placing different data sets in dialogue with each other. For instance, dialogical analysis of Kate's teaching resource and my corresponding classroom observation revealed the influence of ALP MAT's policies on assessment, behaviour, curriculum, homework, lesson structure, and silent starters. This thesis analysed the policies of ALP MAT collectively which revealed a form of *branded professionalism*. This was significant in understanding the influence of the policy context in significantly shaping and restricting the professionalism of Kate, Tara, and Alice. The theoretical approach of analysing the effects of policies collectively provided further insight into the effects on the ECTs' professionalism and attrition.

My theoretical approach to policy analysis also enabled me to analyse policies collectively to identify how policies interrelate with each other and form dialogic relations. For instance, this thesis found that the guidance from OfSTED's (2018) *School Inspection Handbook* was a key policy document that was influencing the direction and guidance of other policies. ALP MAT enacted a prescriptive centralised behaviour policy and assessment policy. Dialogical analysis revealed that these policies were strongly influenced by OfSTED's (2018) *School Inspection Handbook*. Furthermore, Alice explained the impact of not meeting OfSTED's policies on the local community's views of the school: "*the school had had a very negative OfSTED report...And I think it's been a bit of a journey as well getting the local community on board with what the school's doing because I think around that OfSTED there was quite a bit of negative press around the school.*" This was insightful and revealed that ALP MAT's form of *branded professionalism* was being directed by the government's policies, that are monitored by OfSTED, and was operating within the parameters and expectations of *national professionalism*. Similarly, Broad Oak's Teaching and Learning policy created centripetal forces and was designed to meet the expectations of OfSTED's (2018) *School Inspection Handbook*. My thesis has illustrated how policy context is a tangled and interwoven tapestry of policy voices. My theoretical approach to policy analysis enabled me to unravel dialogic threads and to reveal explicit and concealed voices who are influencing the ECTs' professionalism and retention.

8.3 Addressing the research questions

Bakhtin's tenet of *dialogism* has provided this study with an epistemological framework for unravelling voices from policy context and analysing how the ECTs have responded to these dialogical threads. The voices from policy context have been conceived as the third character within "a living tripartite unity" (Bakhtin, 1986: 122) alongside the speaker and the listener. An important part of the process of employing this framework has been to place this study's different data sets in dialogue with each other. This has enabled me to analyse the influence of these dialogic threads in different *heteroglossia* and to assess the impact of *addressivity*. Therefore, the subsections of each research question will be addressed collectively so that dialogic relations between these data sets are preserved and so that this complexity is maintained.

8.3.1 How does policy context influence the ECTs' professionalism?

- What are the ECTs' views of how policy context influences their professionalism?
- In what ways are the ECTs' views on the influence of policy context on their professionalism congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

This research question centred on how policy context influenced the ECTs' professionalism. The multi-faceted policy context of ALP MAT shaped the professionalism of Tara, Alice, and Kate. The longitudinal study revealed how Tara began her ITT course with ALP MAT: compliant and accepting of ALP MAT's policy context. Her professionalism was shaped by ALP MAT's policy context regarding the lesson structure, assessment practices, behaviour policy, and silent starters. Tara's language across the different data sets showed signs of a "professional stratification of language" (Bakhtin, 1981) which echoed *national professionalism*. During her ITT course, Tara described how she concealed a centrifugal voice and complied with ALP MAT's policy context. However, in her RQT year Tara intoned an alternative approach

to professionalism which had features of *democratic professionalism*. A centrifugal voice rose in volume and confidence in the final interview during Tara's RQT year where she critiqued ALP MAT's policy context. Tara separated her practices, which principally remained compliant with the policy context, from her critique of ALP MAT's policy context. However, it was insightful to draw her final interview into dialogue with my final classroom observation of Tara and a teaching resource that Tara created towards the end her RQT year. The teaching resource and field notes from the classroom observation revealed signs of Tara deviating from ALP MAT's form of *branded professionalism*. Dialogical analysis of these data sets revealed traces of Tara's centrifugal voice and an alternative approach to professionalism, which were discordant with the policy context.

Analysis of Alice's data reflected the prescriptive and multi-faceted policy context that was in place for professionals within ALP MAT. Classroom observations, schemes of learning, and lesson plans were identified as vehicles which ALP MAT employed to reinforce and monitor *branded professionalism*. Alice mentioned a few concerns about ALP MAT's policies during her ITT course, but she distanced herself from these concerns and was guarded in her interviews with me. Alice's lived experience of completing teaching placements in two different schools within ALP MAT revealed that there were some differences in how the policy context was implemented, particularly the behaviour policy and the homework policy. However, the policy context was largely implemented consistently across the three secondary schools within ALP MAT. Alice's lived experience at Altmore School reflected how pupils provided centripetal forces in complying with ALP MAT's policy context, which contrasted with Tara's second placement where some pupils challenged the policy context and provided centrifugal forces. Dialogical analysis of field notes from Alice's classroom observation revealed that Alice conceived me as a classroom observer who was assessing her practice against the performativity policy context. Consequently, it was useful to consider how this *addressivity* affected Alice's data and potentially exaggerated the extent to which she was compliant with policy context.

Similarly, Kate's professionalism was shaped by the lesson structure, silent starter, assessment practices, behaviour policy, approach to differentiation, and centralised

schemes of learning. During her ITT course, Kate described how ALP MAT's policy context "*can stifle creativity that you have*" (72) which concurs with previous studies (Perryman and Calvert, 2020; Shulman, 2005). The prescribed and multi-faceted policy context of ALP MAT created a form of *branded professionalism* that shaped and restricted the professionalism of these three ECTs. These interwoven fixed policy threads impeded Kate and Tara from drawing on other influences. During Kate's RQT year, ALP MAT allowed the English Department at Thatcham School to construct schemes of learning that were not centrally created. It was insightful that various features of ALP MAT's form of *branded professionalism* were still evident in the teaching resource that Kate created and in her classroom observation. This indicated engrained influences of ALP MAT's policy context on Kate's professionalism, even though ALP MAT had reduced the restrictions from policy context on her professionalism. This data supports conclusions from previous studies (Lambert and Gray, 2022; Shulman, 2005) which found that ECTs experience a period of enculturation into dominant constructions of professionalism, during their ITT course, which are conceived as a constraining framework that is very difficult to amend and has an enduring influence on the ECTs' professionalism.

ALP MAT's form of *branded professionalism* exhibited a technological agency-free pedagogical approach (Matusov et al., 2016): decontextualized, universal, monologic, and prescriptive. ALP MAT's technological pedagogical approach had preset ready-made curricular endpoints which were, often, supplemented by detailed policy context which prescribed the pedagogical stages to reach those endpoints. ALP MAT's form of *branded professionalism* starkly contrasts with a dialogical authorial pedagogical approach (Matusov et al., 2016) in three crucial respects: pupils were not encouraged to co-create their learning alongside their teacher; the pedagogy was not designed to suit the specific *heteroglossia* and individuals; and the pedagogy and learning were finalized, predictable, and monologic. It is illuminating to reflect on Kate's professionalism in her RQT year in light of Matusov et al. (2016)'s contention that pupils and teachers who had been socialized into a conventional technological pedagogy may need a period of de-socialization or "conventional school detoxification" (p. 171) before being receptive to adopting a dialogical authorial pedagogical approach.

National professionalism was found to be shaping the policy context and setting the parameters for ALP MAT's form of *branded professionalism*. There was *multi-voicedness* with the government's voice and policy context throughout ALP MAT's policies. ALP MAT's form of *branded professionalism* provided centripetal forces that strengthened, rather than an alternative value system that challenged, *national professionalism*. OfSTED inspections were seen to be a vehicle that reinforced and assessed the expectations and values of *national professionalism*. For instance, dialogical analysis suggests that a change in the focus of the OfSTED inspection could have led to ALP MAT altering their approach to curriculum policy. Furthermore, Alice's data revealed how a previous poor OfSTED report at Thatcham School had led to a poor reputation in the local community. Alice described how ALP MAT sought to improve the school's reputation by publicising positive news stories in the local press. Finally, Hannah's perspective was drawn into dialogue with the lived experiences of Kate, Alice, and Tara. Hannah offered an outsider's perspective (Bakhtin, 1986) as an ECT who had experienced her education in Germany and Spain. Hannah's centrifugal voice was more confident and challenging of the accepted ideology and values of *national professionalism* and its policy context. During her ITT course, Hannah did not comply with some aspects of policy context and revealed her centrifugal voice. However, it was interesting that during Hannah's NQT year her centrifugal voice became more veiled during her teaching practice. Instead, Hannah appeared to conform to the policy context and allowed her professionalism to be shaped by the policy context.

In Hannah's final interview she described how "*I felt like I was, you know, part of a mechanism*" (68). Hannah's centrifugal voice challenged the accepted policy context and voice of *national professionalism*. Significantly, Hannah compared her professionalism in this policy context to a piece of machinery which provides vivid imagery of the professionalism that she conceived that she had. Furthermore, she drew me into dialogue with this centrifugal voice that offered a profound and unsettling perspective. Hannah's utterance echoes Matusov et al.'s (2016) view that a technological agency-free pedagogical approach has been designed to suit an economy and institutions that require "workers who act like smart machines that can

arrive at predictable preset outcomes” (p. 168). Hannah explained how her passion for teaching and her concept of professionalism were incompatible with the values and voice of *national professionalism* that constructed this policy context. Her centrifugal voice was increasingly concealed by this policy context which shaped her professionalism. She chose to leave the teaching profession in England, at the end of her NQT year. She described how “*that love (for teaching) just gets buried*” (146). This poignant metaphor indicates that the voice of *national professionalism* and the policy context that it constructed has had an intense effect on her professionalism. Hannah’s utterance implied that her love of teaching had been hidden by this *heteroglossic* policy context. Hannah’s lived experience develops our understanding from previous studies where ECTs struggled to reconcile their aspirations for their professionalism with the prevailing orthodoxy (Sullivan et al., 2021) and where an accountability and performativity agenda contributed to ECTs’ attrition (Perryman and Calvert, 2020).

8.3.2 How does policy context influence the ECTs' attrition?

- What are the ECTs’ views of how policy context influences their attrition?
- In what ways are the ECTs’ views on the influence of policy context on their attrition congruent with classroom observations of the ECTs and teaching resources that the ECTs created?

This research question centred on how policy context influenced the ECTs’ attrition. My three-year longitudinal study began with ten ECTs who started their ITT course in September 2018. Two ECTs chose to leave the teaching profession before the end of their ITT course, one ECT left in November 2018 and the other ECT left in March 2019. Another ECT chose to leave the teaching profession at the end of her NQT year in July 2020. Seven ECTs remained in the teaching profession throughout my longitudinal study. A significant theme that emerged from the data was policy context that focused on the ECTs’ performativity. Dialogical analysis of the data explored how this theme influenced the ECTs’ attrition.

National performativity expectations were evident in each of the ECTs' data, predominantly through the *Teachers' Standards* (DfE, 2011). Classroom observations were employed as vehicles through which these performativity expectations could be set out and monitored. The dominant *secondary speech genre, national professionalism*, was revealed as the source of these performativity expectations which the ECTs needed to meet during their ITT course. Classroom observations that were conducted by colleagues, completing detailed lesson plans, and the role of the mentor created centripetal forces that focused attention on these national performativity expectations and strengthened *national professionalism*. Jane voiced her reservations about performativity expectations being unrealistic, during the ITT course, and the effect on ECTs' mental health, but she concealed whether this was a cause of her attrition from the teaching profession.

An important aspect of the *heteroglossia* was the role of the classroom teacher in carrying out the classroom observations during the ITT course and assessing the ECTs against the national performativity expectations. Dialogical analysis of classroom observations of James and Jane positioned the classroom teacher as an 'ally' who supported the ECT to meet the performativity expectations. In contrast, data from Natasha and Julie positioned the classroom teacher as an 'inspector' who assessed the ECT's ability to meet the performativity expectations that were constructed by *national professionalism*. These variations in the ECTs' lived experiences suggests the important role that classroom teachers and mentors play in enacting policy context that centres on the ECTs' performativity.

Graham described the psychological effect of classroom observations as being a significant reason for leaving the ITT course and was a cause of his attrition from the teaching profession. Graham described how classroom observations of his teaching practice were causing him to have "*hallucinations*" and that he experienced "*hypervigilance*." He explained that classroom observations made him feel "*paranoia*. *Someone (was) out to get me. It wasn't. It's purely that you are watched.*" Dialogical analysis of Graham's interview revealed *double-voicedness* where one voice felt that "*someone (was) out to get me*" and another voice contested that this feeling was untrue. The former voice was aligned with Graham's previous experience of mental

illness. Graham's lived experience of classroom observations brought back symptoms of his previous mental illness. He was concerned that he could see "*warning signs*" of his mental illness resurfacing which was the principal factor in Graham choosing to leave the ITT course and the teaching profession.

Julie and Natasha also described pressure which had been caused by performativity expectations and classroom observations during their ITT course and NQT year. This performativity policy context was the source of Julie and Natasha contemplating their attrition during their ITT course. Dialogical analysis of Julie's second interview and field notes from my second observation revealed that Julie felt under pressure to meet the performativity expectations required during the classroom observation. The *chronotope* of the classroom observation had a pressured time and space which was heightened by the anticipated feedback from the classroom teacher, the *superaddressee*, who Julie stated she has a "*difficult relationship with.*" In my field notes I commented that Julie was "*expecting criticism after the lesson.*" Similarly, Natasha explained how the classroom observations during her ITT course were focused on what she needed to improve, with little "*positive reinforcement*" (66) and that this made her question her self-efficacy: "*I can safely say I do not know if I'm ready*" (66) to complete the ITT course and become a qualified teacher. This extract had semi-concealed intertextuality with national policy that requires ITT providers and schools to observe trainee teachers and set them targets for improvement. Natasha's lived experience of constant classroom observations and feedback caused "*deprofessionalization*" (Evetts, 2011: 408) where Natasha was directed by centripetal forces, that strengthen *national professionalism*, and her professional judgement was diminished. These findings concur with previous studies where performativity levers caused ECTs to question their self-efficacy (Sullivan et al., 2021) and where an accountability and performativity agenda created pressure for ECTs and was a cause of ECTs' attrition (Lambert and Gray, 2022; Perryman and Calvert, 2020).

Another effect of the performativity policy context was revealed through dialogical analysis of a lesson plan that Natasha had written. This lesson plan revealed the exhausting performative process and the impact on Natasha's workload of seeking to address multiple policy strands that originated from the school, university, and

national policies. It was insightful to place the lesson plan in dialogue with Natasha's second interview where Natasha described how the workload of the ITT course, partly caused by performativity demands, was affecting her personal life. This caused Natasha to question whether she could remain in the teaching profession: "*(I)t is the only aspect that I would consider not being a teacher. And it is a serious consideration. Is this something that I can sustain? Actually is it good for my quality of life?*" During the ITT course the workload and pressure, partly caused by performativity policies, led Natasha and Julie to consider whether they could remain in the teaching profession. These findings concur with previous studies of the effects of performativity policies on teachers' wellbeing (Perryman and Calvert, 2020) and workload (Lambert and Gray, 2022; DfE, 2018b).

The longitudinal nature of this study enabled me to return to interview and observe Julie and Natasha during their RQT year. The *heteroglossia* had changed and this had altered Natasha and Julie's experience of performativity expectations and classroom observations and reduced the likelihood of their attrition. Dialogical analysis of data from the RQT year revealed how Julie and Natasha's lived experiences were a response to the different multi-faceted policy contexts, school environments, and *secondary speech genres*. The *heteroglossia* for Natasha had similar national performativity expectations but the school context encouraged features of *democratic professionalism*, within the parameters of *national professionalism*, and colleagues had reduced some of the performativity expectations to make the workload manageable. Natasha benefited from the manageable workload, decrease in pressure from the performativity expectations, and the features of *democratic professionalism* that were encouraged at Ullsview Community School. Whilst Julie's *heteroglossia* was significantly different and centrifugal forces offered Julie an alternative value system and approach to professionalism. Julie valued the decrease in expectations that emanated from national performativity expectations. She sought to avoid being "*too mainstream*" (118) and to distance herself from *national professionalism*. Nonetheless, dialogical analysis revealed features of the performativity culture that were instilled during the ITT course. This suggests the sustained influence of national policy context that placed performativity expectations

on Julie. Dialogical analysis of key moments from Natasha's and Julie's RQT year revealed their lived experiences of a policy context where there were decreased performativity expectations and associated diminished pressure and workload. This reduced the likelihood of Julie and Natasha's attrition from the teaching profession.

8.4 Dialogical analysis of *national professionalism* as a *secondary speech genre* and the vehicles that embed its policy context

My thesis has revealed that *national professionalism* is a dominant *secondary speech genre* which is a key source of policy context that has influenced the ECTs' professionalism and attrition. Bakhtin (1986) argued that "(U)tterances and...speech genres are the drive belts from the history of society to the history of language" (p. 65). Therefore, analysing utterances and speech genres gives insight into the beliefs and ideologies that form the basis of this specific social belief system. This section employs a Bakhtinian approach to analysing this *secondary speech genre* (Bakhtin, 1986): identifying the values and ideology of the genre; the insight that can be offered into this genre by an *outsider* to the genre; and the characters and plots available within this genre. Then the vehicles that are employed to disseminate and monitor the policy context of *national professionalism* are identified. This section utilises *multi-voicedness* from the thesis to develop a detailed insight into *national professionalism* with the aim to further unravel its influence on the ECTs' professionalism and attrition. The findings build on Sullivan et al.'s (2021) study which identified a range of mechanisms that communicated and reinforced "prevailing educational orthodoxies" (p. 395) regarding what constitutes 'quality teaching'. The mechanisms included formal and informal observations; performance development targets; student and parent questionnaires; and student achievement data. Finally, my analysis of *national professionalism* is placed in dialogue with an alternative typology of *speech genres* (Cheyne and Tarulli, 1999) to offer further insight into how *national professionalism* operates.

As was discussed in Chapter Two, *national professionalism* (Day and Sachs, 2004) is a *secondary speech genre* where control is held by the national government.

Acontextual standards are prescribed by the government and imposed on the professional (Whitty, 2014) which is denoted as a criterion approach (Hoyle, 1982). The successful professional within *national professionalism* competently meets the standardized criteria and is obedient in meeting these criteria (Stevens, 2010). Professionals are valued for their conformity and compliance with the values and expectations of *national professionalism*. *National professionalism* operates within a *reductionist discourse* where standardised criteria are applied to the professional and not shaped to suit the context. As an *outsider* to the genre, Hannah's first interview drew attention to and challenged accepted features of *national professionalism*. She reflected: "I feel like in Britain it is a (pause) very sort of rule based." Hannah perceived an acontextual set of rules which teachers need to implement and pupils must follow, including differentiation, starter tasks, wearing school uniform, and specific rules on entering assembly. Hannah's centrifugal voice challenged these accepted norms and values and signalled that there are other alternative approaches to professionalism. Hannah's perspective provided a profound insight into the hierarchical structure of *national professionalism* and how its policy context creates a set of rules which teachers and pupils need to adhere to.

Time is dynamic within this *secondary speech genre* but is based on the will and actions of national government. National government is the central character that leads major decision-making within *national professionalism*. However, this thesis has illustrated that the author of policy context is sometimes veiled by the multi-layered nature of policy context. For instance, dialogical analysis of ALP MAT's Teaching and Learning policy and Curriculum, Assessment and Reporting policy revealed that there was concealed intertextuality with OfSTED's (2018) *School Inspection Handbook*. The policies of ALP MAT enacted national policy context and this disguised the author of the policy context. Similarly, the policies of Holton university and of individual school's policies enacted the values and expectations of *national professionalism*.

Democratic professionalism (Sachs, 2003) is an alternative *secondary speech genre* where the 'activist' professional builds networks with the wider school community (Whitty, 2006); creates a curriculum and approach to learning that suits the *heteroglossia* and pupils in the classroom; and seeks to contribute to social change

(Menter et al., 2010). Time is dynamic and is shaped by the professional and the *heteroglossia*. The professional is a key character who shapes his/her priorities and role to suit the context they are operating in. However, my thesis has identified that *national professionalism* is the dominant *secondary speech genre* with a hierarchical approach to decision-making. My thesis has illustrated that *national professionalism* sets the parameters within which different approaches to professionalism can operate. This resonates with Furlong et al.'s (2008) contention that the government has constructed a tight framework of national policy and regulation that professionals and education providers need to work within. For instance, Natasha described the approach to professionalism at Garsborough School, which has features of *democratic professionalism*. However, the performativity demands of *national professionalism* are dominant and need to be met by the professionals. The Humanities teachers at Garsborough School then “*naturally lay a framework*” which operates within, and is restricted by, the parameters of *national professionalism*. The term “*naturally*” implies that the professionals have united understanding of the parameters and value system of *national professionalism* which they can operate within. In contrast, an interesting anomaly is Braimore School where Julie completed her RQT year. It is a special educational needs school for pupils who have been excluded from mainstream schools. The policy context of Braimore School has created conditions that enable *democratic professionalism* to permeate: Julie operates as an ‘activist’ professional (Sachs, 2003) through building networks with the school community and constructing a curriculum and forms of assessment that suit the individual pupils in the classroom and the specific context. Factors that have enabled *democratic professionalism* to pervade stem from the fact that the school is run by a private provider, that mainstream schools have not managed to provide an effective education for these pupils, and that other teachers at Braimore School have not received ITT training, which strengthens *national professionalism*.

This next section will use *multi-voicedness* from my thesis to explore how centripetal vehicles have been used to communicate and reinforce *national professionalism* and its policy context. Firstly, my thesis revealed how *national professionalism* has composed a “professional stratification of language” (Bakhtin, 1981: 289) with a

distinctive vocabulary that is value-filled, acontextual, and is understood across the teaching profession. For instance, Tara's lesson plan from April 2019 revealed evidence of enculturation into and use of the language associated with *national professionalism*: "*plenary – peer assess each others work*" and "*differentiated questions exploring the content from previous lessons*". This data also indicates how Tara has translated this language into actions which are shaping her professionalism. This shared language has created united norms and values around what constitutes effective teaching within national professionalism. The shared language has been disseminated in key policy guidance, notably the DfE's (2011) *Teachers' Standards*.

OfSTED inspections are another important vehicle that provide centripetal forces that monitor the compliance of professionals, schools, MATs, and ITT providers with the policy context of *national professionalism*. Alice revealed the consequences of not adhering to the policy context of *national professionalism* where a previous poor OfSTED report at Thatcham School had led to a poor reputation in the local community. Furthermore, Tara described how the headteacher at Winterview School targeted interventions that were "*put in place for the OfSTED coming.*" The role of the headteacher was intertwined in passing on and monitoring policy context that was required by OfSTED and *national professionalism*.

My research also reveals the lesson plan as another vehicle that provides centripetal forces which monitor the professional's compliance with the policy context of *national professionalism*. Natasha's lesson plan from March 2019 revealed intertextuality with government policies. The *chronotope* of the lesson plan indicated a vertical role for the professional and revealed how Natasha's professionalism was shaped by the policy context and by *national professionalism*. Furthermore, my research has also shown how classroom observations are another centripetal vehicle. Hannah's classroom observation and lesson plan from November 2018 demonstrated compliance with policy context which emanated from the government and Broad Oak School, which was in stark contrast to her interview data. Detailed dialogical analysis revealed that Hannah had felt compelled to conceal her challenge of policy context and her centrifugal voice.

Another vehicle which has been used to strengthen *national professionalism* is the marginalisation of professionals with strong centrifugal voices. In Tara's first interview she described how teachers "*who were against the academization and people who say I want to teach like this. And you know very very strong opinions about how they want to teach. And I find that those people are now not here*". It is insightful that, in her RQT year, Tara considered leaving ALP MAT because she was constrained from being creative and drawing on other influences. Hannah's decision to leave the teaching profession also resonates with these lived experiences. She concluded that her concept of professionalism was not compatible with the values and voice of *national professionalism* that constructed this policy context. My thesis reveals how some teachers, with strong centrifugal voices, have chosen to leave their *heteroglossia*. The absence of these centrifugal voices in turn strengthens the dominant *secondary speech genre*.

Finally, my research also has shown that the role of the mentor during the ITT course and NQT year is a vehicle that has disseminated and monitored the policy context of *national professionalism*. Natasha explained how, during her NQT year, her mentor was "*driving*" her to show a "*high standard in the majority of the teaching standards*." Natasha's mentor performed a central role in communicating and instilling the *Teachers' Standards* (DfE, 2011) and in strengthening *national professionalism*. Natasha identified that her mentor was acting as a conduit and responding to external pressures from government to make sure "*your NQT*" passes the NQT assessment. This indicated that Natasha's mentor was being influenced by centripetal forces herself and was acquiescent in transmitting these centripetal forces which shaped Natasha's professionalism. It is useful to place this utterance in dialogue with Natasha's lived experience in a different school context during her RQT year. She reflected: "*(T)his school (Gainsborough School) I find is much more nurturing of particularly new teachers. And I think they, they've really given me space to breathe which I felt like before, I was just constantly running behind on a to do list (laughs). I didn't actually give myself that time to stop, pause and actually reflect on what I was doing*." The laugh indicates a centrifugal voice and highlights Natasha's discomfort with the policy context and mentoring approach during her NQT year. The

heteroglossia and mentoring approach at Gainsborough School has, in contrast, enabled Natasha to reflect on how she will respond to different influences, which resonates with features of *democratic professionalism*.

It is insightful to place my analysis of *national professionalism* in dialogue with an alternative typology of *speech genres*. Dialogizing of genres causes the interrelating genres to be “more conscious; it forces them to better perceive their own possibilities and boundaries, that is, to overcome their own *naivete*” (Bakhtin, 1984: 271). The intention of placing Cheyne and Tarulli’s (1999) typology of *speech genres* in dialogue with my analysis of *national professionalism* is twofold: to explore the presence of this alternative typology of *speech genres* (Cheyne and Tarulli, 1999) in my data and to reveal additional, potentially contesting, perspectives of how *national professionalism* operates.

Cheyne and Tarulli (1999) constructed a dialogical approach to explain the process of learning. They presented a typology of three genres of dialogue within the Zone of Proximal Development (Vygotsky, 1978) which can be applied to explain the process of *learning to teach*. The Zone of Proximal Development is “the distance between the actual developmental level (of the learner) as determined by independent problem solving and the level of potential development (of the learner) as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978: 86). Cheyne and Tarulli (1999) extended this definition by detailing three genres within the Zone of Proximal Development through which an individual learns: *Magistral dialogue*, *Socratic dialogue*, and *Menippean dialogue*. They contend that the *Magistral dialogue* is “the prototypical and ‘official’ genre of the Zone of Proximal Development” (ibid. 17). Within the *Magistral dialogue* there are three voices: the learner, the interlocutor (who is passing on knowledge/skills to the learner), and an authoritative, institutional third voice. Cheyne and Tarulli (1999) contend that the third voice is “the sacred text” (ibid.: 18) which has a “stabilizing and directing force” (ibid.: 18) and controls the activities of the other two voices. Cheyne and Tarulli (1999) argue that the third voice can speak through the interlocutor and is an instance of *ventriloquation* (Bakhtin, 1981). Within the *Magistral dialogue* there is a power asymmetry between the learner and the

interlocutor; the learner is conceived in a position of deficit. Genuine dialogue within the *Magistral dialogue* is impossible because there is a “progressive and deterministic trajectory of a traditional growth curve” (Cheyne and Tarulli, 1999: 19) which the learner is required to follow.

Cheyne and Tarulli (1999) contend that “(E)ventually the *Magistral dialogue* becomes transformed into a *Socratic dialogue*” (p. 19) where the learner challenges the centripetal, unifying forces of the *Magistral dialogue* and questions the voices of both the interlocutor and the third voice. Within the *Socratic dialogue* the learner is “suspicious of consensus...(and) resists the constraints of the scaffold” (ibid. 19). This dialogue is open-ended and power is distributed between the three voices which replaces the power asymmetry of the *Magistral dialogue*. Finally, Cheyne and Tarulli (1999) argue that a *Socratic dialogue* can evolve into a *Menippean dialogue* where the voices are in open conflict with each other. The voice of the learner may turn from being sceptical but sincere, within the *Socratic dialogue*, to becoming “mocking and cynical” (ibid. 22) within the *Menippean dialogue*. This could also involve a change in the position of who is in power between the three voices. However, Cheyne and Tarulli (1999) argue that these subversive voices, which challenge the ‘official’ genre, can be stigmatized and suppressed by the third voice to implement a stable *Magistral discourse*.

It is insightful to place this typology of genres (Cheyne and Tarulli, 1999) in dialogue with my analysis of how *national professionalism* operates and with *multi-voicedness* from the thesis. Features of the *Magistral dialogue* are present in *national professionalism*. Firstly, there is a power asymmetry between the ‘official’ voice of national government that determines the *chronotope*, characters, and plots available for the other voices. It operates as the ‘official’ genre for the ECTs in this study, except Julie at Braimore School, and has employed centripetal vehicles to disseminate and monitor the policy context of *national professionalism*, which has been a “stabilising and directing force” (Cheyne and Tarulli, 1999: 18). *National professionalism* can be seen as “the sacred text” (ibid.: 18) where policies, such as the Teachers’ Standards (DfE, 2011), direct how the mentor instructs and gives feedback to his/her ECT. The concept of *ventriloquation* (Bakhtin, 1981), where the third voice speaks through

other voices, was visible in Natasha's utterance where she described how her mentor was "driving" her to show a "high standard in the majority of the teaching standards." *Ventriloquation* (Bakhtin, 1981) was also evident where policies written by schools, MATs, and ITT providers disseminated the values and ideology of *national professionalism*. However, the influence of *heteroglossia* on the process of *ventriloquation* (Bakhtin, 1981) is not recognised within the *Magistral dialogue* (Cheyne and Tarulli, 1999). My data indicates the significance of *heteroglossia*, and particularly the school/MAT's implementation of the policy context, as having a significant effect on shaping *national professionalism* and its consequent influence on the ECTs' professionalism and attrition. For instance, Natasha's lived experience of the *heteroglossia* and mentoring approach at Garsborough School modified the third voice by reducing the performativity policy context to support Natasha's wellbeing and retention.

Cheyne and Tarulli (1999) define *Socratic dialogue* as a stage after the *Magistral Dialogue* where learners begin to question the consensus. In my study, the data indicates that *Socratic dialogue* began, for some ECTs, at an early stage of their process of *learning to teach* but was often voiced internally or to trusted confidants, rather than more openly in challenging the interlocutor and the third voice. For instance, Hannah questioned the values and ideology of *national professionalism* at the beginning of her ITT course in her first interview. This suggests that concealed, discrete *Socratic dialogue* can exist at an early stage in the process of *learning to teach* and can operate alongside the *Magistral dialogue*.

Socratic dialogue and *Menippean dialogue* illuminate how *national professionalism* operates and evolves. They are *primary speech genres* which are suspicious of the consensus of the 'official' genre and question, mock, or try to displace the other voices. Natasha's utterance when reflecting on the mentoring approach during her NQT year revealed tentative signs of a *Socratic discourse* where her laugh indicated a centrifugal voice. Hannah's centrifugal voice openly challenged the norms and values of *national professionalism*, and, at times, mocked the 'official' genre. It is insightful that Hannah felt compelled in her teaching practice, and in conversations with her colleagues, to follow the 'official' genre in her NQT year. This is indicative of Hannah

suppressing her centrifugal voice because she recognised that it was not aligned with the 'official' discourse. Marginalisation of professionals with strong centrifugal voices was illustrated as a centripetal vehicle that was employed by *national professionalism*. My data does not provide evidence of centrifugal voices that chose to challenge the 'official' genre, instead they chose to leave the setting or leave the teaching profession. However, significantly, pupils with centrifugal voices who challenged the 'official' genre were an important force. At Thatcham School the pupils' responses to the curriculum were an important reason why the curriculum was altered.

Dialogizing these approaches to understanding how *speech genres* operate has been illuminating. It has drawn attention to the presence of *primary speech genres* that question and challenge *national professionalism*. Their voices may be tentative and concealed and may go unnoticed when absorbed into a dominant *secondary speech genre*. However, it is important to attend to these subdued centrifugal voices because these voices illuminate the values and ideology of *secondary speech genres* and can be early warning signs of an ECT's attrition. Furthermore, this dialogic process has highlighted the important voice of pupils and the impact of their centrifugal voices on altering the 'official' genre.

8.5 Implications for policy, practice, and research

8.5.1 Implications for research

An important implication for future research is my original application of Bakhtin's (1986) principles of *dialogism* and his conceptualisation of *speech genres*. I made a unique contribution to research in applying the principles of *dialogism* to analyse how different *secondary (ideological) speech genres* operate. My study identified and explored how specific centripetal vehicles have been used to communicate and reinforce a dominant *secondary speech genre*. It also drew attention to processes through which centrifugal forces have been muted or suppressed. My study highlighted how attending to the interrelationships between *speech genres* provides further insight into *secondary speech genres*: their values, ideologies, and use of

centripetal vehicles. For instance, *national professionalism* was found to be utilising centripetal vehicles and setting the parameters within which ALP MAT's form of *branded professionalism* could operate. This contribution to research is significant because deeper understanding of how *secondary speech genres* operate provides greater insight into the ideologies and intentions of the corresponding social belief systems and the processes through which these systems are reinforced and contested.

A further significant implication for future research is the approach to data analysis that was employed in my study. The analytical technique was based on Sullivan's (2012) Bakhtinian-inspired dialogical approach to data analysis. My study contributes to the growing body of empirical research that has utilised a dialogical approach to data analysis in analysing interviews and observations (Sullivan, 2012; Madill and Sullivan, 2010; Sullivan et al., 2009). My study also makes a unique contribution to dialogical research and analysis because teaching resources have not previously been included in dialogical analysis. I utilised Bakhtin's principles of *dialogism* and Sullivan's approach to dialogical analysis and constructed a dialogical approach to analysing teaching resources that were created by the ECTs. This unique approach is a dialogic strand that researchers could weave into future studies. Teaching resources are a particularly interesting data set from which to identify *multi-voicedness* with policy context. There may be signs and traces of policies, and their embedded values and ideology, in the teaching resources that have been overlooked in participants' interviews as their presence is so accepted and pervasive (Brooks, 2016). For instance, Hannah and Natasha's lesson plan proforma indicated the importance that the ITT course placed on differentiation and assessment for learning which was an integral part of the proforma. Whilst dialogical analysis of the PowerPoint presentation utilised by Alice revealed the primacy that ALP MAT placed on a centralised and prescribed curriculum and lesson structure.

Another implication for future research is that in this study I collected and analysed a series of different data sets: semi-structured interviews with each ECT, classroom observations with each ECT, and document analysis of teaching resources that each ECT had produced. The intention was to address limitations that were cited by

previous studies that investigated ECTs' experiences of *learning to teach* that utilised the ECTs' accounts as the only source of data. Hobson et al. (2009) proposed that the ECTs in their study may not have been fully honest in their accounts and suggested that observational methods "might have given an additional or alternative perspective" (p. 269). My study demonstrated the value of different data collection methods "to add difference to our understanding of a particular genre, against the voice of others" (Sullivan, 2012: 93). Placing these different data sets in dialogue with each other was particularly insightful in identifying areas of congruence and contrast in how policy context was influencing the ECT's professionalism and attrition. Dialogic analysis of these three sources of data unravelled the impact of *addressivity* and *heteroglossia* on the data. This approach to collecting and analysing these varied data sets and placing them in dialogue with each other is a valuable methodological approach. Researchers could use this approach to investigate the influence of other policy contexts from different perspectives.

Finally, my study illustrates the insight that is offered by a longitudinal study that is rooted in *dialogism*. My study illustrates how the ECTs' responses to policy context, in some instances, significantly altered during the three-year study. For instance, in her first interview Tara recognised and accepted that her professionalism would be shaped by ALP MAT's policy context and identified the benefits of ALP MAT's form of *branded professionalism*. However, over the course of the longitudinal study Tara's lived experience of this policy context led to her centrifugal voice becoming more prevalent and confident. Furthermore, Tara chose that the researcher observed a lesson where the signs ALP MAT's form of *branded professionalism* were barely visible. Furthermore, the longitudinal study illustrated how the lived experiences of some ECTs altered significantly as the *heteroglossia* altered. For instance, Julie moved to a *heteroglossia* in her RQT year which was radically different to her previous settings. The *heteroglossic* policy context and school context at Braimore School enabled *democratic professionalism* to permeate. Julie relished this *heteroglossia* in which she could orchestrate elements of the former policy context, emanating from *national professionalism*, and draw this together with other influences. In this *heteroglossia* she actively intoned *democratic professionalism*. The relational nature

of being causes there to be some dialogic threads, for instance policy context from *national professionalism*, that weave through the ECTs' lived experiences and create cumulative trajectories (Corden and Millar, 2007). However, the agency that the ECTs exert in choosing how they respond to influences and whether they change setting causes their lived experiences to also be fragmented and multi-faceted (MacLure, 2003). This study offers a valuable approach that researchers could employ to gain insight into how policy context can change over time and how individuals may alter their perception or response to policy context over time.

8.5.2 Implications for policy

Firstly, this thesis draws policy makers' attention to Jane's contention: it is the responsibility of ITT providers, schools, and the government to make ECTs "*a bit* more resilient...(particularly if) you're just thinking about retention of newly qualified teachers." It connects with previous research which found that contextual factors, including policy context, often influence the teacher's capacity to build their resilience (Oldfield and Ainsworth, 2022), and that schools and ITT providers can play an important role in helping ECTs to remain in the teaching profession by providing them with collegial support (Beltman et al., 2011). The lived experiences of Julie and Natasha during their ITT course resonate with this social-ecological view of resilience (Ungar et al., 2013). Julie described in her second interview how "*I was just desperately trying to run to get back on track again*" (150) where she was trying to adhere to the national policy context and meet the expectations of the ITT course, the school, and 5 or 6 different teachers. The *heteroglossia* of receiving negative feedback from a classroom teacher alongside aiming to adhere to these multiple expectations knocked Julie's confidence and caused her to question her self-efficacy. Natasha's lived experience and resilience was significantly affected by the very heavy workload during her second placement which prompted her to consider whether she could sustain the *heteroglossia* and impact on her personal life: "*Is this something that I can sustain? Actually is it good for my quality of life? Erm and unfortunately it's something that I always thought I would make work a priority but it's not, my family is*" (64). This study strongly recommends that policy makers within national

government, ITT providers, MATs, and schools evaluate their collegial support of ECTs, their approach to observation feedback, and the workload required of ECTs in order to protect ECTs' resilience, wellbeing, and retention.

Secondly, my study raises a concern to policy makers in government, in MATs, in schools, and in ITT courses around the training of all teachers who conduct classroom observations of ECTs. Julie described that at the end of her first placement she had "*met (the) expectations of the teacher*" (152). Whilst in her second placement Julie explained how she was trying to "*meet the expectations of...5 or 6 teachers of different classes*" (152). Julie's lived experience indicated that she needed to meet the expectations required of *national professionalism*. However, Julie argued that this picture was further complicated and shaped by also needing to meet the specific values and expectations of individual teachers who were observing her lessons. The *National Standards for school-based ITT mentors* (Teaching Schools Council, 2016) clarified the roles and responsibilities of the mentor for ECTs and the *Early Career Framework* (DfE, 2019b) introduced central funding for mentor training. However, the role of classroom teachers in supporting trainee teachers and in providing feedback is absent from these policies. If classroom teachers are given limited training and guidelines, then their support and feedback is more likely to reflect their individual values, character, and teaching practice. Furthermore, ECTs may then experience multiple sets of expectations from different classroom teachers, which are possibly competing, alongside the expectations from policy context. This study proposes to policy makers that there should be training for all teachers who are going to conduct classroom observations and provide feedback to ECTs that is planned and delivered by the school or MAT. This training should provide these teachers with an insight into ECTs' lived experiences followed by a rationale for a social-ecological approach to resilience and a consistent, supportive approach to classroom observations. The training should inform the teachers who are going to conduct classroom of the requirements of *national professionalism* to ensure that their feedback is aligned with these expectations. In the training the school or MAT should then explicitly state what is expected of ECTs in classroom observations. The training should state these are the expectations of ECTs within the school or MAT and that classroom

observation feedback should not focus on other areas. The training should also inform the classroom teachers of how to take a supportive approach to conducting classroom observations and feedback, as an 'ally' to the ECT rather than an 'inspector'.

Next, this study poses important questions to policy makers about whether the performativity expectations for ECTs are realistic and what the effects are on the ECTs' lived experiences and attrition. In Chapter Seven policies that focused on the ECTs' performativity were identified as being a cause of significant anxiety, pressure, and workload, particularly during their ITT course. Natasha described how expectations emanated from government, school, and department policies. Trying to fulfil the expectations of this policy context caused an intense workload for Natasha and had a significant impact on her work-life balance. This caused Natasha to question whether she could remain in the teaching profession with the intense workload that performativity policies, in particular, had generated. Jane argued that the expectations of ECTs' professionalism needed to be more realistic and was concerned about the effect of performativity expectations on ECTs' mental health. In concurrence, Graham described how the classroom observations caused him intense anxiety and paranoia which was a key factor underlying his decision to leave the teaching profession. Julie also experienced anxiety and pressure from being observed during her second teaching practice. These findings corroborate previous studies (Lambert and Gray, 2022; Perryman and Calvert, 2020) which found that performativity and accountability agendas had a negative effect on ECTs' workload and wellbeing and contributed to ECTs' attrition. This study recommends that policy makers in national government, ITT courses, MATs, and schools reflect on the effects of policies that focus on the ECTs' performativity. It is also important to consider the influence of policy context collectively and the cumulative effects on the ECTs' lived experiences. These policy makers should consider ways that the performativity demands are minimised and reduced for ECTs through setting, as Jane argued, "*realistic expectations*" (56). Jane contended that policy makers should conceive teachers' professional development as a long-term process and recognise that "*in 5 years' time you're going to be such a different teacher*" (58). This study proposes that

policy makers within government should create gradual, staged expectations that build up to the *Teachers' Standards* (DfE, 2011) over a five-year period and ensure that all expectations realistic and necessary. Staggering these performative expectations over a longer period would reduce the workload, anxiety, and pressure for ECTs. This study recommends that policy makers within ITT courses, MATs, and schools should alter their ITT discourse so that it is conceived as a journey of professional development over a five-year period and where ECTs are supported to build their knowledge, skills, and understanding gradually over this period.

Fourthly, this study recommends that policy makers reflect on the effects of a prescriptive policy context on ECTs' professionalism. ALP MAT's multi-faceted policy context impeded the ECTs' autonomy and their ability to draw on other influences, beyond the policy context, in their professionalism. The influence of ALP MAT's centralised curriculum appeared to have the most significant influence on the ECTs' professionalism. This study raises concerns about the implications of a centralised, prescriptive curriculum. Tara described the short-term consequences: the centralised curriculum significantly directed her professionalism and impeded her from drawing on other influences. She also reflected on the longer-term implications; Tara was concerned that she would lose the experience and skillset of planning individual lessons and schemes of work. This reflects Milner's (2013) concern that teaching will be de-professionalised if teachers are given a scripted and narrow curriculum to deliver. Similarly, Evetts (2011) argues that micro-management can lead to "deprofessionalization" (p. 408) where the teacher's judgement, voice, and discretion are diminished. This study prompts policy makers to reflect on the short-term and long-term effects of policy context that strongly directs teachers' professionalism and the wider implications for the teaching profession collectively.

Finally, this study has revealed how a multi-faceted policy context can be a cause of ECTs' attrition. It is pertinent to reflect on this influence. These findings concur with previous studies of the effects of prevailing educational narratives and performativity pressures on ECTs' wellbeing, workload, and attrition (DfE, 2018b; Lambert and Gray, 2022; Perryman and Calvert, 2020). Previous empirical studies identified that enabling teachers to have greater autonomy increased their job satisfaction (Dilecki,

2022; Deal and Celotti, 1977; Sykes, 1983). Furthermore, Worth and Van den Bende (2020) found that there was a strong correlation between greater teacher autonomy and increased intention to remain in the teaching profession. These studies resonate with findings from my study where Kate and Tara's centrifugal voices challenged ALP MAT's multi-faceted policy context which significantly directed their professionalism and impeded them from drawing on other influences. Significantly, Hannah's voice conceived her professionalism as "*part of a mechanism*" with norms and values which she could not shape and, some of which, she disagreed with. Hannah was unable to reconcile an alternative approach to professionalism within the *heteroglossic* policy context. This was a key factor in her choosing to leave the teaching profession. This study recommends that policy makers attend to this, potentially unintended, effect of a prescriptive, multi-faceted policy context. This study prompts policy makers to consider *democratic professionalism* (Sachs, 2003) and a dialogical authorial pedagogical approach (Matusov et al., 2016) as alternative pedagogical approaches, accompanied by a revised policy context, to address the concerns raised in my thesis regarding ECTs' professionalism and attrition.

8.5.3 Implications for practice

This study has encouraged and facilitated the ECTs to reflect on how policy context is influencing their professionalism and retention. James asked to read the final thesis because he was interested to find out more about how policy context had affected other ECTs' professionalism and retention. Tara and Julie explained that they had found it useful to have time during the longitudinal study that was dedicated to discussing what was influencing their professionalism and attrition. It is also insightful that all the ECTs involved in the study continued to participate in the study despite it being a three-year study unless they left the teaching profession. This suggests that the ECTs found the research process and the semi-structured interviews a useful process. This study proposes that schools give teachers dedicated time and opportunity to discuss what is influencing their professionalism and attrition. Policies can have concealed ideology and values which require dedicated attention to unravel their presence and influence on the professionals' lived experience. Once

professionals are more aware of policy context, and its influences, they can make more informed decisions about how they respond.

8.6 Reflection on my journey in completing my doctorate

I have placed Bakhtin's tenet of *dialogism* at the heart of my study. My thesis reveals my voice as a significant character in "the living tripartite unity" (Bakhtin, 1986: 122) within utterances. My voice is interwoven into the process of data collection and data analysis. The final thesis is a dialogic tapestry where my voice creates *multi-voicedness* and weaves together with the other dialogic threads. Given the central dialogic role that I have played within this study it is insightful to understand the journey that I have taken to complete my doctorate. It is important to recognise that the researcher's existence is dependent on its relations with others and the *heteroglossia*. This section attends to the influences on me in order to understand how my existence has been shaped and the consequent impact on my study. This section focuses specifically on my journey in selecting an appropriate theoretical framework and in shaping my own professionalism.

The research journey is sometimes portrayed as a smooth, linear process where the research questions, theoretical framework, methodology, and data analysis are outlined at the start and followed by the researcher. However, my research is inductive and has altered direction and route in response to my process of data collection and data analysis. I initially planned my study and selected Cultural-Historical Activity Theory as the theoretical framework. I travelled to Trondheim in Norway in 2019 and took part in an international conference where I presented my methodological approach in utilising Cultural-Historical Activity Theory as the theoretical basis of a research study to investigate the influence of policy context on ECTs' professionalism and retention. However, I also identified limitations with Engeström's (1987) framework in looking for influences within the activity system and placing "boundaries around the activity system" (Quirk-Marku, 2019: 9). I also identified the potential "vast amount of data" (ibid.: 9) that would be collected using this approach. Finally, I conceived my role as a researcher as significantly different

from Engeström (1987) who argued that the researcher should be a “developmental interventionist” with a “bold experimental attitude” (p. 16). After a great deal of reflection, I concluded that the limitations of Cultural-Historical Activity Theory as a theoretical framework for this study were insurmountable. The limitations were accentuated as I started to analyse my data. I explored data analysis that was derived from Cultural-Historical Activity Theory. For instance, Yamagata-Lynch (2010) utilised Engeström’s (2001) triangular representation of activity as a frame for analysis. Yamagata-Lynch (2010) argued that this form of data analysis provides a systematic reference point on which to map complex qualitative data sets and subsequently analyse data. However, I found this approach to data analysis to be restrictive and prescriptive and my data analysis became focused on the features of activity theory rather than on my data. I observed that this process was reducing the complexities in the data, diminishing the voice of the research participants, and simplifying the multiple, transforming, sometimes concealed, realities.

I completed my research study as a part-time PhD and in 2020 I also had a maternity leave. This enabled me to spend time researching and reflecting on an apposite theoretical framework to underpin my study. My process of data analysis was inductive and exploratory and I researched and analysed a range of options. Third generation Cultural-Historical Activity Theory (Engeström, 1995) drew on Bakhtin to analyse participants’ use of language and I started to investigate and evaluate Bakhtin’s philosophy of language as a potential theoretical framework. During this phase of selecting an appropriate theoretical framework, my voice was in dialogue with Cultural-Historical Activity Theory. My thesis is a dialogic tapestry and dialogical analysis reveals *multi-voicedness* with Cultural-Historical Activity Theory. For instance, I challenged Engeström’s (1987) voice that the researcher should be a “developmental interventionist” (p. 16) and his argument that the researcher should only look for influences within the activity system. This *multi-voicedness* and dialogic reverberations are now veiled within the final thesis. However, dialogical analysis reveals how my response to these voices caused me to look for alternative theoretical constructs. This is important in understanding how my voice and response to these dialogic threads has altered my final thesis.

Another important voice that weaves through my study are my lived experiences as a teacher and this creates *multi-voicedness* in my thesis. When I started my part-time PhD, I was a teacher in a MAT which had constructed a form of *branded professionalism*. There were similarities between ALP MAT's policy context and the policy context that I was experiencing. For instance, the Teaching and Learning policy prescribed a specific lesson structure which lessons should conform to; there was a centralised behaviour policy; and there was an unwritten policy regarding how teachers should meet and greet pupils at the start of the lesson. In line with ALP MAT, the MAT I was working in employed classroom observations and lesson plans as vehicles to monitor how teachers were adhering to policy context. There was also a hierarchical system of leadership and decision-making. *Multi-voicedness* with the policy context of this MAT is concealed in my thesis. My lived experience gave me a greater insight into the potential influence of policy context that was strongly directive and created a form of *branded professionalism*. This has informed my process of data collection and data analysis. However, it is also important to highlight my lived experience of *branded professionalism* because of the potential bias it caused during data collection, data analysis, and in writing the thesis.

In 2020, I chose to change job and moved to a school where features of *democratic professionalism* are encouraged within the parameters of *national professionalism*. The leadership team has a much more democratic style and teachers are encouraged to shape their professional identity. I am encouraged to be an 'activist' professional (Sachs, 2003): constructing a curriculum and learning opportunities to suit the *heteroglossia* and the individual pupils in the classroom and shaping my priorities and role as a professional. Over time, I have stripped away elements of *branded professionalism* which had become embedded in my professionalism. For instance, removing the lesson structure from PowerPoints and conceiving lesson observations as an opportunity to share good practice amongst professionals rather than to monitor compliance with policy context. My lived experience of different approaches to professionalism in varying *heteroglossia* creates *multi-voicedness* that is woven as strands in my thesis.

In both of these jobs I recognised the influence of policy context and *multi-voicedness* that emanates from *national professionalism*. Inspections and pupils' outcomes in national tests are central vehicles which pass on the values and ideology of national government. Furthermore, the historic marketisation policies which introduced league tables and encouraged schools to compete with each other direct the approach of the school/MAT's leadership team. It has been important for me to reflect on how my lived experiences of policy context that emanates from *national professionalism* have created dialogic relations and *multi-voicedness* in my thesis.

8.7 Limitations of the study and future research

There were challenges in conducting a three-year longitudinal study with ECTs. Firstly, the high rate of attrition amongst ECTs brings considerable challenges. The DfE (2018a) analysed data on teacher retention from the School Workforce Census from 2012-2017. The DfE (2018a) stated that 84% ECTs teaching in state secondary schools were still employed one year after completing their NQT year and 65% ECTs teaching in state secondary schools were still employed five years after completing their NQT year. These statistics are corroborated by my study where three of the ten ECTs who began their ITT course in September 2018 had chosen to leave the teaching profession before the end of my three-year longitudinal study. This reduced the number of participants that I studied throughout the longitudinal study. However, all the participants who remained in the teaching profession participated in the research throughout the longitudinal study. It was also illuminating to the findings of this study that the three ECTs who chose to leave the teaching profession each participated in an exit interview where a key focus of the interview centred on how policy context influenced the ECTs' attrition.

The coronavirus pandemic caused some disruption to my data collection. A strength of my primary research was that I collected different data sets and placed them in dialogue with each other to analyse *multi-voicedness* and *addressivity* in different *heteroglossia*. However, I was unfortunately unable to conduct classroom observations because of the social distancing policies that were in place due to the

coronavirus pandemic. Consequently, I did not complete classroom observations from Spring 2020 until Summer 2021. This could have affected my findings because of this gap in this area of data collection. There may have been additional dialogic threads that influenced the ECTs' professionalism or retention during this period that were concealed because of this unavoidable gap in being to observe the ECTs. Fortunately, I was able to continue semi-structured interviews using online interviews. Further research would be valuable that utilises a mixed methods approach within a longitudinal study and focuses attention on the influence of policy context on ECTs' professionalism and retention, particularly during the NQT year.

This thesis has found that *addressivity* was an important factor that influenced the utterances of the participants. The participants were aware of my joint role as a teacher and a researcher. This thesis gives examples of how the ECTs altered their utterances due to this *addressivity*. Furthermore, my lived experiences as a teacher generated dialogic threads from policy context and *secondary speech genres* that were interwoven into my research and thesis. This shared understanding of the teaching profession enabled detailed conversations about how policy context was influencing the ECTs' professionalism and attrition. However, it would be useful for further research into this field to be conducted by a researcher who has a limited knowledge of the education system. Furthermore, it would be interesting for an *outsider* (Bakhtin, 1981) to conduct research where accepted, pervasive, and dominant norms and values are further unravelled and questioned.

Finally, this study is intentionally small-scale and is aimed to understand the lived experiences of individuals. The thesis offers insight into ALP MAT's policy context and its form of *branded professionalism*. The study analyses the influence of ALP MAT's policy context on the lived experience of four professionals. However, MATs in England and their policy context vary considerably. Therefore, further research should investigate the policy context of other MATs and the influence on ECTs' professionalism and retention.

8.8 Conclusion

The notion of reaching final conclusions in a dialogic world is fraught with difficulties. As the “living dialogic threads” (Bakhtin, 1986: 276) from *heteroglossia*, policy context, the researcher, and individuals alter, the conclusions evolve. Importantly, readers of this thesis also engage in dialogue with this thesis which creates further dialogic reverberations. Furthermore, within a dialogic world, a text is living and evolving and totally dependent on the *heteroglossia* in which the text is presented. The *heteroglossia* in which this thesis is read will evolve and consequently the meanings within the thesis will alter. Conclusions are necessary but are drawn within this relational and transformational ontology.

My study addressed a knowledge gap in the existing evidence base. This qualitative study conceives policy context collectively as a rich tapestry of dialogic threads that potentially influence ECTs’ professionalism and attrition. My research makes theoretical contributions to the study of how policy context influences ECTs’ professionalism. My dialogical analysis revealed how the ECTs’ professionalism were shaped by the dominant *secondary speech genre, national professionalism*, which developed our understanding from previous studies (DfE, 2018b; Shulman, 2005; Sullivan et al., 2021). My thesis indicated that centripetal vehicles communicated and monitored the policy context of *national professionalism*. These vehicles included classroom observations, lesson plans, pupils’ books, the role of the mentor, OfSTED, the *professional stratification of language*, and marginalising centrifugal voices. Hannah described how she felt obliged to follow the policy guidance and concealed her centrifugal voice where policies went against her professional judgement and values. Significantly, Hannah described a hierarchical structure where she was unable to alter the dialogic strands emanating from the prevailing multi-faceted policy context. Hannah explained how this policy context had shaped her professionalism to the point where she felt like part of a machine: “*I felt like I was, you know, part of a mechanism.*”

My thesis unravelled contrasting experiences of *national professionalism* where some of the ECTs experienced *heteroglossia* that encouraged features of *democratic professionalism*. For instance, at Rushall Academy Laura experienced an approach to

curriculum planning where the teachers worked collaboratively to design a curriculum that suited the interests of the individual pupils. Laura experienced a *heteroglossia* and policy context which steered her professionalism to a much smaller degree. Similarly, Natasha's lived experience at Garsborough School indicated features of *democratic professionalism* where Natasha worked with her colleagues to collectively shape their professionalism within a supportive team. However, my thesis revealed that *national professionalism* had an overarching influence on the ECTs' professionalism by imposing a framework of policy context and regulation that needed to be adhered to (Furlong et al., 2008). This policy context was principally set and monitored through external exams and through OfSTED inspections.

It is insightful to place these conclusions in dialogue with historic voices. As detailed in Chapter Two, policy context implemented by national government since the 1970s in England caused "the marked centralisation of control over teacher education" (Murray and Mutton, 2015: 60) within a "national framework of accountability" (Furlong et al., 2000: 14). Hencke (1975) contended that these government policies were developed secretly by an exclusive elite and excluded alternative perspectives. The centralisation of control over ITT caused the dilution of professional control of those leading ITT courses and their centrifugal voices were muted and concealed. Anti-progressive voices critiqued these leaders of ITT courses for "thwarting the intentions (of government policy) in 1980s reforms" (Lawlor, 1990: 32), passing on political and social values to trainee teachers (O'Hear, 1988), and for wasting time on teaching about education studies and sociological and psychological theories within ITT courses (Lawlor, 1990). Policy context enacted by *national professionalism*, in response to these anti-progressive voices, caused ITT courses to reduce the time spent learning about different value systems and in dialogue with alternative approaches to professionalism.

These historic voices resonate in my data. Despite the diverse routes into teaching and "an ever more complex patchwork of provision" (Whiting et al., 2016: 9) amongst ITT courses, *national professionalism* continues to set the parameters within which ITT courses and other approaches to professionalism can operate. These historic voices resonate with lived experiences of ECTs in this study. The ECTs who felt obliged

to conform with the policy context of *national professionalism* and to conceal their centrifugal voices echo lived experiences of leaders of ITT courses in the 1970s and 1980s. Furthermore, ECTs in this study struggled to articulate their centrifugal speech plan clearly and freely, through an alternative *secondary speech genre*. They concealed their centrifugal voice rather than engaging in *Menippean dialogue* with their colleagues and with *national professionalism*. Dialogical analysis indicates concealed *multi-voicedness* with anti-progressive voices and policy context, emanating from *national professionalism*, which imposed a *reductionist discourse* (Murray and Maguire, 2007) and prevented ITT courses from providing opportunities for ECTs to learn about alternative approaches to professionalism and to voice alternative *secondary speech genres*. These anti-progressive voices and policy context acted as centripetal vehicles which caused ECTs to be less informed about alternative approaches to professionalism and less confident and proficient in articulating alternative *secondary speech genres*. It is significant that Hannah, Julie, and Natasha chose to leave the *heteroglossia* or leave the teaching profession rather than engage in *Menippean dialogue* utilising an alternative *speech genre*.

My dialogical analysis revealed how the professionalism of Tara, Alice, and Kate were significantly shaped by ALP MAT's multi-faceted policy context and form of *branded professionalism*. The prescribed curriculum reduced the workload of the ECTs and was seen to address OfSTED expectations. However, it restricted the ECTs' professionalism. Tara was nervous that it could lead to her forgetting how to plan lessons and schemes of work. This evidence supports the view that rigorous direction of teachers' professionalism, through a prescribed curriculum and an inability to exercise professional judgement, can lead to *deprofessionalization* of ECTs (Evetts, 2011; Milner, 2013). This resonates with dialogical analysis of Kate's classroom observation and the teaching resource that she created at the end of her RQT year. Despite, ALP MAT reducing the policy context and expectations significantly, Kate's professionalism continued to show signs of *branded professionalism* which indicated an ongoing influence of dialogic threads from this *heteroglossic* policy context. It is important to note that MATs and their tapestry of policy voices vary considerably and that the lived experience of ECTs in other MATs could be significantly different.

My research also makes theoretical contributions to the study of how policy context influences ECTs' attrition which develops our understanding from previous studies (DfE, 2018b; Lambert and Gray, 2022; Perryman and Calvert, 2020). My dialogical analysis revealed that policies that focused on the ECTs' performativity were a cause of anxiety, pressure, and a high workload. My thesis identified that classroom observations are a vehicle, employed by *national professionalism*, to disseminate performativity policy context and to monitor the ECTs' adherence to these performativity policies. Graham's voice in his exit interview had echoes of a mental health discourse. His utterance revealed that classroom observations were causing him paranoia and hypervigilance and brought back symptoms of his previous mental illness. Graham's lived experience of classroom observations was the main reason that led him choosing to stop the ITT course and to leave the teaching profession. My thesis also indicated that Julie found classroom observations to be a source of anxiety because of the multiple expectations that she needed to meet and because she found the classroom observer quite intimidating. She described some of the feedback as critical and centred on the improvements that she needed to make. My study revealed that the lived experiences of the ECTs were affected by how the classroom observer enacted the policy context: as an 'inspector' who judged the ECT's performance against the policy context or as an 'ally' who supported the ECT to meet the performativity policy context.

My study unravelled dialogic strands from the performativity policy context, its enactment by professionals at Johnston School, and the influence on Natasha's lived experience. Placing the data sets in dialogue revealed the high workload that Natasha experienced that was emanating from the performativity context and its enactment. Natasha's centrifugal spiritual voice revealed how the high workload, pressure, and the effect on her personal life caused her to consider leaving the teaching profession during her ITT course. Significantly, during Natasha's RQT year, my research illustrated how the enactment of policy context and *heteroglossia* of Garsborough School was a significant factor in Natasha choosing to remain in the teaching profession. The study highlights the significant role that the school, mentor, and classroom observers play in enacting the performativity policy context. There needs to be a careful balance

between the ECT meeting the performativity standards and supporting the ECT's wellbeing and retention.

In addition, my research makes methodological contributions to how the influence of policy context can be studied. This study builds on existing empirical research that has applied a multi-policy approach (Ball et al., 2012; Sandler; 2018) through analysing the influence of policies collectively. My study demonstrates the importance of analysing the influence of policy context collectively in order to focus on the ECT's lived experiences. My thesis indicates how this was particularly important to understand the cumulative effects of policies for the ECTs in ALP MAT. My thesis reveals how the incremental influence of policy threads, that emanated from the government and ALP MAT, directed and constrained the ECTs' professionalism.

My study also contributes to the growing body of empirical research that has utilised a dialogical approach to data analysis (Sullivan, 2012; Madill and Sullivan, 2010; Sullivan et al., 2009). It shows how dialogical analysis can be employed to study the influences of policy context on ECTs' professionalism and attrition. My thesis demonstrates the value of utilising the theoretical constructs of *multi-voicedness* and *double-voicedness* to gain a detailed, complex understanding of how the ECTs responded to policy context. These constructs reveal how the ECT responds to the tangled tapestry of dialogic policy threads. My study provides an original dialogical approach to analysing how *secondary speech genres* operate and the centripetal vehicles that are used to communicate and monitor compliance with their policy context, ideology, and values. My study also demonstrated the value of dialogical research in analysing my influence as the researcher to ensure a high level of validity in my research. Significantly, my research makes a unique contribution to research that utilises a dialogical approach to analysis. I have constructed a dialogical approach to analysing teaching resources that the ECTs created that was based on Bakhtin's tenet of *dialogism* and on the dialogical approach developed by Sullivan (2012). Furthermore, my study has demonstrated how dialogical analysis can place teaching resources in dialogue with other data sets. This thesis has revealed how light can be shone on *addressivity* and the *superaddressee* when placing these data sets in

dialogue. This is a valuable tool to use when seeking a high level of validity. My unique approach offers dialogic strands that other researchers can weave together when planning and undertaking dialogical analysis.

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Appendices

Appendix A – pen portraits of the Early Career Teachers

- ECT B: Tara

Tara spent 7 years of her childhood living in Australia and moved back to England at age 9. She completed her schooling in England and went to university to study Science. After graduating from university, she moved to a big city and worked in a range of jobs in hotel management. She then moved back to live near her family and started working as a receptionist in a secondary school called Thatcham school. After two years, Tara chose to complete the School Direct ITT course in Science that was being run by a small MAT called Altmore Learning Partnership (ALP). She completed her first placement for the autumn and summer terms of her PGCE course at Thatcham school and completed a short second placement in Winterview school, another school within the MAT, during the Spring term. Her first placement was also the school where she had been a receptionist. Tara applied for a position as a Science teacher within the MAT in January 2019 and was successful. She took up the NQT post in Thatcham school and remained in the school during her RQT year.

- ECT C: James

James completed his schooling and then went to university to study English. After university, he worked in jobs in sales and recruitment for a few years. He then chose to complete a university-led ITT course in English. His first placement was at Christopher Powell school, which is a 11 – 18 school in a small town. His second placement was at Johnston school; a secondary school in a small town which was close to an army barracks with a significant percentage of pupils from military families. In January 2019 James was successful in applying for a job as teacher of English in his first placement school. He completed his NQT and RQT years at Christopher Powell school.

- ECT D: Alice

Alice completed her schooling in a comprehensive school in a small town. She studied Politics at university. After university, she worked in jobs in marketing and communications for a couple of years. Then Alice decided to complete the School Direct ITT course in English that was being run by a small MAT called Altmere Learning Partnership (ALP). She completed her first placement at Thatcham school for the autumn and summer terms of her PGCE course and completed a short second placement in Altmere school, another school within the MAT, during the Spring term. Her second placement was also the school that she was a pupil at. Alice applied for a position as an English teacher within the MAT in January 2019 and was successful. She took up the NQT post in Thatcham school and remained in the school during her RQT year. In March 2021, during her RQT year, Alice had a baby and took nine months maternity leave.

- ECT E: Hannah

Hannah was born and completed her schooling in Germany. She moved to Spain for university and studied a degree in French and Spanish. She continued living in Spain for a few years and completed jobs in teaching English as a foreign language and as a project manager in translation. She moved with her husband to England to complete a university-led ITT course in French. Hannah completed her first placement in Broad Oak school; a secondary school in a rural location and taught French. She completed her second placement in Upton Park Community school; a secondary school in a small town where she taught French. She was offered a job in this school but turned the job down. She was successful in getting a job as a maternity leave contract as a teacher of French and Spanish in Walkden school; a 11 – 16 school in a medium sized town. Hannah completed her NQT year in this school but chose to leave teaching after her NQT year. She moved back to Spain and took up a job in website coding.

- ECT F: Jane

Jane completed her schooling and then studied Science at university. After university, she worked in jobs in the pharmaceutical and medical services industry. She then had two children and took maternity leave. After maternity leave, she started work as a childminder with her own children alongside a couple of other children. In her 30s, Jane chose to complete a School Direct ITT course in Science which was run by a small MAT called Altmere Learning Partnership (ALP). Her first placement was in Winterview school; a 11 – 16 school in a small town during the Autumn term. Her second placement was a short placement in Thatcham school; a 11 – 18 school in another small town. Jane chose to stop the ITT course in late March 2019.

- ECT G: Graham

Graham completed his schooling and went on to study to be a librarian. After completing this course, he worked in IT support in a Further Education college. In the college he was asked to teach IT to 16-18 year olds. Graham went on to work in jobs as a librarian and in management information. He experienced a breakdown in 2010 and spent 18 months in hospital. He then had a long period of unemployment. In his 50s Graham decided to complete the university-led ITT course in Computing. His first placement school was at Christopher Powell school, a 11 – 18 school in a small town. In November 2018 Graham chose to stop the ITT course.

- ECT H: Kate

Kate completed her schooling and went on to study Drama at university. During and after university she completed acting roles and started to teach Drama part-time. Then Kate took up a job in a Further Education college teaching Drama for a couple of years. She then chose to complete a School Direct ITT course in English which was run by a small MAT called Altmere Learning Partnership (ALP). She completed her first placement at Thatcham school in the Autumn and Summer terms and completed a short second placement at Winterview school in the Spring term, which was another

secondary school in the MAT. In January 2019 Kate was successful in getting a job within ALP as an English teacher. She completed her NQT and RQT years at Thatcham school.

- ECT I: Natasha

Natasha completed her schooling and went on to study History at university. As a child and young adult Natasha was a performer and was in various theatre productions. As a teenager she was a singer songwriter and released her own album. After university Natasha went into jobs in retail management and in an energy company. Natasha then chose to start a university-led ITT course in History. She organised her own first placement in Chassington school; a private school teaching History. Her second placement was in Johnston school; a secondary school in a small town which was close to an army barracks with a significant percentage of pupils from military families. In her second placement Natasha taught History and Literacy. At the end of the ITT course Natasha's second placement school offered her job teaching English, Literacy and History. Natasha completed her NQT year in this school. Natasha applied for a new job at Garsborough school; a school in a small town. She completed her RQT year at this school and taught History, Religious Studies, Geography and English.

- ECT J: Julie

Julie completed her GCSEs and then completed a course in hairdressing. She worked as a hairdresser and completed a qualification as a personal trainer. She went travelling and during this time chose to go to university. She completed access courses in Science, Physics and Environmental Sciences and then went on to study Physics at university. After completing her degree, she chose to study a Masters degree in Physics and at the same time worked part-time as a lunchtime supervisor and Teaching Assistant in a primary school. Julie chose to complete a university-led ITT course in Science. Her first

placement was at Claremore college which was a 11 – 16 school in a small town where she taught Science. Her second placement was at Ullsview Community school which was a secondary school in a rural location where she taught Science. Julie was successful in getting a job as a Science teacher at Mereton Community School which was a large secondary school in a medium-sized town. Julie started her NQT year at this school but handed in her resignation in December 2019. She applied for other teaching jobs and was successful in applying for a job as a class teacher in a Special Educational Needs school called Braimore school. It is a small school for pupils aged 4 – 16 who have different social, emotional, academic and behaviour needs. She started working at Braimore school in Spring 2020 and completed her NQT year at the school. She then continued at the school throughout her RQT school.

- ECT K: Laura

Laura was born in Germany and completed her schooling in German schools. She has a hearing impairment. Laura moved to England when she was 9 and had very little English. She completed her schooling in a middle and upper school and went on to complete a university degree in Fashion. She applied to complete a university-led ITT course in Art but was unsuccessful and then applied to complete a university-led ITT course in Design Technology. Laura completed her first placement in a rural secondary school called Four Acre Academy and taught Art Textiles and Food. She completed her second placement in Johnston school; a secondary school in a small town which was close to an army barracks with a significant percentage of pupils from military families. In her second placement Laura taught Food, Textiles, Electronics and Product Design. At the end of her PGCE course, Laura got a job in Rushall school; a 11 – 16 secondary school in a rural location. She was employed as the Head of Food and taught the GCSE in Hospitality and Catering alongside key stage three Food and Product Design. She worked at the school during her NQT and RQT years.

Appendix B – Profile of schools, Multi-Academy Trusts, and university (in alphabetical order)

- Altmore Learning Partnership (ALP) is a MAT consisting of 3 secondary schools and 6 primary schools. ALP MAT was established in 2016 and the executive principal of ALP MAT was previously the headteacher of Altmore school. ALP MAT gained National Teaching School status in 2016. It delivers school-led ITT through School Direct in primary and secondary ITT.
- Altmore school is a coeducational 11 – 16 school of 1500 pupils in a medium sized town in a rural area. It became an academy in 2011. It was the first school that joined ALP. Altmore school established policies (e.g. behaviour policy, lesson structure) that then became ALP MAT policies and were implemented in other schools within the MAT. The latest OfSTED inspection rated the school as ‘outstanding’ in 2014.
- Braimore school is a coeducational 5 – 16 private specialist school of 100 pupils in a very rural area. Pupils have specific behavioural and/or learning difficulties and there are approximately eight pupils in a class. Typically, local authorities, social services, and education departments refer the pupils and pay for their provision at the school. The latest report rated the school as ‘outstanding’ in 2017. The school is run by a large company which was set up 40 years ago and has many sites across a range of services, including schools.
- Broad Oak school is a coeducational 11 – 18 school of 1000 pupils in a small market town in a rural area. It jointly operates a sixth form with another local secondary school. It is part of a small MAT of local schools: one secondary school and five primary schools. The leaders in these schools are also in the leadership of the MAT. The latest OfSTED inspection rated the school as ‘good’ in 2017.

- Chassington school is a coeducational 13 – 18 school of 400 pupils in a medium sized market town in a rural location. It is an independent school. The latest inspection by the Independent Schools Inspectorate was in 2014 and the ISI rated the school as having a range of good and excellent provision.
- Christopher Powell school is a coeducational 11 – 18 school of 1100 pupils in a medium sized market town in a rural area. It jointly operates a sixth form with another local secondary school. It is an Academy but is not part of a MAT. The latest OfSTED inspection rated the school as ‘good’ in 2018.
- Claremore college is a coeducational 11 – 16 school of 900 pupils in a medium sized town in a rural area. OfSTED inspected the school in 2017 and rated the school as ‘requires improvement. Claremore college became an Academy in 2017 but is not part of a MAT.
- Four Acre Academy is a coeducational 11 – 18 school of 1600 pupils in a rural area. Most pupils arrive to school by bus or car. The school is an Academy but not part of a MAT. The latest OfSTED inspection rated the school as ‘outstanding’ in 2015.
- Garsborough school is a coeducational 11 – 18 school of 600 pupils in a medium sized town in a rural area. It is not an academy and is not part of a MAT. The latest OfSTED inspection rated the school as ‘good’ in 2016.
- Holton university led the ITT course for six of the trainee teachers in the research. The university has been involved in teacher training for over 50 years. It is delivering 21 different ITT courses across Early Years, Primary, and Secondary Education.
- Johnston school is a coeducational 11 – 18 school of 1500 pupils in a medium sized market town in a rural area. It is a garrison town with specialist army training schools. It is part of a MAT; some policies are set by the MAT whilst

others are set by the school (e.g. Teaching and Learning policy). The latest OfSTED inspection rated the school as 'good' in 2017.

- Mereton Community school is a coeducational 11 – 18 school of 2400 pupils in a medium sized town in a rural area. The latest OfSTED inspection rated the school as 'requires improvement' in 2020. The school is an academy but is not part of a MAT.

- Rushall school is a coeducational 11 – 16 school of 600 pupils in a rural area. Most pupils arrive to school by bus or car. The school is an Academy but not part of a MAT. The latest OfSTED inspection rated the school as 'good' in 2017.

- Thatcham school is a coeducational 11 – 18 school of 1300 pupils in a small town in a rural area. It is 20 miles from Altmore school. OfSTED inspected the school in 2017 and rated the school as 'inadequate'. Thatcham school joined ALP in 2018.

- Ullsview Community school is a coeducational 11 – 18 school of 1000 pupils in a small sized town in a very rural area. The latest OfSTED inspection rated the school as 'good' in 2018. The school is not an academy or part of a MAT.

- Upton Park Community school is a coeducational 11 – 18 school of 1300 pupils in a medium sized market town in a rural area. OfSTED inspected the school in 2017 and rated the school as 'requires improvement. Upton Park Community school joined a MAT in 2018. This MAT was founded in 2012 and operates over 30 schools across four counties including primary, secondary, and special schools. There are two teaching schools within the MAT. All policies within the school are set by the MAT.

- Walkden school is a coeducational 11 – 18 school of 1000 pupils in a medium sized market town in a rural area. It is an Academy but is not part of a MAT. The latest OfSTED inspection rated the school as ‘good’ in 2017.
- Winterview school is a coeducational 11 – 16 school of 1400 pupils in a medium sized town in a rural area. It is two miles away from Altmere school. There was a violent incident amongst pupils in 2016. OfSTED inspected the school in 2016 and rated it as ‘inadequate’ in the four main sections of the OfSTED inspection. Winterview school then became an academy in 2017 and joined ALP MAT. The latest OfSTED inspection rated the school as ‘requires improvement’ in 2020.

Appendix C – overview of the primary research that was undertaken with the ECTs during this study

	1 st classroom observation	1 st interview	2 nd classroom observation	2 nd interview	3 rd classroom observation	3 rd interview	4 th interview (online)	4 th classroom observation	5 th interview
ECT B: Tara	Nov. 2018	Jan. 2019	April 2019	May 2019	Nov. 2019	Dec. 2019	Feb. 2021	July 2021	July 2021
ECT C: James	Dec. 2018	Jan. 2019	April 2019	May 2019	Nov. 2019	Dec. 2019	Feb. 2021	July 2021	July 2021
ECT D: Alice	Nov. 2018	Jan. 2019	April 2019	May 2019	Nov. 2019	Dec. 2019	Feb. 2021	Not completed due to maternity leave which started in March 2021	Not completed due to maternity leave
ECT E: Hannah	Nov. 2018	Jan. 2019	Not completed due to ethical issues	May 2019	Nov. 2019	Dec. 2019	Feb. 2021: Exit interview. Left teaching in July 2020		

ECT F: Jane	Nov. 2018	Jan. 2019	Not completed due to Jane leaving teaching in March	July 2019: Exit interview. Left teaching in March 2019					
ECT G: Graham	Not completed due to Graham leaving teaching in Nov. 2019	Jan. 2019: Exit interview. Left teaching in Nov. 2018							
ECT H: Kate	Nov. 2018	Jan. 2019	April 2019	May 2019	Nov. 2019	Dec. 2019	Feb. 2021	July 2021	July 2021
ECT I: Natasha	Nov, 2018	Jan. 2019	March 2019	May 2019	Nov. 2019	Dec. 2019	Feb. 2021	July 2021	July 2021
ECT J: Julie	Nov. 2018	Jan. 2019	May 2019	May 2019	Nov. 2019	Dec. 2019	Feb. 2021	July 2021	July 2021
ECT K: Laura	Nov. 2018	Jan. 2019	April 2019	May 2019	Nov. 2019	Dec. 2019	Feb. 2021	July 2021	July 2021

Appendix D – Participant Information Sheet (written and agreed by MMU’s Academic Ethics Committee in 2018. Then added to in 2021, agreed by MMU’s Academic Ethics Committee to include coronavirus information and precautions and redistributed to participants)

PhD Study Title: Influences on learning to teach: A longitudinal study of Early Career Teachers’ developing professionalism.

I would like to invite you to take part in a research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or you would like more information. Please take time to decide whether or not to take part.

What is the purpose of the study?

The purpose of the study is educational. Through this research project, I aim to develop a detailed understanding of a small number of beginning teachers’ experiences of learning to teach. This is a three-year research study conducted with Early Career Teachers in their first three years in the teaching profession; during their teacher training year and their first two years as a qualified teacher. I aim to reveal and understand factors that influence these teachers’ teaching practice and to understand how these factors influence the Early Career Teachers’ teaching practice. The study is lasting for three years with one group of Early Career Teachers and the research will also investigate how influences are sustained or diminish during the period of the study.

Why have you been invited?

I have selected two settings that represent different Initial Teacher Training courses. In this setting I aim to select a cross-section of participants of different age groups, gender and amount of teaching experience (prior to the course). Five participants will be invited to take part in the research from each of the two settings.

Do you have to take part?

It is entirely voluntary and up to you to decide if you want to take part in this study. I will describe the study and go through the information sheet. If you are content to take part in the study you will then be asked to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason. If you choose to withdraw from the research project, this will not be detrimental to you.

What will happen if you choose to take part?

As a participant in this study your involvement will be from September 2018 to July 2021 (2 years and 10 months in total). The research period spans your teacher training year and your first two years as a qualified teacher.

Your involvement has two aspects. The first aspect of your involvement will be taking part in semi-structured interviews with the researcher that will be about your teaching practice and training. In the interviews some questions will ask you to reflect on your teaching practice and fill in graphs or draw symbols/pictures that reflect your teaching practice and influences on your teaching practice. Each interview will last a maximum of 45 minutes. You will be involved in an interview two times in each academic year. The interviews will take place in a classroom/meeting room, either in your school/university, and will be audio recorded. Prior to or during the interviews, you can choose to terminate or reschedule the interview at any time. This will not be detrimental to you and I will be flexible and organise the research to suit you.

The second aspect of your involvement is two classroom observations each academic year. I will not be judging or evaluating your lesson. Instead I will observe these lessons in order to learn from you and gain more information about your teaching practice and factors that influence your teaching practice. Appropriate information will be provided to the pupils and their parents/guardians about the classroom observations and their purpose. Parents/guardians will be given the opportunity to withdraw their child from the research. If a parent chooses to withdraw their child from the research, I would discuss with you and your mentor/school about how to organise this. We might need to choose a different class or consider moving this student to a different class as a one-

off lesson. We would ensure that this does not impact on the pupil and his/her learning.

The audio recordings and information disclosed in the interviews and the classroom observations will not be shared with your school or teacher training course. The information from the interviews and classroom observations will not in any way be linked to your progress on your teacher training course or to your school's lesson observation or performance management process.

The study itself will last two years and 10 months in total so that I can investigate the participants in their development from a trainee teacher through to the end of their second year as a qualified teacher.

I will analyse the transcripts of interviews and classroom observations using inductive analysis and identify common themes about teaching practice emerging from the data. Once the main categories are identified I will return to the transcripts to identify specific examples that link to each category.

Will you receive any payments or expenses?

There will not be any expenses or payments made to participants in the study.

What will you have to do?

During the research period you will be asked to take part in 2 interviews each year that will contain questions about your professional learning, teaching practice and your Initial Teacher Training course. In the interviews I will ask you to reflect on your teacher training and teaching practice. During the research period I will conduct 2 classroom observations each year to observe your teaching practice and the influences on your teaching practice.

What are the possible disadvantages and risks for you of taking part?

It will take some of your time to complete the interviews; this will be approximately 45 minutes two times each academic year. There is also a chance that reflecting on your teacher training and teaching practice in the interviews might identify both positive and negative issues that you might not have considered without these questions. It is

possible that the interviews and classroom observations could cause some anxiety or psychological stress because of the time required and the reflection requested of your teaching practice. However, as mentioned above, the information from the interviews and classroom observations will not be shared with your school or Initial Teacher Training course and will not be used to judge your teaching. They are designed to give me information to understand your professional learning, teaching practice and the influences on your teaching practice and may provide you with more insight into your teaching practice.

What are the possible benefits of taking part?

As a participant in the research, you may find that the interviews and classroom observations provide you with new insights into your teaching practice and into factors that influence your professional learning and your teaching practice. As a teacher you may find these new insights useful and a helpful way to continue to develop your teaching practice. In addition, your experience of this research project, in investigating and analysing the process of learning to teach as an Early Career Teacher, may assist you if you take on the role of a mentor for Early Career Teachers or trainee teachers in your future career.

I cannot promise the study will alter teacher training. However, the information I get from the study will help to increase the understanding of Early Career Teachers' experiences of learning how to teach and the factors that influence their teaching practice. This could help to inform future policy and practice.

Your responses/quotes will be anonymous and disseminated through the thesis and any other publications that include this primary research.

How are the risks associated with COVID-19 being minimised?

The safety measures that have been introduced are: the researcher will complete a lateral flow test an hour before the visit and will only complete the visit if the result is negative; the researcher will wear a mask throughout the visit; during the interview and classroom observation the researcher will remain at least two metres from the participant and any other members of the school community; the room in which the

interview and classroom observation take place will be well ventilated; and the researcher has had the first COVID-19 vaccination on 3/5/21. In addition, the headteacher will be contacted to explain these safety measures and to request his/her written consent that the face-to-face research can take place.

You are asked not participate in the face-to-face research if you are at high risk of COVID-19. If you or researcher have COVID-19 or have symptoms of COVID-19 at the time of the face-to-face visit then the visit will not go ahead and it will be cancelled or rescheduled.

If you are content with these safety measures to minimise the risk of COVID-19, then you will then be asked to sign a consent form to show you agreed to take part in the face-to-face research. You are free to withdraw at any time from the research, without giving a reason. If you choose to withdraw from the research project, this will not be detrimental to you.

What if there is a problem?

If you have a concern about any aspect of this study, you should ask to speak the researcher, Catharine Quirk-Marku, who will do her best to answer your questions (email: catharine.j.quirk-marku@stu.mmu.ac.uk). If you remain unhappy and wish to complain formally you can contact Professor Elizabeth de Freitas who is the Chair of the Faculty Ethics Committee (email: l.de-freitas@mmu.ac.uk).

Please note that there are no compensation/insurance/indemnity schemes in place for this study.

Will taking part in the study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential, and any information about you which leaves the university will have your name and address removed so that you cannot be recognised.

Data about you will be collected from your teacher training provider and from the information that you provide in interviews and classroom observations. This data will be stored safely and confidentially in the following ways:

- Individual participant research data (such as interviews and classroom observations) will be anonymous and given a research code, known only to the researcher;
- A master list identifying participants to the research codes data will be held on a password protected computer accessed only by the researcher;
- Electronic data will be stored on a password protected computer known only by researcher.
- The research data will only be discussed and shared with the personal details removed (i.e. it will be anonymous).

The research data that is collected will be retained safely and confidentially for 3 years after the end of the PhD; this will be 2025. All research data, including audio recordings of the interviews and classroom observations, will be destroyed in December 2025 unless you give permission (on the consent form) for your research data to be safely and confidentially stored after this date.

What will happen if you don't carry on with the study?

If you withdraw from the study I will need to keep and use the data collected up to your withdrawal. However your data will be kept anonymous.

What will happen to the results of the research study?

The results of the study will be published in the final PhD thesis and potentially in other publications. If you would like to be informed of these potential publications, please let me know and I will contact you so that you can access the publications and view the results prior to publication. In this instance, please make sure you give the researcher up-to-date contact details. You will not be identified in any report/publication unless you give your consent.

The researcher may want to use the research data from the interviews or from the lessons she has observed of your teaching practice in presentations. This data will be anonymised. If you would prefer that your data is not used in presentations, please make this clear on the consent form.

Who is organising or sponsoring the research?

I have received a scholarship from Manchester Metropolitan University to complete this PhD.

Further information and contact details:

The researcher, Catharine Quirk-Marku, is very happy for you to contact her to find out further information about the research project. She can be contacted by email on catharine.j.quirk-marku@stu.mmu.ac.uk

Further details about the Department for Education's policy on Initial Teacher Education, can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/CM-7980.pdf and <https://www.gov.uk/government/publications/2010-to-2015-government-policy-teaching-and-school-leadership>

Appendix E – Research consent form for participants (written and agreed by MMU’s Academic Ethics Committee in 2018. Then added to in 2021 and agreed by MMU’s Academic Ethics Committee to include coronavirus information and precautions. The consent form was redistributed to participants and signed)



May 2021
 Catharine Joanna Quirk-Marku
 PhD
 Faculty of Education
 Brooks Building
 Manchester Metropolitan University
 M15 6GX
 Tel: 0161 247 2016

Consent Form

f j Influences on learning to teach: A longitudinal study of Early Career Teachers’ developing professionalism.

N f R M C Q k-M k

Participant Identification Code for this project: Please
 tick or **b x**

1. I confirm that I have read and understood the **I f**
S dated March 2018 for the above project and have had the
 opportunity to ask questions about my participation.

2. I understand that my participation is voluntary and that I am free to
 withdraw at any time without giving any reason to the named
 researcher. This will cause no detriment to me.

3. I understand that I need to be available for an interview with the researcher two times a year and that these interviews will last a maximum of 45 minutes.
4. I give permission for my interviews to be audio recorded and for my responses to be analysed for this research project.
5. I understand that audio recordings of interviews will not be heard by anyone other than the researcher and her PhD supervisors.
6. I understand that the researcher will want access to two of my lessons each year to complete a classroom observation and that the researcher will want to collect documents such as lesson planning and pupil work from the lesson.
7. I will support the researcher in gaining approval for her research from the school/s and parents/guardians (if necessary)
8. I understand that my responses will remain anonymous.
9. I understand that all data is scheduled to be destroyed in December 2025
10. I understand the safety measures that are being put in place to minimise the risks associated with COVID-19 and I will adhere to these safety measures listed in the updated participant information sheet.
11. I do/do not give permission for my classroom observation and interview data to be archived beyond the end of the project (beyond December 2025), making it available to be used in future research and publications.

12. I understand that at my request a transcript of classroom observation or interviews can be made available to me.

13. I agree to information from my interviews and classroom observations being used as research data in articles and conference presentations. The information will be anonymous.

14. I agree to take part in the above research project.

Name of Participant Date Signature

Researcher Date Signature

To be signed and dated in presence of the participant

Once this has been signed, you will receive a copy of your signed and dated consent form and information sheet by post.

Appendix F – list of my study’s research questions followed by the criteria I constructed to select key moments in the data

My thematic analysis drew out key themes which were then used as the criteria for me to select key moments from the interview transcripts. Below are my study’s research questions and the criteria that I constructed:

- **Research Questions: How does policy context influence ECTs' professionalism?**
 - What are ECTs’ views of how policy context influences their professionalism?
 - In what ways are ECTs’ views on the influence of policy context on their professionalism congruent with classroom observations of ECTs and teaching resources that ECTs have created?
- **Criteria constructed to select the key moments:**
 - the influence from policy context on the ECTs’ autonomy
 - the influence from policy context on the ECTs’ performativity
 - the influence on the ECTs from policy context linked to school (including pupil) performativity
 - the influence on the ECTs of the policy context linked to the ITT training approach and strategies
- **Research Questions: How does policy context influence ECTs' attrition?**
 - What are ECTs’ views of how policy context influences their attrition?
 - In what ways are ECTs’ views on the influence of policy context on their attrition congruent with classroom observations of ECTs and teaching resources that ECTs have created?
- **Criteria constructed to select the key moments:**
 - the influence from policy context on the ECTs from the language of business and enterprise in education
 - the influence from policy context on the ECTs’ autonomy
 - the influence from policy context on the ECTs’ performativity
 - the influence from policy context on the ECTs’ workload

Appendix G – Initial data analysis of the key moments from the interview data – professionalism

Key moment	Genre, discourse	Affect or emotion	Chronotope	Context of where it was happening or what is being said	Intertextuality
Key moment 1. ECT B – “Wearing a red coat is very professional as well... because it does show that you are part of a culture” Links to KM 2, 3 and 4	Branded professionalism. Distinctive approach within MAT	ECT B is supportive of the MAT policy and justifies the policy. She is embracing and aligns herself with the MAT approach to branded professionalism	Vertical space of the professional (SLT “letting all staff wear” the branded coat). Not obviously a pressured space for Tara. Significant cultural change, leadership making decisions.	Tara is compliant with the MAT approach. She sees herself and positions herself as “part of Thatcham’s”. She is choosing to take part in extra-curricular events on a Sunday and be an “ambassador” for the school	MAT policy of branded coats. Government policy on academisation and multi-academy trusts.
Key moment 2. ECT B – “They want to be part of the trust. And exactly how I am, I want to follow how they want me to be as a teacher you know” Links to KM 1, 3 and 4	Branded professionalism. Distinctive approach to teaching. Government set parameters and set in place network governance (e.g. MAT). The MAT dictates the new approach to professionalism and teachers chose if they want to stay with the	Aligned with the new leadership and has a compliant response (critical of a challenging response)	Significant cultural change, leadership making decisions, threshold moment (adventure space-time? Present is full of potential)	Tara is compliant with the new leadership. Argues that everyone should be compliant and should let the leadership determine the form of professionalism	Government policy on academisation and multi-academy trusts Loundes and Gardner (2016) that operational responsibilities are decentralised. But also economic operations

	new approach. Judt (2010) – marketplace of education needs regulating rather than leaving it to the impulses of the market				are decentralised
Key moment 3. ECT B – “And they’re all going ‘don’t look Tara, don’t point, the cameras will see that you’ve seen it” Links to KM 1, 2, 4	National professionalism or branded professionalism. Inside-out discourse and double-voicedness = ‘who’ will see. Concealed voice of those in power	Tara is critical of a complacent attitude to teaching. Feels at home at Thatcham culture	Leadership divorced from teachers (them and us). Vertical space of the professional	Tara is critical of the complacent attitude of teachers at Winterview but tries to understand the teachers’ responses – suggests this could be a result of too much policy change and too many directives.	Multiple policies at Winterview school. OfSTED as hidden discourse to justify why teachers are being ‘watched’?
Key moment 4. ECT B – “it sort of opened my eyes up a bit to the pay...the pay scheme” Links to KM 1, 2, 3	National professionalism and branded professionalism. Language used suggests a corporate approach where decisions are based on financial considerations “financial-led curriculum planning”	Distanced herself from ALP MAT (“where they put their money”). Contrasts with ITT course where Tara is seeking and feels lucky to be part of the school/MAT culture	Vertical space of the professional. Distance between leadership and Tara. Tara has limited power in making decisions about her professionalism. Financial decisions are restricting Tara’s salary, career path and professionalism	Tara has learnt more about the financial running of the MAT which has made her more critical of the financial running of ALP MAT. Transformation from Tara is seeing MAT policies from another perspective (“opened my eyes a bit”)	MAT policy on finances. Government policy on academisation and multi-academy trusts.

<p>Key moment 5. ECT C – “that some of the things that I was getting classes to do, I wasn’t doing them justice because you don’t have the time or maybe the ability isn’t there”</p>	<p>Democratic professionalism but shaped by school-wide termly assessments</p>	<p>Implying a heavy workload and wanting to spend time on the “nice bits”</p>	<p>School providing significant degree of autonomy. James’ autonomy is shaped by the termly assessments that are school-wide and significantly shape what he teaches</p>	<p>James was given autonomy by the school to shape his own professionalism. But he chose to use/adapt lessons that other teachers had written. He suggested that he didn’t have the ability or time to do his own lesson planning</p>	<p>School policy on assessments</p>
<p>Key moment 6. ECT C – “Do you think the youth of England are still going to benefit from reading the works of dead white men? And it kills their potential passion for English. Because it is dull, those long descriptive erm novels.” Links to 8, 14</p>	<p>National professionalism</p>	<p>Critical of government prescribed curriculum because of his personal view and the effect on the pupils’ passion for English (which affects James’ lessons).</p>	<p>Vertical space of the professional Centrifugal forces = pupils’ reactions to the government prescribed curriculum</p>	<p>James explains that the government prescribed curriculum of “dead white men” is killing the passion of his pupils.</p>	<p>GCSE curriculum</p>

Key moment 7. ECT D – “It is effective so I can understand why they’ve got it as cutthroat as it is”	Branded professionalism. ECT D complying with policy on centralised homework and policy on detentions. Policy reflects a lack of autonomy and a reductionist approach which affects ECT and pupils	Alice gives an example of a pupil being upset. Alice describes the policy as “cut-throat” and “harsh” but still accepts the policy and complies.	Vertical space of the professional. Some pressure is apparent in the response Alice experiences from the pupil	Alice describes the policy as “cut throat” but she justifies the policy by explaining that it is effective. Double-voicedness with a concealed voice that has set the policy “why they’ve got” this policy	MAT homework policy and detention policy
Key moment 8. ECT D – “I was given autonomy to just erm follow the scheme of learning” Links to KM 1, 2, 9	Branded professionalism, inside-out discourse of MAT. Inside-out discourse & double-voicedness (ECT D taking on MAT voice)	Accepting of aligned curriculum. Supports the MAT voice	MAT leadership making the decisions for the teachers. ‘Steering from a distance’ (Whitty). Vertical space of the professional	Alice accepts that she needs to follow the scheme of learning. Does she really see this as autonomy? Alice accepts that if she follows the aligned curriculum, she will then receive less monitoring.	MAT aligned curriculum policy monitored by class teachers and mentor. Analyse how MAT policy is led or shaped by government curriculum policy.
Key moment 9. ECT D – “they’re the one (behaviour policies) that you have to adhere to really kind of strictly if you want to work in a school” Links to KM 1, 2, 8	Branded professionalism, inside-out discourse of MAT & double-voicedness (ECT D intoning voice of MAT)	Using linguistic techniques to distance herself. This makes the utterance less personal and emotional.	Vertical space of the professional.	Alice explains the difficulties with the behaviour policy but she is compliant with the policy. She identifies ways of carrying out the policy in a way that is manageable for her	MAT behaviour policy

Key moment 10. ECT E – “also they did summative assessments for year 7 at the end of each topic which I thought were ridiculous”	National professionalism	Hannah is outspoken in her views on the summative assessments	Vertical space of the professional. Hannah has chosen not to comply with the school’s assessment policy	Hannah describes “teaching to the test” and the strict and regular summative assessment policy. She begins to not apply the policy because she does not agree with it.	School policy on assessment. National curriculum in languages seems in contrast to this approach to assessing year 7. But GCSE assessment criteria “steers from a distance” as national professionalism
Key moment 11. ECT H – “I think in some aspects it can stifle creativity that you have” Links to KM 6, 14	Branded professionalism (but shaped by national professionalism)	Kate recognises the effect on her creativity and professionalism	Language which suggests a vertical power dynamic. Reductivist discourse. Vertical role of the professional. Kate had to ask to get agreement to alter a lesson	Kate describes how she needs to follow the aligned scheme of work and the effect this has on her professionalism and on the pupils’ learning	MAT Teaching and Learning policy (concealed influence of national policy – GCSE curriculum)
Key moment 12. ECT H – “so then if someone comes in and your not on ‘Review’ that feels a bit erm worrying” Links to KM 1, 8	Branded professionalism. Concealed voice of “someone” and who holds power.	Kate is keen to meet the MAT policy	Vertical space of the professional. Pressured space. Kate describes how she is “worried” to comply with the lesson structure.	Kate describes how her professionalism is restricted by the lesson structure. She explains a benefit that pupils know the structure to expect but also describes how her autonomy is restricted	MAT Teaching and Learning policy (page 4) Analyse whether this is policy shaped by government policies.

<p>Key moment 13. ECT H “we’re being given the freedom because we’ve kind of... overtaken them now” Links to 8, 14</p>	<p>Reduction in influence of branded professionalism. Sustained influence of national professionalism</p>	<p>Kate feels freedom in being able to write the curriculum</p>	<p>More autonomy to construct the curriculum. But freedom can be curtailed if MAT choose to (e.g. autonomy based on pupils’ performance)</p>	<p>Change in MAT policy to give more freedom to professionals at Thatcham school. More freedom is aligned with better exam results</p>	<p>OfSTED expectations</p>
<p>Key moment 14. ECT B – “teachers going to forget how to plan, or we’re not going to have the skillset there anymore to plan” Links to KM 13</p>	<p>Branded professionalism. Reductivist discourse.</p>	<p>Tara seeks to be herself and put her personality into her lessons. She seems to accept the situation “it is what it is”</p>	<p>Very limited autonomy. Vertical space for the professional</p>	<p>Tara feels constrained by the aligned curriculum that was written an external company (and overseen by the MAT Director of Science). Tara is concerned that she will forget how to plan lessons and that she is constrained by not being able to create her own activities. But understands that the aligned curriculum has benefits of reducing her workload and of standardisation</p>	<p>Branded professionalism</p>
<p>Key moment 15. ECT E – “I felt like I was, you know, part of a mechanism” Links to KM 9, 11</p>	<p>National professionalism. Double-voicedness in needing to carry out policies but not agreeing with policies. Reductionist discourse. Lack of</p>	<p>Hannah misses teaching but her passion/love was “buried” under the expectation</p>	<p>Vertical role of the professional to meet expectations of school, government and pupils</p>	<p>Hannah has chosen to leave teaching because the role and expectations do not match her aspirations for the job.</p>	<p>Government and school policies about exam results, pupil progress, league tables.</p>

	autonomy and power in decision-making	s and workload. Role of the outsider in seeing the system from the outside.			
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Appendix H – Initial data analysis of the key moments from the teaching resources - professionalism

Key moment	Genre, discourse	Affect or emotion	Chronotope	Context of where it was happening or what is being said	Intertextuality
Key moment 1. ECT B – 1 st observation lesson plan (November 2018) “Teacher to meet and greet students at the door and instruct the students to collect their books, enter in silence and sit down to complete starter.”	<p>Language of professionalism much less evidence (e.g. “use whiteboards to show answers to teacher” used at 10:40am rather than “Afl”).</p> <p>Language of branded professionalism – “silent starter”, “meet and greet students”, “students lined up outside quietly”.</p> <p>MAT lesson structure not evident – is this because school only become part of the MAT (in October 2018)?</p> <p>Reduced autonomy for Tara and pupils and increased performativity for Tara to comply with these policies (e.g. silent starter – what happens if pupils will not be quiet?)</p>	<p>Instructional. Prescriptive language. Page 2 – imperative words used to give Tara instructions (e.g. “Keep a close eye on understanding and learning”).</p> <p>The ‘Teacher’ column and ‘Questioning’ column highlight ECT performativity and what is required of the ECT.</p>	<p>Pressured time space of demonstrating pupil progress. Vertical space of the professional</p>	<p>Lesson about the Heart with a year 8 class. Evidence of performativity of ECT and pupil performativity (e.g. purple pen, whiteboards, Connect 4 game, true/false quiz)</p>	<p>MAT teaching and learning policy; MAT EAL policy; MAT and government pupil premium policy; MAT SEN policy – (these policies are enacting government policies and expectations)</p> <p>Semi-concealed policies – Teaching Standards (learning and pupil progress = T.S. 2 and ‘Adapt teaching to pupils’ needs = T.S. 5). MAT Early Career Teacher policy of being assessed on T.S.</p>

<p>Key moment 2. ECT B – 2nd observation lesson plan – April 2019 – further evidence of branded professionalism (e.g. revision broadsheets; lesson structure)</p>	<p>National professionalism – demonstrate pupil progress (in the lesson and in their books) to provide evidence for future inspection. AfL Professional language of teaching evident in the lesson: AfL, WWW, EBI, peer assess, differentiated. Tara is now utilising this language – “mastery of the professional genre” and “enculturation into the language” (Madill & Sullivan, 2010 – pg 2201). Compare to first observation and lack of professional language of teaching in the lesson plan (KM 1). Branded professionalism – structure of lesson, silent starter, purple pens, ready to learn points</p>	<p>Instructional. Prescriptive. Teacher written about in 3rd person “Teacher to complete test review” Language of progress: “improve answers”; “extension questions”; Language of assessment: “self-assess; AfL</p>	<p>Pressured time space of demonstr ating pupil progress. Success criteria and evidence of progress at a number of times during the lesson. Timings for each activity.</p>	<p>Tara taught this class twice a week for Biology. There was no class teacher and she taught the group by herself. The class were going through a test they had completed on plants and photosynth esis</p>	<p>Intertextuality with Government policy on pupil progress; MAT teaching and learning policy on lesson structure; MAT behaviour policy; Increasing OfSTED policy/guidelines want pupils to show progress. Schools are doing this by pupils using ‘purple pens’ to add to their existing work. To show progress to OfSTED. Is purple pen just meeting OfSTED’s policy/ guidelines? is demonstrating pupil progress the same as actual pupil progress? What is progress? Can it be demonstrated?</p>
<p>Key moment 3. ECT B - 4th observation – July 2021</p>	<p>Signs of branded professionalism are absent from the powerpoint slide that presented the tasks for the lesson. The 5-part lesson structure, aligned mastery curriculum and purple pen were absent.</p>	<p>The powerpoint displays a sense of creativity and is likely to engage the pupils. The tasks link to popular</p>	<p>Teacher autonomy is present in shaping a lesson that suits her own teaching style and engages</p>	<p>Tara has written a revision lesson that recaps the pupils’ learning from their unit on Forces.</p>	<p>Intertextuality with national expectations (monitored by OfSTED) e.g. reflection, differentiation) Absence of MAT policies (e.g.</p>

	Features of national professionalism are evident. There is evidence of differentiation through the use of different numbers of chillies and reflection is evident through WWW and EBI	culture (e.g. “write a tweet”)	the pupils (signs of democratic professionalism)		lesson structure, purple pens, mastery curriculum)
Key moment 4. ECT E – 1 st observation – November 2018	<p>Local professionalism from university – strong focus in the proforma on differentiation (=differentiation column on proforma; differentiated learning outcomes – ALL, MOST, SOME)</p> <p>School policies – features of the school’s marking and feedback policy are evident in the lesson plan (e.g. “green penning”; whiteboards)</p> <p>National professionalism – T.S. set as targets for the ECT (at the top of the lesson plan). L.O.s are linked to GCSE grades and shared with pupils.</p> <p>Whilst ECT E could create her own lesson there are a lot of different national, university and school policies she has to meet which offers limited</p>	<p>Instructional. Brief words or notes rather than full sentences (e.g. “Ss to work alone in silence” on starter task).</p> <p>Hard to interpret. Suggests lack of time spent on completing lesson plan and annoyance at needing to fill it out</p>	<p>Pressured space and time. Vertical role of the professional</p>	<p>Co-constructed document – original author is the university that wrote the lesson plan proforma. Then Hannah completed it.</p> <p>This links to the marking policy and expectations within the school (in Hannah’s interview) about using green pen. Why is this policy more important to enact and be judged on</p>	<p>Intertextuality with government’s Teaching Standards; university’s approach to teaching and learning; pupil performativity (learning outcomes in year 7 are linked to GCSE grades); school’s assessment and feedback policy which has examples of types of assessment to include and how it will be monitored by the school (e.g. book scrutiny, learning walks)</p> <p>Discourse analysis - Are pupils truly making progress by demonstrating progress? Power</p>

	<p>autonomy in a reductionist discourse.</p> <p>Links to Hannah's interview of not managing to be a great teacher in this multifaceted policy context</p> <p>Hannah describes the activities of the pupils rather than the activities of the ECT (e.g. "How will you organise the class and resources? What key instructions are needed?" – Hannah writes "Ss to correct last lesson's writing. At least 1 correction. Time limit" – support from Hannah for pupils is not evident)</p>		<p>than other policies, like the behaviour policy? Who has set these expectation s? Is there a policy hierarchy of certain policies that MUST be enacted?</p> <p>Discourse – importance of the exam results are altering the curriculum, teaching and learning for pupils and teachers throughout the whole of their secondary school career/experience</p>	<p>is exerted by government in expecting progress to be shown (by OfSTED monitoring this) – the skills or knowledge on which progress is judged is also prescribed by school or government. The curriculum and style of teaching is increasingly prescribed by government and school which could make teaching feel less dynamic, engaging and focused on the specific children in the classroom</p>
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Appendix I – Key moment 2: First interview with Tara (ECT B) conducted in January 2019

- *“192 Tara: So then you’d have you’d have people who were against the academization and people who say I want to teach like this. And you know very very strong opinions about how they want to teach. And I find that those people are now not here. They’ve not, they’re not willing to follow the new policies or the new way that this school is going. So they’re going has left us with, especially here now. It has left us with a community of teachers and teaching staff that are on the same page. Everyone’s on the same page. They want to be here for the kids. They want to do this erm they want to follow it this way. They want to be part of the trust. And exactly how I am, I want to follow how they want me to be as a teacher, you know. I think that’s very important. If you don’t like where you are, don’t be there (laughs) quite simple*
- *193 CQU: What do people disagree with? Why have people left?*
- *194 Tara: Er I think some of the changes. What I’ve seen in this school and in my friend’s school is that people who have been there for a long period of time, longevity, so your 15-20 year teachers, in the same room, for a long time. You know they have built up their way of teaching and maybe..it might have become a bit complacent. I mean we all get complacent once we’ve been doing something for so, for so long. And I think that’s why I am going to love teaching for a while, it is going to be different every day, especially with the science curriculum being so varied. Erm*
- *195 CQU: Have they not wanted to make the change in their teaching?*
- *196 Tara: Yeh, that’s what I’ve noticed anyway and I’ve noticed how those people, aren’t around*
- *197 CQU: Mm Mm.*
- *198 Tara: So whether or not. However they’ve not been there, they might have quit or whatever. But I’ve noticed that that’s happened since the academization process and I’m seeing it now with my friend’s school. And I’m telling her that that’s probably a good thing.”*

Appendix J – Soundbite from my third interview with Laura (ECT K) in November 2019

- *“136 Laura: Food itself is a very isolating subject anyway, where it is so much planning and prep. And just getting it all done, because you're constantly doing work, marking and everything as well. And then its planning on top and you don't really leave. You don't really leave it behind at the half terms, which is like any teaching. But with Food more I find.*
- *137 CQU: Why is that?*
- *138 Laura: It's just because of the way you're planning constantly, and you have to send everything out in advance. You can't just hand it over the day before, we're doing this tomorrow. And it's like.*
- *139 CQU: Mm, is this in terms of the pupils being ready?*
- *140 Laura: Yeah, being prepared and ready. It's like oh, ok. But yeah, you don't really leave it behind. I've sent out recipes on Sundays. And emails saying 'you need to get this' on Sundays and Saturdays and that. But yeah it is very much - you are the Food department. Where it's such a small school.”*

Lesson Learning and Teaching Plan

Unit: Health and the body

Lesson: Super teach heart

Date	Period	Topic	Class
22/11/18	2	Super teach heart	8X2
Time	Students (SEN) (PP) (H,M,L)	Teacher	Questioning Assessment Safety
10:05	Students to be lined up outside quietly waiting to be allowed in.	Teacher to meet and greet students at the door and instruct the students to collect their books, enter in silence and sit down to complete starter.	
10:10	Students to be completing the silent starter.	Teacher to take register and walk around the room ensuing that the students have completed what is expected of them.	
10:15	Class discussion on the answers from the silent starter – students to self-assess in purple pen.	Teacher to assist with book check and provide extension questions to those who have finished.	

10:20	Students to start the true or false activity. Each have 21 seconds to complete each statement then a class discussion on the answers.	Teacher to coordinate time for each question and provide the answers. Generate class discussion on common misconceptions of the heart.	Question students who did not take part in the practical aspect of this module.
10:40	Student to be actively engaged in the class discussion and contributing where necessary. Use white boards to show answers to teacher.	Teacher to ensure that the students are aware of the common misconceptions relating to the theory of the heart and are able to determine the correct information.	Teacher to question students who are showing lack of understanding.
10:50	Students to pack away and get in to even numbered groups. Ready to play connect 4 – the heart.	Teacher to give out connect 4 resources to play in their groups until the bell goes. Teacher to monitor behaviour and ensure that the students are playing the game correctly.	
11:05	Lesson ends.		

Appendix L – Key moment 3: Second interview with Tara (ECT B) conducted in May 2019

- *“20 Tara: And whenever the Head tends to put anything in Winterview it was, the kids just blew up. You know 'you can't do this. You can't do that. Oh I'm going to do it anyway.' So they did it anyway. So I found that quite difficult to manage. Erm, I'm trying to think what else.*
- *21 CQU: Why do you think there were different reactions from here? So if you put in a policy at this school, would you get the same reaction from the students?*
- *22 Tara: I think if we did get any sort of chat. It would just be from literally from the minority. 5% of this school that are you know what I would class as the naughtier kids. But then there's a hell of a lot more naughtier kids in Winterview so that bracket's a bit wider and you're getting a lot more of that behaviour being showed through I suppose. But I just thought it was a bit poor, their behaviour. But then it also reflected on the teachers as well. Because here for example if we were sat in the cafeteria for example and we saw a child climbing on the roof, all six science teachers would stand up and go 'get off the roof' (laughs). It's just what we do as teachers. Whereas in Winterview it would be a case of – 'don't look, don't let them see that you're looking because then you'll be in trouble or you'll be the one that has to get that child off the roof'. So it's a different mentality entirely when it comes to behaviour management of children. Whereas me as an ITT trainee was going 'that kid's on the roof', get him off the roof, why are we sat down?' And they're all going 'don't look Tara, don't point, the cameras will see that you've seen it'. And what if he does fall over. What if he falls over anyway, he's going to hurt himself anyway. So as an ITT trainee, I went outside, I dealt with it. But no one else did. And I felt that that was quite bad obviously. But you wouldn't see that here and that's what I like about it here. And it's definitely not in my personality. It's almost like there is a little bit of complacency, but also with all these policies coming through like socks. I mean that was only one ridiculous one out of a few. But with the change all the time, the teachers are becoming complacent so you can't really blame them as such. I mean that example, in particular, was quite you know would have been detrimental to the student. But there's other examples where you can see the teachers are complacent. Whereas here there's that community feel still. If someone is a bit complacent its, get on with it you know.*
- *23 CQU: That's interesting.*
- *24 Tara: yep, that's what I thought as well. Cos they said don't look. And then when he got off that side of the roof, he got on that side of the roof (laughs). So I'm like (laughs)*
- *25 CQU: Mm*
- *26 Tara: I can remember someone commenting on it and they said I can't believe the student trainee is the one going outside and sorting it out and even that's stuck with me because. Yeah why is that? Why aren't you lot going out and telling them off you know? And I just felt - that department now is under review and there's only four science teachers when there should be like ten. So I can understand maybe some of the reasons behind it. But if you're all going to act like that then you're not going to get very far. Are you? so. I don't know. That's why I*

wanted to help obviously. If he hurt himself while you were watching, you would be in serious trouble. I don't understand their thought process. Anyway, I'm not paid to think like that."

Appendix M – Lesson plan written by Tara (ECT B) for a lesson taught on 1/4/19 at Winterview School

L I N K	Starter		1
	Context		0
E S T A B L I S H	Learning Objectives		1
	Modelling		0
	Success Criteria		
A C H I E V E	Main Learning Activities		3
	Extension Activities		0
R E V I E W	Demonstration		1
	/Evidence of Learning		0
N E X T	Review Learning Objectives		
	Feed Forward	This lesson will enable the students to have the knowledge to revise ready for their test on Friday	

Appendix N – Key moment 14: Final interview with Tara (ECT B) conducted in July 2021

- 230 Tara: *Um, policies on the trust, curriculum, behaviour, they still- they still influence me. I lo- I love the fact that we have the same across the board, you know, the same behaviour board and things like that. Um, the curriculum's changing with us. I was a little bit annoyed at the start of the year, this year, when we introduced the mastery curriculum to the Year 7s which will now go then all the way through the sco- school cohort.*
- 231 CQU: *Yeah.*
- 232 Tara: *Um, when I first started teaching I was like, wouldn't it be better if like we had some teachers that just plan the lessons and then other teachers who just deliver them, because that would then reduce the workload massively. I will now look two years down the line, we've got the, um, director of science creating all the PowerPoints that we then have to deliver and I was thinking, yeah, that's brilliant, and we standardised, that'd be great, we got booklets, the booklets match what's on the screen, we know now what we're doing. Um, the downside to that is you can't put yourself into it, you can't let any personality into it. If I want to stop and do one lesson like the lesson you observed, Miss Jones' Bistro, that's just the revision lesson, and that's the only time where I get to be myself as a teacher. Um, yes I can put personality in, yes I can add little stories and things and everything else, but I'm not planning any more. You know, I'm- I'm planning, I'm putting what's in my diary and who I'm teaching with who I'm teaching with who but I'm not planning a lesson anymore and I wonder how long it's going to take before we get the whole school on the system and teachers going to forget how to plan, or we're not going to have the skillset there anymore to plan because we'll have then other jobs on top of what we'd been given, and then if we do ever have to plan a lesson we're going to be struggling. Like I had to plan a lesson the other day and I'm like, 'Oh my god, how do I plan that again?'*
- 233 CQU: *Yeah.*
- 234 Tara: *I haven't planned, uh, uh, Year 7 lesson for ages.*
- 235 CQU: *Yeah.*
- 236 Tara: *So, yeah, it really threw me off a little bit. But I'm two minds about the new curriculum. I really like it because it's standardised and it, uh, you know, it does reduce our workload in- in a sense, but we don't have the scope that we had before, so it is what it is.*
- 237 CQU: *Mm*
- 238 Tara: *So I think at the moment, we did it this year with the Year 7 (mastery curriculum), a lot of teething issues...*
- 239 CQU: *Mm.*
- 240 Tara: *...um, going forward. Um, we've revamped it obviously for... well, I say we, they've revamped it and we're going to learn about the revamped in the inset days.*
- 241 CQU: *Mm.*
- 242 Tara: *Um, so that then will go out for Year- the new Year 7, the current Year 8, and obviously as the years go through, that Year 8 will take it all the way through to GCSE.*

- 243 CQU: Yeah.
- 244 Tara: *That's nerv- that is ner- I'm nervous about that because I didn't like the mastery curriculum to start with, and yes, it is growing on me and yes we are making it better and it is becoming more of a thing and it's easier, I don't know what it's going to be like for GCSE lessons, and yes we are given a powerpoint and yes we have to teach it, but my classes are different. If I've got a top set Year 8 class, they'll smash it. If I've got a bottom set Year 8 class, we're not going to get very far.*
- 255 CQU: Mm-hmm.
- 256 Tara: *(chuckles) And I don't know how differentiated it is, um, it's definitely not as differentiated as what we're used to but then everyone's on the same page so if we get an OfSTED report which are all curriculum focused now, it's going to look amazing isn't it?*
- 257 CQU: Mm-hmm.
- 258 Tara: *But does it work, is my question. So, but I'm sure we'll see- find out over the years, but I think... I'll be honest, I'm nervous about, uh, the GCSE year, so probably when that year gets to GCSE, I'll probably look at maybe going somewhere else and trying to get up that Pay Scale again if my mushroom business hasn't taken off. (chuckles)*

Appendix O – Key moment 9: First interview with Alice (ECT D) conducted in January 2019

- *“56 CQU: Are there any policies that you are finding that are influencing you or your teaching?”*
- *57 Alice: Yeh, definitely particularly probably the behaviour policies because they’re the ones that you have to adhere to really kind of strictly I suppose if you want to work in a school.*
- *58 CQU: Mm.*
- *59 Alice: And they are Trust wide behaviour policies. Erm so things like using the praising stars board. Erm.*
- *60 CQU: Yes I’ve seen those.*
- *61 Alice: Yeh, erm and it’s not necessarily a thing in other schools. So you, you have to use it here. So that’s definitely influencing the way I teach because it’s a very visual reminder for the students and in some ways I think it’s very useful actually the praising side of it. A lot of classes really respond to that and erm are really motivated by that. Great I’m going to put my hand up because my name goes on the board if I make a suggestion or something. Erm however in some ways it might be influencing it negatively. I don’t know if all schools would necessarily display students’ names on the board if they’re negative things. Um its almost kind of, with some classes, its different with every class, but with some classes it almost fuels that fame and like great, how many can I get? Everyone knows I’m doing it wrong now and I look cool so.*
- *62 CQU: (pause) Do you need to follow that policy?*
- *63 Alice: yep.*
- *64 CQU: Mm.*
- *65 Alice: So its finding a way through that I suppose. I think with that I’ve learnt to not give it a lot of attention. You just put their name on the board if they’re doing the wrong thing. But as long as you kind of go ‘right Tom warning, not acceptable’ and then move on. Don’t give it too much attention with a big speel at the front of the classroom. Saying his name’s on the board and this is why.*
- *66 CQU: yeh.*
- *67 Alice: because that’s just going to get everyone’s focus in the wrong place. I think its learning to. Because you have to do it, so it’s find a way that works for you I suppose.”*

Appendix P – Lesson plan written by Alice (ECT D) for a lesson taught on 4/4/19 at Altmore School

<p>Module: The Boy in the Striped Pyjamas Lesson Title: The end of the book Date: 4th April 2019</p>			
<p>Previous Lesson Notes: (If Applicable) Students have read up to the end of Chapter 18 already so are prepared to begin reading chapter 19 in class today.</p>			
<p><u>LEARN</u> <u>Model</u></p>	<p><u>Timings</u></p>	<p><u>Teacher</u> (what are you going to be doing?, How are you differentiating? What are you doing to manage behaviour? What support can you offer?)</p>	<p><u>Class</u> (Are all students doing the same thing? What volume and level of interaction is required? What resources are needed?)</p>
<p>L – Starter, context</p>	<p>9-9:15</p>	<p>Register, RTL points, welcoming students and setting up expectations for the lesson. Seating students in their new seating plan, when they enter the classroom. Reminders of correct classroom conduct, settling the class into their learning.</p>	<p>Students should take to their new seats as instructed. Students should hand out their books and get started on their starter activity asap. Silent starter conduct should be observed and adhered to – title, date, LO and then starter activity – calm and silent start to the lesson.</p>
<p>E – LO, Success criteria, modelling,</p>	<p>9:15-9:25</p>	<p>In order to start to look at the end of the book, we need to establish our previous learning of</p>	<p>Students should mark their homework answers in purple pen, filling in any gaps in their knowledge, adhering to the</p>

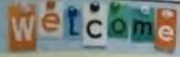
home learning		<p>chapters 16, 17 and 18 (homework for the students).</p> <p>Go through the answers as the students mark their work, expectations for this to be done effectively have been set.</p>	<p>set expectations that if their answer is similar to the examples given then that is fine.</p>
A – Main learning activity, extension tasks	9:25-9:40	<p>Guide students to write down what they think of the ending of the book, and then share some ideas about if they would recommend the book to others and why.</p>	<p>Students should write their feelings about the end of the book – individual task.</p> <p>Then share some ideas about why they might or might not recommend the book to others – respectful class discussion.</p>
R – Demonstration/ evidence of learning	9:40-9:55	<p>To review the learning today and continue our learning progression, guide the students to detail their mind map about Chapter 19 as we read. Begin the popcorn reading.</p>	<p>Students should prepare for their notes by creating mind maps in their books, completing these notes as we read. Students should follow along with the book, being prepared to read if they are popcorn-ed.</p>
N – Next steps	9:55-10	<p>Guide students to pack away quickly and quietly – reinforcing expectations for a tidy classroom and neat books in the box.</p>	<p>Students should pack away effectively, tidy books in the box, collecting their phones, tidy classroom, ready for the</p>

			next class and students prepared for P2.
Home Learning		Homework is due today and will be reviewed together and self-assessed in our lesson.	Students should ensure they have completed their homework to the best of their ability and self-assess their responses > purple pen for reflective work.

Appendix Q – Key moment 11: First interview with Kate (ECT H) conducted in January 2019

- 71 CQU: *How do you find that specific policies affect you and your teaching?*
- 72 Kate: *I think in some aspects it can stifle your creativity that you have. Erm, I've said because we're aligning with a trust.*
- 73 CQU: *Ok.*
- 74 Kate: *We are given very specific things that are expected of us. Erm and are expected of the students. Erm having learning cycles that we have to stick to and saying that if they came into this lesson on this week, all students should be at this same point.*
- 75 CQU: *Ok.*
- 76 Kate: *That sort of thing.*
- 77 CQU: *Is that in all three schools?*
- 78 Kate: *Yeh.*
- 79 CQU: *Right.*
- 80 Kate: *And that's really tricky. Erm, particularly if your students don't grasp something on the first go. So for example, erm my year 8 class had a midpoint assessment. They didn't realise it was a midpoint assessment and they didn't fully understand erm how to make a comparison between two pieces of poetry. Because it wasn't covered in the scheme of learning before that midpoint assessment, so it was almost asking to do it blind.*
- 81 CQU: *Mm.*
- 82 Kate: *So, and they obviously really struggled. And so then what I did was I created my own lessons about comparing poetry and then let them redo that midpoint assessment. Which they needed to then be able to achieve their main assessment. But that isn't included in the Trust-wide scheme of learning. So then technically I'm now two lessons behind where I should be. But I think it is more important that, that students are able to understand and know, have that skill. Particularly because that is a GCSE skill that they will need. And if they are faltering now, it's going to become much harder for them to pick that up as they go through their school career.*
- 83 CQU: *Mm.*
- 84 Kate: *Erm, so I discussed with my mentor and we took the decision that actually that that's more important.*

Appendix R – Teaching resource written by Kate (ECT H) for a lesson taught on 7/11/18 at Thatcham School

L, 


Title Letter writing recap continued
 LO: Use the elements of PERSUADE and structural elements of a letter SO THAT I can write an effective, persuasive letter.

Starter: Write a list of reasons why your band is the best band in the country.

More challenging: Which elements of PERSUADE would be most effective to use to convince the reader that you are the best band?

Ultra challenging: Explain why.

R, Peer Assess




Swap books with your partner check their work for 5 structural elements and PERSUADE – once you have found them underline and label them.

Challenge: Once you have done the above, provide a WWW and EBI comment for your partner's work.

E, Letter writing

What do we need to include?


How much should we write?



N, Assessment preparation

Next week we will be preparing for your assessment piece and writing your assessment.

Create 2 targets for yourself, based on your peer assessment feedback, to use in your assessment.

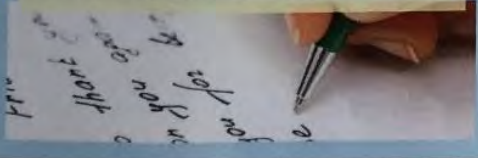
 What's Your Target?

A, Your turn!

Write a letter to persuade me that your band is the best in the country.

*****Remember*****

- use PERSUADE to help you convince me
- include the 5 structural elements for a letter



Appendix S – Key moment 13: Fifth interview with Kate (ECT H) conducted in July 2021

- 178 Kate: *aligning the curriculum with the Trust has kind of changed. We've now been given more freedom again, so although we are slightly aligned, it's less kind of prescriptive than it was.*
- 179 CQU: *Okay.*
- 180 Kate: *So that's helpful to me.*
- 181 CQU: *Is that in all year groups?*
- 182 Kate: *Yeah.*
- 183 CQU: *Mm.*
- 184 Kate: *And that's helpful to me because I am creative and I want to be able to do my things, and now I'm allowed to a bit more which is helpful.*
- 185 CQU: *Does that mean totally new schemes of work?*
- 186 Kate: *Yeah, so, last year during lockdown, one of my roles was to create a new scheme of work for year seven, which we then used this year and that's not used across the Trust, that's just here. So, it's those kind of opportunities which have opened up a bit more which is positive.*
- 187 CQU: *Mm. What's the reason for that?*
- 188 Kate: *Um... there's a few things, I think it's engagement from the kids. We've been tracking how well they've enjoyed these schemes in learning, I think enjoyment goes hand in hand with achievement.*
- 189 CQU: *Mm.*
- 190 Kate: *Um, and we've noticed there are certain schemes of learning that they don't work well with. I think also it's just, um, to keep things fresh when we're teaching it so it's not, um, kind of stale and boring. And if we're bored of it, the kids can be bored of it too.*
- 191 CQU: *Mm.*
- 192 Kate: *Um, and I think just keeping more up to date with the sort of standards that we'd expect of our lessons and, um, sort of preparing if we did have OfSTED to make sure that we are doing what we can for the kids to progress.*
- 193 CQU: *Mm.*
- 194 Kate: *Um, and there's definitely a bit of kind of a competitive nature between the different schools, um, but at the moment Thatcham seems to be um, used as an example to a lot of other schools of how to do things.*
- 195 CQU: *I see.*
- 196 Kate: *So, I think we're being- we're being given the freedom because we've kind of overtaken them now, um which is quite nice. Um so it's kind of flipped around a little bit."*

Appendix T – Lesson plan written by Hannah (ECT E) for a lesson taught on 29/11/18 at Broad Oak School

Links to your targets identified from previous Lesson Evaluation and/or Weekly Review - TS2: share success criteria - TS3: use more target language				
Learning Objectives (What knowledge, skills and understanding will pupils be developing in this lesson?) Be able to talk about brothers and sisters		Learning Outcomes (How will pupils demonstrate their progress towards meeting the lesson objective?) <i>(Differentiated, e.g. gold, silver, bronze)</i> ALL: understand key vocabulary MOST: understand information about siblings SOME: give information about siblings		
Personalised provision (overcoming barriers, promoting equality, individuals/groups with specific needs- use pupil initials only) NM, JH, TW, CC: dyslexia – seat towards front of class, make sure to visit and monitor OT, MM: Autism		Health and safety and wellbeing Bags stowed away safely		
Cross curricular links (literacy, numeracy, SMSC) Spelling, reading, morphology (cognates)		Resources checklist Interactive whiteboard Vocab sheet MWB		
Time	Learning	Management	Differentiation	Assessment for and of learning
	<i>What are the pupils learning?</i>	<i>How will you organise the class and resources? What key instructions are needed? What will the pupils be doing?</i>	<i>For the main tasks, how will you adapt the task to make sure that it is accessible to all pupils and that they are suitably challenged, at all levels of ability?</i>	<i>How are you ensuring and monitoring pupil progress and learning?</i>
11:10	Starter: Correction	Ss to work alone in silence.	Extension: find pattern	Randomly ask ss, ask for count in the end.
11:18	Green penning	Ss to correct last lesson's writing. At least 1 correction. Time limit.	monitor. Ext: write higher order sentences	
11:23	New vocab	Think, pair, share on MWB.	Partner work. Single words to full sentences.	Monitor: / MWB
11:30	Translation.	Ss to work alone. Back of their books. Connect sentences.	Ext: translate.	Monitor, random picks. Show of hands on how many.
11:35	Consolidation vocab	Hand out vocab sheet. Beat the teacher. Competition.	Can look at vocab sheet.	Check engagement.
11:38	Listening – Recognising key vocab	In books. Remind of rules for listening. Listen 2 times.	Vocab sheet if needed. Books closed for higher level.	Check with partner.

Appendix U – Key moment 15: Fourth interview with Hannah (ECT E) conducted in February 2021

- *“67 CQU: What’s influenced your decision to leave teaching?”*
- *68 Hannah: I just felt like I wasn’t behind a lot of the views that my school was, you know, putting out there. I, I didn’t agree with that. And I just, I felt like I was, you know, part of a mechanism, it’s hard to describe, like, erm, it, it felt like, erm, I didn’t agree with a lot of what they were doing yet I was so low in the hierarchy there wasn’t much I could do about it. Like, one example would be the school uniforms, and I come from a country where there isn’t any school uniforms. And I, it was getting to the point where we, they wanted us to stop students in the corridor if they were wearing white socks in, instead of black socks, you know? Or tights without socks or something like that. And I was, like: ‘This is just ridiculous!’ You know? And I, I, I’m not, I didn’t sign up to be a teacher to control how somebody looks, you know (laughs), this is like. So, there was just things like that, where I was, like: ... ‘No, I don’t agree.’*
- *69 CQU: Were there other things, other than uniform, that was, that you just didn’t agree with?*
- *70 Hannah: Erm, let me see. I, I didn’t agree, like, I, I saw a lot that was, certainly assemblies (laughs). I remember one day specifically that was about the War Memorial Day, which is obviously very interesting coming from Germany, you know, because in your country, it is portrayed, as you know, the heroes coming home, and I felt very uncomfortable (laughs). And, you know, I, that just, that really clashed with me.*
- *71 CQU: Yeah, I can see that.*
- *72 Hannah: But it was, I don’t know, I, I just felt like, you know, I, I was a Year 9 tutor and they were getting them ready from day one to choose their options and there was a lot about you need to choose your options because you need to know what you want to do with your life and this is really important and you really need to knuckle down now. And I was, like: ‘Do you know what kids? You’re, like, 14, chill out!’ (Laughs) Like, I’m 28 and I’m just discovering what I wanna do (laughs). D’you know what I mean? (Laughs) And there was just, like, all this pressure and I could see it in the kids, you know? But I, I also felt, I was uncomfortable because I felt like, you know, I, I had to go with what the school said to present that united front, but I also wasn’t behind it (laughs), you know?”*

Appendix V – Teaching resource written by Hannah (ECT E) for a lesson taught on 8/11/18 at Walkden School

Continue to write your paragraph from last time. Write on the paper. Please do so silently. Keep your books closed. You have 10 minutes.

HELP: *parece que* = it seems that
si tuviera tiempo, iría a = if I had time, I would go to

Use a higher-level opinion: *me gusta que / me encanta que*

Extend: where would you like to go? (*Me gustaría ir a...*)

Include one negative (*no*)

Include 2 opinions (*Me gusta / Me encanta / No me gusta / Odio*)

Include 3 connectives (*y / pero / porque / no obstante*)

Where did you go last year ('fu a...')? Describe the weather (*hacia / había*)

1

Escribe un párrafo sobre las vacaciones.

Write a paragraph about your holiday.

Include descriptions of the weather.

Use: present tense – *ir / iré / voy / voyé*

Advanced: present tense + past tense

2

visitas el 8 de octubre

describe
 temas

¿Qué visitas?

- I can remember at least 3 things to visit
- I can say what I would like to visit
- I can say what I have visited

3

Visito..



un castillo

4

Visito..



una iglesia

5

Visito..



una estación de trenes

6

Visito..



un museo

7

Visito..



una playa

8

Visito..



un aeropuerto

9

Visito..



una piscina

10

Visito..



un parque

11

Visito..



un hospital

12

Visito..



un cine

13


Visito..



un monumento

14

Visito..



una biblioteca

15

Visito..



un jardín

16


Visito..



un mercado

17

Visito..	I visit..
Me gustaría visitar..	I would like to visit..
un parque	a park
un museo	a museum
un monumento	a monument
un jardín	a garden
un hospital	a hospital
un cine	a cinema
un aeropuerto	an airport
un mercado	a market
una playa	a beach
una biblioteca	a library
una piscina	a swimming pool

What's the difference between **un** and **una**? 


18



19

Write four sentences in your book.

Visito..	I visit..
Me gustaría visitar..	I would like to visit..
un parque	a park
un museo	a museum
un monumento	a monument
un jardín	a garden
un hospital	a hospital
un cine	a cinema
un aeropuerto	an airport
una playa	a beach
una biblioteca	a library
una piscina	a swimming pool

Include sentences in the past tense. 

20

**Appendix W – Researcher’s field notes from a classroom observation of Hannah
(ECT E)**

- *“Hannah walked into the corridor at the end of break and said: ‘line up’ (outside the classroom). Then as the class came in Hannah said: ‘Stand behind your chairs’. The pupils stood behind their chairs and then Hannah signalled for them to sit down.”*
- *“Hannah gave out 6 commendations during the lesson and added these on the computer software. Hannah gave 2 pupils a ‘first warning’ during the lesson, but this did not progress so I don’t know the behaviour system progression. Nothing seemed to be written down for the ‘first warning.’”*
- *“Hannah asked ‘Why are tenses important in language lessons?’ To this question pupils said that ‘they are different ways to write’. Hannah added that ‘tenses are very important in lessons because you need to use 2 or more tenses to get a level 4 or above in your GCSE’. This point about GCSE then led to pupils asking questions about GCSEs. For instance, ‘Isn’t a 9 an A* at GCSE?’ Hannah said ‘yes’. ‘Don’t you need a language at GCSE to get into some universities?’ and Hannah said she wasn’t sure and she would ask about that. ‘Do you have to do a language at GCSE?’ Hannah answered ‘No but I would like you to.’”*
- *“Pupils marked their partner’s work in green pen and gave positives and improvements for their partner’s work.”*
- *“There was a display with sections of the lesson on it. After the lesson Hannah told me that this is a Language’s department policy and that she is supposed to draw attention to which part of the lesson she is on (e.g. connect) or move the arrow on the display.”*
- *“Challenge tasks - After the lesson Hannah mentioned that every task/PowerPoint slide must have a stretch task. This is a school-wide expectation of teachers.”*

Appendix X – Initial data analysis of the key moments from the interview data

Key moment	Genre	Emotion	Chronotope	Context of where it was happening or what is being said	Intertextuality
Key moment 2. ECT B – “They want to be part of the trust. And exactly how I am, I want to follow how they want me to be as a teacher you know”	<p>Branded professionalism – distinctive approach to teaching.</p> <p>Government set parameters and set in place network governance (e.g. MAT).</p> <p>The MAT dictates the new approach to professionalism and teachers chose if they want to stay with the new approach. Judt (2010) – marketplace of education needs regulating rather than leaving it to the impulses of the market</p>	<p>Aligned with the new leadership and has a compliant response (critical of a challenging response)</p>	<p>Significant cultural change, leadership making decisions, threshold moment (adventure space-time? Present is full of potential)</p>	<p>Tara is compliant with the new leadership. Argues that everyone should be compliant and should let the leadership determine the form of professionalism</p>	<p>Government policy on academisation and multi-academy trusts</p> <p>Loundes and Gardner (2016) that operational responsibilities are decentralised. But also economic operations are decentralised.</p>
Key moment 4. ECT B – “They’ll put me in place of someone who would have been on a higher TLR than myself so they’re saving money in a way. It’s	<p>Inside-out discourse & double-voicedness = ‘who’ is saving money. Branded professionalism.</p> <p>Links to KM2.</p> <p>Neoliberal principles of financial decision-making. Network governance (MAT) and government setting parameters</p>	<p>Critical of the MAT’s approach but compliant</p>	<p>Schools being operated as businesses. Leadership divorced from teachers. Vertical space of</p>	<p>Tara identifies how the MAT is saving money (through employing less experienced teachers) but decides that she would prefer to work at somewhere where she is</p>	<p>Policies to increase teacher recruitment (particularly in STEM subjects). Government policy on academisation and MATs (businesses which can make profit). Teachers’ salary</p>

all quite sneaky isn't it really?"			the professional	happy (how might this influence develop?)	
Key moment 5. ECT C – “You’ve also got this massive GCSE monolith in the centre of it all” Links to KM11. Moved to professionalism research question	National professionalism. Inside-out discourse & double-voicedness of different voices (government, university). Performativity – GCSE GCSE monolith impedes contextualist discourse and democratic professionalism for the ECT. Pupils are less engaged and teacher has less job satisfaction.	Very critical of national policy that shapes/determine s English GCSE curriculum. He has a different conception of role of Literature. Contrasts to his own experience as a pupil	Government makes decisions but are distanced from pupils/teachers. GCSE reduces teacher autonomy. Vertical space of the professional	James is very critical of the English GCSE syllabus and struggles with it. He finds the pupils lose their passion for the subject.	GCSE curriculum set by government and implemented by exam boards
Key moment 6. ECT C – “purely in a selfish way because I have to get evidence of them for my PGCE” Links to KM 8, 9, 10 and 21. Moved to professionalism research question	National professionalism. Performativity. Inside-out discourse & double-voicedness of government Hyperrationality (Kretchmar and Zeichner, 2016) – time spent collecting evidence A feature of national professionalism is obedience by the ECTs/teachers.	Compliant and accepting of the need to collect evidence ECT C is being compliant in order to ‘pass’ the course. Will the T.S. affect his profession	Bureaucratic, repeated cycle, those determining Teachers’ Standards distanced from ECT. Vertical space of the professional	James is shaping some of his lessons to fit the Teachers’ Standards. He understands the system and how to collect evidence to pass the PGCE	Teachers’ Standards (government policy)

		alism in the medium or long term?			
Key moment 8. ECT E – “I feel like in Britain it is a very sort of rule-based” Another way to say policy-based. Moved to professionalism research question	National or managerial professionalism. Inside-out discourse of school/ OfSTED/ government expectations.	View of an outsider. Critical of the lack of autonomy	Decision-makers distanced from teachers & pupils. Vertical space of the professional	Hannah is critical of the amount of rules to follow and the lack of autonomy available	School policies on uniform, teaching and learning & behaviour (but dialogue from OfSTED/ government)
Key moment 9. ECT E – “if they have a learning walk and they don’t see any green pen in their books you will be graded down and you will have a talk with the senior leadership team” Moved to professionalism research question	National or managerial professionalism. Inside-out discourse of school/ OfSTED/ government expectations. Parody	Critical of the policy but compliant to meet performativity demands	Neoliberalist principles – PM and grading teachers’ lessons, vertical space of the professional	Hannah criticises and identifies faults in the system of green penning.	School policies on green pen (but school is implementing dialogue from OfSTED/ government about showing ‘progress’)
Key moment 10. ECT E – “But just how	Managerial or national professionalism (links	Uncertain and worried.	Not enough time,	Hannah explains that “I have so much on my mind	Has the matrix of policy (“rule-based” system in

<p>I can be a great teacher (laughs) that's what I'm looking for (laughs)"</p> <p>Links to KM 8 and 9</p>	<p>to previous aspects of interview about 'rule-based' system.</p> <p>Performativity.</p> <p>Confessional genre</p> <p>Lack of scope impedes ECT E in her 'activist' role (Sachs) or democratic professionalism</p>	<p>Let go of her hope to be an inspiring teacher that pupils would remember.</p> <p>Has a matrix of policies impeded ECT E in her vision of her professionalism?</p>	<p>pressure of pupil behaviour and engagement.</p> <p>Pressured space</p>	<p>that I can't consider outside input". The influences previously mentioned are not important in her 2nd placement. Does ECT's concept of a 'great' teacher align with policy context and reality of teaching in Britain today?</p>	<p>Britain)</p> <p>suppressed ECT E's autonomy and aspirations for her professionalism (hidden dialogue?)</p>
<p>Key moment 11. ECT F – "it is really sad because a lot of children aren't seeing that science is applicable to life"</p> <p>Links to KM 5</p> <p>Moved to professionalism research question</p>	<p>Managerial or national professionalism.</p> <p>Inside-out discourse & double-voicedness of curriculum policy</p> <p>National curriculum affects pupil engagement and the teacher's job satisfaction</p>	<p>Sad about pupils lack of engagement and seeing learning in school as separate from life.</p> <p>Contrasts to her experience as a pupil</p>	<p>Government and MAT are making decisions at a distance from teachers and pupils.</p> <p>Vertical space of the professional</p>	<p>Jane is sad to see how pupils do not connect their learning at school with life. This contrasts with her experience as a pupil and goes against her principle of inspiring pupils to love learning and lifelong learning.</p> <p>Jane does not seem to identify the aligned curriculum as a possible cause.</p>	<p>MAT aligned curriculum.</p> <p>Government curriculum</p>
<p>Key moment 12. ECT F – "I think its just having more realistic</p>	<p>Performativity.</p> <p>Inside-out dialogue & double-voicedness about salary and expectations</p>	<p>Critical of expectations on ECTs and of</p>	<p>Vertical space of the professional.</p>	<p>Jane is critical of the expectations placed on ECTs and advises that expectations</p>	<p>Teacher's salary</p> <p>ITT Teachers' Standards and NQT standards.</p>

<p>expectations of new teachers”</p> <p>Links to KM 13 and KM 20</p>	<p>School Direct – Does ECT F not have the university as a ‘safety net’ (ECT C’s phrase); in contrast to support ECT G did from university?</p> <p>National policy has steered the ITT market towards ITT.</p>	<p>teachers’ salary</p>	<p>Pressured space.</p> <p>Internal pressure</p>	<p>should be more realistic and incremental</p>	<p><i>Importance of Teaching</i> (DfE, 2010)</p>
<p>Key moment 13. ECT G – “we could put it all off for a year, and you could start again”</p> <p>Links to KM 16</p>	<p>Neoliberal principles – marketplace of ITT provision. Trying to retain ECT on the ITT course. Inside-out dialogue and double-voicedness with performativity of ITT course (by government). Performativity of ECT Government accountability measures for ITT providers around retention targets on the ITT course. Example of an activist role of the state (post-neoliberalism? Harrison 2010)</p>	<p>Appreciative of the support being given by the ITT provider. But could not cope with the pressure of the PGCE course</p>	<p>Internal pressure. Worrying. Pressured space. Vertical space of the professional. Vertical space of the ITT provider</p>	<p>Graham is appreciative of the support from the ITT course. But he weighs up the advantages and disadvantages and cannot</p>	<p>Retention statistics for ITT provider. ITT course expectations</p>
<p>Key moment 14. ECT G – “its just a vast array of things you have to think of and marshall right at the moment, at a zero notice”</p>	<p>Managerial or national professionalism. Inside-out discourse and double-voicedness of school and national policies. Confessional genre</p>	<p>Overwhelmed by workload and needing to enact policies and expectations in an instant in</p>	<p>Pressured space. Unfamiliar space. Vertical space of the professional</p>	<p>Graham described the policies and then explained the difficulty of needing to enact the matrix of policies (particularly teaching and learning policy) in</p>	<p>Safeguarding policy, OfSTED grading, inclusion policy, teaching and learning policy</p>

		the classroom		the moment, in the classroom	
Key moment 15. ECT G = “I knew it would permanently be a job of very high surveillance and erm (short pause) criticism” Links to KM 20. Links to sound bites about response to observation from ECT.	Performativity. Neoliberal principles – observing and grading teachers Confessional genre Observations used as a method of accountability by schools/ ITT/ government to ensure standards are being met.	Observations causing paranoia and symptoms of his previous mental health problems (“warning signs”) National professionalism has one approach to ITT. Did ECT G need a different approach? What was the impact of observations on ECT G?	Vertical space of the professional. Internal pressure. Pressured space	Graham was finding that being observed in the classroom was causing him paranoia. He argued that the observer was there to support the needs of the young people he was teaching	ITT and government policy of lesson observations
Key moment 16. ECT H – “this year that class had had 5 different teachers I think. So I was their fifth teacher”	Neoliberalist principles – marketplace of ITT and multiple providers to check and regulate. Confessional genre 350ust (2010) – marketplace of ITT needs regulating	Determination in a very pressured situation. Struggling against pressures	Traumatic space. Pressured space	Kate described the pressured environment of a class that tried to “get me fired” in the first week and having no permanent class teacher to offer feedback to Kate.	Government policy on school-based ITT and a marketplace of ITT (“Governance in MATs 2014)

Links to KM 18	rather than leaving it to the impulses of the market				
Key moment 18. ECT I = "every resource I did, I created myself" Links to KM 16	Higher level of autonomy. But restricted discourse because Natasha was given the topics to teach (not based on teacher-pupil decision-making) Marketplace of ITT – lack of regulation. Opportunity for higher autonomy.	Struggling against pressures. Trying to learn how to structure the lessons (with limited support)	Pressured space. Internal pressure	Natasha describes how she had to make all her own resources and was not given access to any of the school's resources or even to use their wifi.	Private school had their own curriculum rather than following the government's curriculum at KS3
Key moment 19. ECT I = "And we now get shopping delivered to our house. And my partner will unpack it on his own because I don't have time. And its. I think that part is really tricky. It is the only aspect that I would consider not being a teacher"	Inside-out discourse and double-voicedness of expectations from the school (shaped by government expectations?) Neoliberal principles of PM and grading teachers. Confessional genre. Evetts (2011) argues deprofessionalisation can offer where there is micro-management, PM & assessment. Judgement, voice and discretion of teacher are diminished	Struggling against pressures. Upset about the aspects of family life that she is missing. Lack of voice and power of ECT I Where is the safety net of the university?	Vertical space of the professional. Pressured space. Internal pressure. Lack of time	Natasha describes how the 2 nd school placement has realised that "if they are hard on me, I improve quickly" and can reach 'outstandings'. Natasha is constructing her image of 'outstanding' teaching by using the OfSTED criteria.	OfSTED grades for a teacher's lessons.
Key moment 20. ECT J = "And to try to meet the expectations of not just	Performativity being assessed by the different class teachers. National or managerial professionalism.	Struggling with pressures, emotional, loss of confidence	Pressured space. Internal pressure. Vertical space of	Julie describes how moving to her 2 nd placement has felt like she is going "backwards" and	Performativity policies are being implemented by different teachers with different feedback (i.e.

two teachers from the last school, but you know 5 or 6 teachers of different classes” Links to 15	Confessional genre	e in her professionalism. Felt particularly upset in feedback that questioned her values as a person	the professional	not “progressing”. Class teachers’ feedback knocked her confidence and her view of her professionalism	policy is enacted in different ways)
Key moment 21. ECT K = “they suggested to have a little book which they gave you. But erm I just went above and thought. Well if I’m going to have notes in there, I may as well have a big book and fill it” Links to 6, 8, 9, 10 Moved to professionalism research question	Performativity . ECT K has assimilated expectations and developed her own performativity procedures ECT K assimilates the driver of performativity of Teachers’ Standards. She proactively incorporates performativity mechanisms into her practice and uses these to intentionally shape and guide her practice.	Positive view of performativity, sees observations and performativity as helpful, reflective and proactive approach ECT K combines the reflective nature of contextualist discourse within a national approach to professionalism	Vertical space of the professional	Laura describes how the school gave the ECTs a book to record observations. Laura chose to increase the performativity expectations. She uses it to track her progress and also to reflect on and to guide her future teaching	ITT course expectations
Key moment 22. ECT I = “I think, yeah, this school I	Performativity being assessed much more holistically and in an informal style.	ECT I feels more relaxed and sees	More autonomy for making	Natasha changed school to Garsborough School at the	Teachers’ Standards

<p>find is much more nurturing of particularly new teachers. And I think they, they've really given me space to breathe which I felt like before, I was just constantly running behind on a to do list (laughs)."</p> <p>Links to 19</p>	<p>Features of democratic professionalism – the school has developed an approach where a network of humanities teacher informally “lay a framework out of what we wanna achieve by the end of the week”. The teachers have more autonomy to make decisions and work together.</p> <p>Democratic professionalism functions within national requirements (e.g. Teachers’ Standards)</p>	<p>herself as an integral part of the team using “we” and “our” to show that Natasha is invested and involved in the decision-making</p>	<p>decisions about her teaching. More “space” for Natasha to consider her own aspirations for her teaching</p>	<p>beginning of her RQT year in September 2020. Natasha describes the school as much more relaxed and informal in terms of the head teacher, training, lesson observations, performativity expectations. Natasha has started to work as a team to shape her teaching priorities.</p>	
<p>Key moment 23. ECT J = “they're sucking the passion of whatever I had for Science out of me slightly”</p>	<p>ECT J identifies problems with national professionalism – centralised, externally-prescribed curriculum that pupils “hate”. She seeks to work in a closeknit community where they network and enjoy social time together.</p>	<p>ECT J appears physically depleted by her experience of teaching in this context</p>	<p>Very limited autonomy. Pressured time and space.</p>	<p>ECT J started work at Mereton Community School in September 2019 but chose to leave the school in December 2019</p>	<p>Concealed intertextuality with national curriculum</p>
<p>Key moment 24. ECT J = “the pressure’s off and you teach</p>	<p>Reduced performativity and increased autonomy – democratic professionalism (an</p>	<p>ECT J describes how the pressure has</p>	<p>Much more autonomy for ECT J to make</p>	<p>ECT J started to work at Braimore school in March 2020</p>	<p>OfSTED, national curriculum</p>

<p>them what they need to know and it's completely catered around them, it's really lovely”</p> <p>Links to 20, 22 and 23</p>	<p>alternative value system) – curriculum centred around the pupils, activist teacher building relationships with pupils, colleagues and parents, supportive staff network.</p> <p>Features of national professionalism still evident – e.g. considering OfSTED requirements, marking using approach from ITT course</p>	<p>reduced significantly.</p>	<p>decisions about the curriculum and teaching that suit the pupils</p>		
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Appendix Y – Initial data analysis of the key moments from the teaching resources

Key moment	Genre, discourse	Affect or emotion	Chronotope	Context of where it was happening or what is being said	Intertextuality
<p>1. ECT B – 1st observation lesson plan (November 2018)</p> <p>“Teacher to meet and greet students at the door and instruct the students to collect their books, enter in silence and sit down to complete starter.” –</p> <p>Performativity of ECT – required to write lesson plans creating workload (writing instructions for teacher and students – is the lesson plan for the ECT or for the observer or as evidence?)</p> <p>This data introduces a new theme of pupil performativity & having evidence in the lesson of pupil progress</p>	<p>Language of professionalism much less evidence (e.g. “use whiteboards to show answers to teacher” used at 10:40am rather than “Afl”).</p> <p>Language of branded professionalism – “silent starter”, “meet and greet students”, “students lined up outside quietly”.</p> <p>MAT lesson structure not evident – is this because school only become part of the MAT (in October 2018)?</p> <p>Reduced autonomy for Tara and pupils and increased performativity for Tara to comply with these policies (e.g. silent starter – what happens if pupils will not be quiet?)</p>	<p>Instructional. Prescriptive language. Page 2 – imperative words used to give Tara instructions (e.g. “Keep a close eye on understanding and learning”). The ‘Teacher’ column and ‘Questioning’ column highlight ECT performativity and what is required of the ECT.</p>	<p>Pressured time space of demonstrating pupil progress. Vertical space of the professional</p>	<p>Lesson about the Heart with a year 8 class. Evidence of performativity of ECT and pupil performativity (e.g. purple pen, whiteboards, Connect 4 game, true/false quiz)</p>	<p>MAT teaching and learning policy; MAT EAL policy; MAT and government pupil premium policy; MAT SEN policy – (these policies are enacting government policies and expectations)</p> <p>Semi-concealed policies – Teaching Standards (learning and pupil progress = T.S. 2 and ‘Adapt teaching to pupils’ needs = T.S. 5). MAT Early Career Teacher policy of being assessed on</p>

					Teaching Standards
<p>2. ECT B – 2nd observation – seating plan (April 2019)</p> <p>“MOTIVATE. CHALLENGE.”</p> <p>Double-voicedness of government/MAT policy in these words.</p> <p>ECT has added the GCSE target grades onto the seating plan. Shows importance of them = highlighted and circled.</p> <p>This data introduces a new theme of pupil performativity and demonstrates the mental processing of multiple policy contexts and of the additional workload. The ECT is then judged on pupil performativity. Also links to ITT marketplace and limited regulation – Tara is managing these demands without the support of a class teacher</p>	<p>National professionalism – pupil performativity (GCSE target grades set based on their KS2 SAT results. Progress is labelled) and SEND policy (what are pupils’ needs and how are they being supported). Pupil premium.</p> <p>Branded professionalism – positive and negative behaviour points. MAT is adapting and implementing government policy on assessing and monitoring pupil progress (e.g. language of HAPS, MAPS). Voice of the SENCO (e.g. ASD – clear boundaries and routines. Allow time to calm down.</p> <p>Lack of autonomy for ECT and reductionist discourse</p>	<p>Instructional. Prescriptive language.</p> <p>The seating plan voices the instructions that Tara is needing to follow (instructions from the listener and other voices).</p> <p>ECT B has written imperative verbs in capital letters: ‘MOTIVATE’, ‘CHALLENGE’, ‘CHECK UNDERSTANDING.’</p>	<p>Pressure and space for ECT.</p> <p>Many policy expectations to consider (pupil progress, SEND, behaviour, pupil absence).</p> <p>Suggest how Tara will be monitored on the progress of the pupils (e.g. NO DATA 18/2).</p> <p>This is a note to Tara and the observer that</p>	<p>ECT B taught this year 9 class for 2 lessons a week of Biology. There was no class teacher and Tara taught the class by herself.</p> <p>Discourse – what is ECT B missing by being used as a cover teacher not a trainee teacher? (e.g. support, mentoring during and after lessons, reduced timetable, detailed feedback on strengths and areas to develop)</p>	<p>Intertextuality with MAT behaviour policy; MAT and government pupil premium policy; government policy of pupil progress (KS2 assessment used to set GCSE grades); reading age assessment</p> <p>ECT B did not mention these aspects of performativity (e.g. EAL, PP, KS4 target grade)</p>
<p>3. ECT B – 2nd observation –</p>	<p>National professionalism – demonstrate pupil progress (in the lesson</p>	<p>Instructional. Prescriptive.</p>	<p>Pressure and space of</p>	<p>Tara taught this class twice a week</p>	<p>Intertextuality with Government</p>

<p>lesson plan (April 2019)</p> <p>"Teacher to complete test review"</p> <p>This data is evidence of pupil performativity that ECT is then monitored on (=performativity of ECT)</p> <p>"Teacher to complete test review with the students and they are to write in their WWW and EBI's"</p> <p>ECT B didn't mention in her interview the use of purple pens to show pupils' progress. Is demonstrating pupil progress so engrained in school/MAT practices that ECTs do not recognise it as an influence?</p>	<p>and in their books) to provide evidence for future inspection. AfL</p> <p>Professional language of teaching evident in the lesson: AfL, WWW, EBI, peer assess, differentiated. Tara is now utilising this language – "mastery of the professional genre" and "enculturation into the language" (Madill & Sullivan, 2010 – pg 2201).</p> <p>Compare to first observation and lack of professional language of teaching in the lesson plan (KM 1).</p> <p>Branded professionalism – structure of lesson, silent starter, purple pens, ready to learn points</p>	<p>Teacher written about in 3rd person</p> <p>"Teacher to complete test review"</p> <p>Language of progress: "improve answers"; "extension questions";</p> <p>Language of assessment: "self-assess; AfL;</p>	<p>demonstrating pupil progress</p> <p>Success criteria and evidence of progress at a number of times during the lesson. Timings for each activity.</p>	<p>for Biology. There was no class teacher and she taught the group by herself. The class were going through a test they had completed on plants and photosynthesis</p>	<p>policy on pupil progress; MAT teaching and learning policy on lesson structure; MAT behaviour policy; Increasing OfSTED policy/guidelines want pupils to show progress. Schools are doing this by pupils using 'purple pens' to add to their existing work. To show progress to OfSTED. Is purple pen just meeting OfSTED's policy/guidelines? is demonstrating pupil progress the same as actual pupil progress? What is progress? Can it be</p>
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					demonstrated ?
<p>4. ECT D – 2nd observation – lesson observation sheet from university (April 2019)</p> <p>"This side is to be completed by Mentors for formal observations as feedback to trainees (2 per week)" – analyse the use of the term 'trainee'. What is the connotation? (links to ECT H's interview about feeling untrusted.</p> <p>This data focuses on two themes: performativity of ECT and lesson observations of ECT</p>	<p>National professionalism – T.S. the main focus of the observation</p> <p>Language of professionalism – value laden and prioritised words and phrases 'Learning and pupil progress'; 'subject knowledge'</p> <p>Reductionist discourse – T.S. are defined by the government. Acontextual and</p> <p>Links to interview data from ECT J about the role of the mentor in implementing the policy of lesson observations. What is the mentor's conception of 'Behaviour' (e.g. Shhing for ECT J)</p> <p>Lack of voice for ECT D. Lack of autonomy for observer as s/he is given clear guidelines on what to comment on.</p>	<p>Distanced. ECT D described in the 3rd person</p> <p>Strong language of performativity "trainee's targets"; "areas for development". No section for trainee's strengths – links to ECT J's interview data about not receiving positive feedback.</p>	<p>Pressure d time and space. Vertical space of the professional – ECT D is not involved in shaping the T.S. and the observation form. She is also not given a voice in adding progress to the observation.</p>	<p>Co-constructed document – filled in by ECT D. Author of the original document is the university but the university is carrying out/implementing government policy</p>	<p>Intertextuality with MAT Early Career Teacher policy; government's Teaching Standards; university expectations</p> <p>Alice did not mention that she completes a lesson plan (twice a week) on university. Dis course analysis – Power from government policy is exerted through the observation sheet which contains teaching standards. It is distributed and monitored by the university which makes it less clear that it is government policy.</p>

<p>5. ECT E – 1st observation – lesson plan using university’s proforma (November 2018)</p> <p>“Green penning”</p> <p>This data links to three themes: lesson observations; ECT’s performativity; and pupil performativity</p>	<p>Local professionalism from university – strong focus in the proforma on differentiation (=differentiation column on proforma; differentiated learning outcomes – ALL, MOST, SOME)</p> <p>School policies – features of the school’s marking and feedback policy are evident in the lesson plan (e.g. “green penning”; whiteboards)</p> <p>National professionalism – T.S. set as targets for the ECT (at the top of the lesson plan). L.O.s are linked to GCSE grades and shared with pupils.</p> <p>Whilst ECT E could create her own lesson there are a lot of different national, university and school policies she has to meet which offers limited autonomy in a reductionist discourse.</p> <p>Links to Hannah’s interview of not managing to be a great teacher in this multifaceted policy context</p> <p>Hannah describes the activities of the pupils rather than the activities</p>	<p>Instructional.</p> <p>Brief words or notes rather than full sentences (e.g. “Ss to work alone in silence” on starter task). Hard to interpret.</p> <p>Suggests lack of time spent on completing lesson plan and annoyance at needing to fill it out.</p>	<p>Pressure d space and time.</p> <p>Vertical role of the professional</p>	<p>Co-constructed document – original author is the university that wrote the lesson plan proforma.</p> <p>Then Hannah completed it.</p> <p>This links to the marking policy and expectations within the school (in Hannah’s interview) about using green pen. Why is this policy more important to enact and be judged on than other policies, like the behaviour policy? Who has set these expectations? Is there a policy hierarchy of certain policies that MUST be enacted?</p>	<p>Intertextuality with government’s Teaching Standards; university’s approach to teaching and learning; pupil performativity (learning outcomes in year 7 are linked to GCSE grades); school’s assessment and feedback policy which has examples of types of assessment to include and how it will be monitored by the school (e.g. book scrutiny, learning walks)</p> <p>Discourse analysis – Are pupils truly making progress by demonstrating progress? Power is exerted by government in expecting</p>
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	<p>of the ECT (e.g. "How will you organise the class and resources? What key instructions are needed?" – Hannah writes "Ss to correct last lesson's writing. At least 1 correction. Time limit" – support from Hannah for pupils is not evident)</p>			<p>Discourse – importance of the exam results are altering the curriculum, teaching and learning for pupils and teachers throughout the whole of their secondary school career/experience.</p>	<p>progress to be shown (by OfSTED monitoring this) – the skills or knowledge on which progress is judged is also prescribed by school or government. The curriculum and style of teaching is increasingly prescribed by government and school which could make teaching feel less dynamic, engaging and focused on the specific children in the classroom.</p>
<p>6. ECT H – lesson powerpoint – 2nd observation (April 2019)</p> <p>Define the following terminology: Dramatic irony, pathetic fallacy... ITT marketplace – ECT H not being</p>	<p>Features of branded professionalism were not visible (e.g. no use of green pen, no peer assessment, no MAT lesson structure).</p> <p>The topic of the scheme of work was determined by the school and this was also influenced by the GCSE curriculum (i.e.</p>	<p>Matter of fact instructions for the pupils using imperative verbs (e.g. "Define"; "Add"; "Highlight")</p>	<p>Pressure d time and space</p> <p>Discourse – Reflective – At times it was hard as a</p>	<p>Kate taught this year 9 class for all their English lessons (4 lessons a week). There was no class teacher and Kate did not have these lessons</p>	<p>GCSE curriculum of a Shakespeare play is influencing year 9 curriculum. MAT policy of 'Super-teach week' – this is a week of lessons</p>

<p>supported and observed. Features of national professionalism (e.g. T.S., AfL) and branded professionalism (e.g. lesson structure, purple pens) are not present. ECT H is having to construct lessons that suit the context of the pupils in the class</p>	<p>Shakespeare play a set text at GCSE). National professionalism.</p> <p>Kate had more autonomy to construct a lesson that suited the class more appropriately (less branded professionalism or national professionalism evident than in other lessons). No clear evidence of T.S. (e.g. green pen or whiteboards to demonstrate pupil progress)</p> <p>Professional language of teaching (English) evident -e.g. "Define the following terminology: Dramatic irony, pathetic fallacy..."</p>		<p>teacher and emotion ally on me to watch and not act during incident s of poor behavior (e.g. pupils being rude to the teacher, a small fight starting at the back of the classroom and then being taken outside) . I had a small feeling of being 'at risk' if pupils' behavior got worse.</p>	<p>observed. The lessons were not written up as formal observations. There was a Head of Year present to manage behaviour.</p>	<p>reviewing the assessments pupils have done the previous week.</p>
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<p>7. ECT I – lesson plan on university proforma – 2nd observation (March 2019)</p> <p>“Use Blooms Taxonomy to ensure students are being stretched through the tasks I set”</p> <p>This data links to ECT performativity. The workload and expectations on the ECT and lesson observation – some of the targets set are school/mentor specific</p>	<p>Local professionalism from university – active learning = carousel activity, card activity</p> <p>Policies from school – some of the targets are devised by mentor rather than national targets (e.g. “Use Blooms Taxonomy to ensure students are being stretched through the tasks I set”). This reinforces the role that the school/mentor/observer plays in implementing lesson observations and enacting government policy on lesson observations</p> <p>National professionalism – dialogic undertones of the T.S. e.g. pupil progress; planning and teaching; expectations; behaviour</p>	<p>Prescriptive language. Instructional.</p> <p>The lesson plan shows multiple priorities</p> <p>ECT is managing and how much Natasha needs to do in the lesson “I will put the students into the four groups. I will walk around the room to ensure students stay on task.”</p>	<p>Pressure d space and time. Vertical space of the professional. ECT I has 4 targets to focus on during the lesson (one is to plan well in advance of the lesson)</p>	<p>Natasha teaches this year 7 class for one lesson a fortnight.</p> <p>The idea that planning early “will ensure” that Natasha’s workload is more manageable and work/life balance achievable is questionable. For this one lesson (that was not a lesson observation that was being written up) – Natasha had written a 4 page lesson plan, carousel activity, worksheet and 1 detailed 10-slide powerpoint.</p>	<p>Intertextuality with government and school policies on Pupil progress/AfL Contrasts with Marking and feedback policy – Appendix 3 is ‘Reducing teacher workload recommendations’ produced by the school to reduce time spent on marking Active learning – university practice</p>
<p>8. ECT J – worksheet – 2nd observation (May 2019)</p> <p>“To improve my performance I would like my teacher to” – Very</p>	<p>National professionalism = Target level (based on KS2 SAT result and assigning a GCSE target grade); flight path to show progress against target grade</p>	<p>Instructional. Prescriptive.</p> <p>Giving pupils an expectation to evaluate their362rog</p>	<p>Pressure d time and space for pupil and ECT</p>	<p>Year 7 Science lesson in second placement. Evaluating the pupils Progress on an assessment</p>	<p>Intertextuality with government policy on GCSE target grades. Semi-concealed</p>

<p>interesting language that ties together pupil performativity with ECT performativity</p> <p>“Evaluating current performance: Using scale from 0 (Poor) – 5 (Excellent)”</p> <p>This data links to pupil performativity and the additional workload and expectations on the ECT</p>	<p>Professional language of teaching = “on target/ above target/ below target”; “Evaluating current performance”</p> <p>Local professionalism – school implementing national policy context</p>	<p>ress and plan changes. Then expectation s set of how teacher can help to improve performanc e.</p>		<p>they have completed</p>	<p>dialogue with T.S. (pupil progress)</p>
<p>9. ECT J – ‘Key stage three tracking sheet’ (graph) – 2nd observation (May 2019)</p> <p>“minimum expected grade”</p> <p>=This data links to pupil performativity and the additional workload and expectations on the ECT</p> <p>Schools that are being run as a business and in competition with other schools (e.g. league tables) is evident here. It creates additional pressure for ECTS</p>	<p>National professionalism – grades in year 7 assessed against GCSE target grade. Labelling pupils to be of a specific ability level.</p> <p>School enactment of policy context – the approach to pupil progress (6 summative assessments in Science in 8 months); giving pupils a full understanding and active role in assessing their progress against their GCSE target grade. Other schools may not make pupils fully aware.</p>	<p>Prescriptive approach. Labelling of pupils – “minimum expected grade”</p>	<p>Pressure d time and space for the pupil and ECT. Vertical space of the professi onal. Placing most significa nce on assessm ent grade rather than on wider learning = teleolog ical</p>	<p>Year 7 Science lesson in second placement. Evaluating the pupils Progress on an assessment they have completed</p>	<p>Intertextuality with OfSTED assessing pupil progress. Semi-concealed link to T.S. (pupils progress)</p>

<p>10. ECT K – lesson powerpoint 20 – 2nd observation (March 2019)</p> <p>"I will be using this to assess the key factor of your designs"</p> <p>This data links to pupil/ school performativity in working towards clear assessment criteria</p>	<p>National professionalism – GCSE criteria for Textiles used as assessment criteria for the project. Discourse analysis – suggests further focus on assessment and GCSE grades (differentiation is all linked to GCSE grades) – no focus elsewhere (e.g. creativity if it is not a GCSE grade focus). Has ECT K accepted this approach without questioning?</p> <p>Local professionalism – school/department has determined project that ECT K will teach</p> <p>Some autonomy – ECT K explains how to apply the GCSE assessment criteria of SMES (Social, Moral, Sustainability and Environmental) to this project</p>	<p>Expository discourse in explaining the assessment criteria to the pupils and how to meet them</p>	<p>Vertical space of the professional</p>	<p>Year 9 Textiles lesson. ECT K taught this group for all their Textiles lessons.</p>	<p>Intertextuality with school's marking policy ("summative assessment and specific criteria must be applied according to the mark scheme/departmental policy." GCSE assessment criteria for Textiles</p>
<p>11. ECT I – field notes from my 4th classroom observation (July 2021)</p> <p>This data links to ECT performativity</p>	<p>National professionalism. Democratic professionalism – the department has collectively decided which scheme of work to teach. ECT I has had autonomy in constructing the lesson.</p>	<p>ECT I appears relaxed and has good and supportive relationships with the pupils</p>	<p>ECT I has some autonomy. Guidelines from Teachers' Standards are ingrained</p>	<p>Year 7 History class. ECT I taught this class for all their History lessons</p>	<p>Intertextuality with the homework policy, marking policy, teaching and learning policy</p>

Appendix Z – Key moment 19: Second interview with Natasha (ECT I) from May 2019

- *“60 Natasha: So I just think it’s a combination of a very large department, a lot of shared groups and I think there is a bit of a breakdown in communication. But that is not to say that the school is not a brilliant school. It really is. These are minor issues that are the biggest faults I can pick up because they’ve been so positive. My teaching practice has massively improved here. I don’t think it would have improved this much anywhere else. And I think it’s because they’ve worked out that if they are hard on me, I improve very quickly. As much as it’s hard, I actually do respond really well (laughs). Erm and I think they’ve learnt that and that’s why they all keep pushing me because I’m now getting to the point where I’m now going for outstandings. So (laughs)*
- *61 CQU: Has your opinion of teacher professionalism, so kind of being a teacher, has it altered in any way since we talked about that in December/January?*
- *62 Natasha: My perception of teaching is nothing from what I thought it was going to be. Absolutely nothing. I had no idea what I was in for (laughs). Erm. Your job is not your day at all. And by that, I mean, your period 1 to 5 when you are in that classroom when you are teaching - that is the nice part of your day. That is where you get to relax. Your job’s done before school, after school, in the evening, on your weekends, in your holidays. And it does make me question: one, when are these lessons going to take me less than two and a half hours to plan, that’s got to pick up at some point (laughs)*
- *63 CQU: taking longer to plan than to teach*
- *64 Natasha: Yeh, and that is that’s soul destroying (laughs). Erm and then you look at all of the marking. And it’s great when you think your kids have got it, yeh great, fabulous. Positive comments. And then you get the ones where you’re like, one after another, none of them have got this (laughs). Right, ok. This needs to be another lesson we go through. And I think its. I’m struggling with the sacrifice more than anything. And I think my partner is as well. We can’t have an evening where we can go out for dinner or say there’s a concert on and it happens to be mid-week. Oh we can’t do it. It’s we can’t watch a movie unless it’s a Friday night. And we now get food shopping delivered to our house. And my partner will unpack it on his own because I don’t have time. And its. I think that part is really tricky. It is the only aspect that I would consider not being a teacher. And it is a serious consideration. Is this something that I can sustain? Actually is it good for my quality of life? Erm and unfortunately it’s something that I always thought I would make work a priority but it’s not, my family is. Erm and I don’t know how well teaching can work with that. So yeh a lot of questions. Erm there’s a lot of difficulties I did not expect to have. You know it’s great that end of term’s coming up. But I keep now still thinking, I have so much to do during the half term holidays. Is a week long enough (laughs)? And you want to have that break but you know it’s not going to happen.*
- *65 CQU: Do you think that this is communicated to people coming into teaching?*
- *66 Natasha: Not at all. Not at all. Erm (short pause) eh yes and no. I think it’s communicated during your first placement. I think the bit that is not very much communicated is - you think it’s going to get easier, we’ll tell you now it’s not*

(laughs). It doesn't get easier and I do wonder if I'd known the reality. And actually the bit you get better at is coping with it. You don't necessarily get easier. You just get better at accepting that's the way it is. I don't think I would have continued after Christmas if I had really known. But now I've come this far, it's a job I really enjoy, so is it worth it? I hope so. I really do. And I hope that when I'm in a school that is mine, with classes that are mine, where you're not having every lesson observed and being told that was wrong, that's wrong, this is wrong, that's wrong. Is it (short pause). Does your mentality change? Does it become a lot more positive? Erm, I think that would be a big change. Cos that's the other issue I think, the observations that we get. PGCE students are constantly. Well you know, you've done it. We're constantly told what to improve and the focus is how to improve, which it should be, that's the whole point. But sometimes you just need to be told if you're good at teaching. And I think that's very much lost. (short pause) I can safely say I do not know if I'm ready. I do not think I am. I would like another year's training. But actually is that because I am not ready or is that because I have not been told enough that I am. And I'm not sure. I'm the type of person who does need some positive reinforcement.

- 67 CQU: Mm

- 68 Natasha: Mm

- 69 CQU: Has it changed how you think about your teaching?

- 70 Natasha: Absolutely. Yeh. There's got to be a way that this system is less pressured and easier. There has to be amendments that can be made that make this easier. It's obviously not something that is going to come up any time soon. But there's got to be a way that they've not worked out.

- 71 CQU: Mm

- 72 Natasha: There's a breakdown in it and I think it is the pressure. I know the way I went through school - I never had this kind of pressure. So actually this is my first experience and I'm older and this is my first experience of this kind of stress. And therefore I've not been trained up to this level of dedication to something. Even through university I didn't have this level of dedication (laughs). I wish I did. I think that is something that needs to be looked at with the current generation - how prepared are we to take on these type of jobs? Because this kind of training I don't think suits us anymore because we're not used to the regimented, strict regime. Of well, to be honest, we all live our lives pretty much through social media, netflixes. Er I think my generation clearly relaxes a lot more than the previous generation. My mum doesn't - she will work a very very long day and not even think twice about it. I'll work a very long day and I think there's some sort of injustice (laughs). And I wonder is that..is is the training matching the way we've all been through education ourselves? We all very much nurture our students now. Is that actually helping them? I'm not sure. Because I'm not sure if it's preparing them for the tougher jobs in life where you just have to suck it up and deal with it and get on with it."

Appendix AA – lesson plan written by Natasha (ECT I) for a lesson taught on 26/3/2019 at Johnston School

Unit Title	Lesson Focus (and number in sequence)	Class name/year	Lesson date	Period	Name Natasha
Medieval Medicine	L8 - Hippocrates	7F2	26/03/2019	P5	
<p>Links to your targets identified from previous Lesson Evaluation and/or Weekly Review</p> <ul style="list-style-type: none"> - Plan effectively well in advance of the lesson as this will ensure work load is more manageable and work/life balance achievable - Ensure tasks are clearly presented to the class with what I want them to do and how I want them to do it - Use Blooms Taxonomy to ensure students are being stretched through the tasks I set - Monitor the pace of the lesson in order to reach the higher level skills 					
<p>Learning Objectives (What knowledge, skills and understanding will pupils be developing in this lesson?)</p> <p>To assess how important Hippocrates was to developing Greek medicine</p>			<p>Learning Outcomes (How will pupils demonstrate their progress towards meeting the lesson objective?)</p> <p><i>(Differentiated, e.g. gold, silver, bronze)</i></p> <p>Bronze – Students can identify who Hippocrates was and what his developments were to Greek Medicine</p> <p>Silver – Students can explain the details of Hippocrates developments to Greek medicine</p>		

	Gold – Students can judge which of Hippocrates developments to Greek medicine made him important.
<p>Personalised provision (overcoming barriers, promoting equality, individuals/groups with specific needs- use pupil initials only)</p> <p>This is a very full lesson so I must stick to my timings.</p> <p>I need to focus on getting the purpose of the lesson across.</p>	<p>Health and safety and wellbeing</p> <p>Ensure bags are under the tables</p> <p>Coats on the back of chairs</p> <p>Equipment is managed sensibly and handed back at the of the lesson</p> <p>Moving of seats is not necessary</p>
<p>Cross curricular links (literacy, numeracy, SMSC)</p> <p>Literacy</p>	<p>Resources checklist</p> <p>Power Point</p> <p>Poster sheet</p> <p>Carousel sheets</p> <p>4 Humours cards</p>

Time	Learning	Management	Differentiat ion	Assessment for and of learning
13.50 – 14.50	<p><i>What are the pupils learning?</i></p> <p><i>For each task what are the main learning points? (knowledge, skills understanding)?</i></p>	<p><i>How will you organise the class and resources?</i></p> <p><i>What key instructions are needed? What will</i></p>	<p><i>For the main tasks, how will you adapt the task to make sure that it is</i></p>	<p><i>How are you ensuring and monitoring pupil progress and learning?</i></p>

		<i>the pupils be doing?</i>	<i>accessible to all pupils and that they are suitably challenged at all levels of ability?</i>	
13.50 – 13.55	<p><i>Starter: Quick fire quiz recapping information from last lesson on Greeks</i></p> <p>1) <i>How did the Greeks keep fit? – Sports games/athletic contests/Olympics</i></p> <p>2) <i>What natural beliefs did the Greeks have? – the body was not needed after death</i></p> <p>3) <i>What supernatural beliefs did the Greeks have? – Gods were the</i></p>	<p><i>This will be completed in silence whilst I complete the register.</i></p> <p><i>I will then use quick fire questioning to get feedback from the students</i></p>	<i>We will go through the class as a whole class.</i>	<i>This is getting the students recapping the information from last lesson. It will allow me to assess who can recap this information.</i>

	<p><i>cause of thunder and lightning, Asclepios could cure in his temple, the human body was needed after death</i></p> <p>4) <i>How much more civilised were the Greeks compared to the Egyptians?</i></p>			
13.55 – 14.00	<p><i>Context – introduction to Hippocrates</i></p> <p><i>Why did he cause outrage in Greece?</i></p> <p><i>Students need to read the quotation and use their knowledge of Greek beliefs in what caused disease to identify why Hippocrates may have caused outrage.</i></p>	<p><i>This will be done as a whole class discussion.</i></p> <p><i>Students do not need to write anything down but I will take this opportunity to hand out work sheets so they can complete the first box on Hippocrates</i></p>	<p><i>Whole class discussion</i></p> <p><i>Think/pair/s hare</i></p>	<p><i>This will allow me to see if students understand who Hippocrates was and what he was trying to change</i></p>

	<p><i>Hippocrates is suggesting that peoples supernatural beliefs are wrong.</i></p> <p><i>Disease and illness is caused by a physical reaction.</i></p>			
14.00 - 14.10	<p><i>Card activity – In pairs students will have cards with the details of the four humours.</i></p> <p><i>They need to match the element to the season and body fluid.</i></p>	<p><i>Students will complete this in pairs. I want to encourage them to take a guess as we will go through the answers so I must set expectations.</i></p>	<p><i>There is a hint on the board to guide them for each element.</i></p>	<p><i>I will gain feedback during the next few minutes of the lesson</i></p>
14.10 – 14.15	<p><i>Feedback on answers</i></p> <p><i>Students need to draw the image of the four humours and add in the correct elements and bodily fluids to the correct section.</i></p>	<p><i>This will be completed as a ‘I ask a question’ and the class will hold up the card they have chosen as their answer.</i></p> <p><i>I will then reveal the correct answer.</i></p>	<p><i>Whole class questioning</i></p>	<p><i>I will get the whole class to hold up the card they have.</i></p>
14.15 – 14.35	<p><i>Task 2 – carousel</i></p> <p><i>I will then put students into four groups and</i></p>	<p><i>I will put the students into the four groups.</i></p>	<p><i>Whole group work will enable them to</i></p>	<p><i>I will get the groups to read out what they have in each</i></p>

	<p><i>give each group one page of information to start a carousel.</i></p> <p><i>They will have 5 minutes to write what they can from their sheet and then give it to the next group.</i></p> <p><i>They need to note the relevant information from the sheets onto a poster.</i></p>	<p><i>I will walk around the room to ensure students stay on task.</i></p>	<p><i>support each other</i></p>	<p><i>box as a class.</i></p>
<p><i>14.35 – 14.45</i></p>	<p><i>As a group, students need to give a score to each of the boxes out of 5 for how important they think the development was.</i></p> <p><i>They will then complete a paragraph in their books explaining why their development was the most important</i></p>	<p><i>The ranking will be completed as a group, but the paragraph will be completed in silence, to give students time to think without getting distracted.</i></p>	<p><i>I have included sentence starters for each question on the board to guide students</i></p>	<p><i>This will allow me to see if all students have been able to reach an evaluative level of thinking</i></p>
<p><i>14.45 – 14.50</i></p>	<p><i>Plenary: line of significance</i></p> <p><i>Students are to make a judgement for how</i></p>	<p><i>This will be completed as quick fire questioning</i></p> <p><i>Verbal only</i></p>	<p><i>Whole class questioning</i></p>	<p><i>This will allow me to see if students have all been</i></p>

	<i>important they think Hippocrates was in Greek medicine, by scoring him out of 10.</i>			<i>able to assess Hippocrates importance</i>
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Evaluation and reflection - to be completed after teaching this lesson.

What went well?	Even better if.....
Impact of teaching on learning and progress of pupils (Were your objectives and outcomes met?)	Impact of teaching on learning and progress of pupils (Were your objectives and outcomes met? Did all pupils make the expected progress including those from disadvantaged groups? What evidence have you from this lesson of pupil making progress?)
Teaching and classroom management (including behaviour)	Teaching and classroom management (including behaviour)
Write targets for your next lesson for this class. Consider any adjustments that may be required to this sequence of learning	

For formal observations please include a seating plan and highlight any identified needs of individual pupils or groups of pupils.

Appendix BB – Key moment 22: Fourth interview with Natasha (ECT I) from February 2021

- *“03 CQU: Do you remember what was influencing your teaching during your NQT year?”*
- *04 Natasha: Erm, yeah, the teaching standards (laughs). It was all very much, erm: ‘Am I doing everything correctly?’ It was, basically, make sure that I’ve got the guidelines in front of me, does everything I do fit those guidelines, and that was pretty much everything that, I think, influenced my teaching at that stage. Erm, something that I’d say has definitely changed since. I think now it’s very much my relationships with my students that is my primary focus. And it is interesting after a couple of years of teaching how that shift happens. Erm, it’s, you stop thinking about the guidelines because you know you’re doing it naturally. So, yeah, I would say for me it was, everything was regimented between what was I being assessed on, was I matching that and seeing if I pass.*
- *05 CQU: So, was that expectation of those standards being so important coming from the school or was that coming from you or was that coming from the government?”*
- *06 Natasha: I think it was a mix of all three. Erm, it’s something that I ended up working very, very closely with my mentor and, because she was so experienced in leading PGCEs, NQTs, she knew that in order to pass me, I had to make sure that I was showing, erm, at least a high standard in the majority of the teaching standards, so in all of our meetings that we had every two weeks she was driving me towards that in everything that I did. So, it did become, in a way it was really hard at the start but it did become very natural towards the end, so I’m grateful for that. But I know that the pressures would have been coming from above her, would have also been coming from the government because at the end of the day you’ve got that NQT assessment that you have to complete to prove that your NQT is doing all of those things. And if you don’t complete them then you don’t get passed, so it doesn’t matter how great of a teacher you are, if you’re not doing the standards then that’s it.*
- *07 CQU: And as an RQT do you still get that, sort of, being tested against the standards? After the NQT year?”*
- *08 Natasha: I don’t, I, I know that it’s there and I know that there’s the awareness and it is something that I’m looked, they do look at, but I don’t feel like it runs my classroom anymore, which is quite nice. That, the pressure there has massively eased which has actually allowed me to develop myself as an actual teacher, erm, which has been really nice. And, I think because that pressure has eased, I’ve actually, it’s actually improved my teaching. I, because I don’t feel like, you know, my, my class, if I’ve got a Year 10 class, one of my Year 10 classes now is particularly quiet so getting the feedback element of the teaching standards is not always so easy (laughs). Erm, and, you know, if I had that Year 10 class, I’d probably be failed on that if I was in my NQT year but actually now, they’re not looking at that. They’re just looking at overall in general is it a structured lesson, is it good and are the kids getting something out of it? So, although they are there and it is an awareness, it’s not something that they would judge me on overall. So, it’s a lot better.”*

**Appendix CC – Key moment 22: Fourth interview with Natasha (ECT I) from
February 2021**

- *“54 CQU: What types of support, like formal and informal have you had at your, at your new school*
- *56 Natasha: Most of mine is, I would actually say most of mine is probably informal now and that is another big difference between the schools. Erm, I think being in a much smaller team has definitely benefited me because actually any issues that I have or any question that I have can be answered over a cup of coffee in the morning. And we all sort of meet in one meeting room, we’ve got our own little staff area, I guess, because we’re in a different part of the school from the main, kind of, part of the school. Erm, so just all the Humanity teachers, we all get together and for half an hour we just chat, every day. And that’s something that we have become very good at. We almost now naturally lay a framework out of what we wanna achieve by the end of the week. We check in with each other constantly, and even to the point it’s a very open-door policy so even if I’m in a lesson and I get stuck on a point I can just run across the corridor and ask. So, I very much get support there. But they also do encourage me to do formal training as well, so I now do a lot with AQA which is the exam board that we have, erm, because I’ve got my GCSE students who, I obviously I wasn’t teaching GCSE in my last school, now I am.”*

Appendix DD – Researcher’s field notes from a classroom observation of Natasha (ECT I)

These were my field notes from the start of the lesson:

- *“As the pupils came into the room they offered to do jobs e.g. ‘Do you want me to hand out the books?’*
- *Natasha then asked the pupils to do a few minutes silent reading whilst she set up the lesson.*
- *Natasha asked ‘Can I have a volunteer to hand out the worksheet too?’ (quickly pupils offered)*
- *Natasha said ‘I will say year 7. Thank you so much for that lovely entry’ (to the lesson). The pupils were quiet and engaged.*
- *Natasha then took the register (4 pupils were in a drum lesson)*
- *Natasha handed back the pupils’ ELP (Extended Learning Project) sheet linked to their homework.*
- *Then ECT I said ‘The first thing I am going to do is hand out your ELP sheet from your homework. Then in purple pen answer the question ‘which Tudor did you find most interesting to research and why’ (Natasha suggested that pupils ask to borrow a purple pen if they didn’t have one. Also if pupils had not done their homework they should carry on with silent reading)*
- *Natasha talked quietly/whispered to a couple of pupils who had not submitted their homework to book in detentions or to discuss whether the homework had been incorrectly submitted.*
- *Natasha asked a specific pupil to start the task who had not yet started. The whole class was engaged and quiet.*
- *Then the pupils were given the title ‘Was Bloody Mary really that bloody?’*
- *The pupils were asked to write down the title and date and underline them. Then to write down E, S or C to indicate the Essential, Stretch or Challenge learning objective (WALT). The differentiated learning objectives were written in colour on the board.*
- *The keywords were written on the board too: interpretation, tyrant*
- *A pupil asked ‘If she burned people why was she called Bloody Mary not burny Mary?’ Natasha answered ‘That’s why we are discussing this issue’.*
- *Natasha circulated the room and said ‘Are you challenging yourself CJ. No! Have you backed out today?’ (referring to which learning objective he had written down)*
- *Then Natasha recapped learning by asking the pupils questions/questioning and taking answers from pupils with their hands up (e.g. ‘who took over from Edward VI?’ ‘Why was she given the name of Bloody Mary?’ – in response to this question a pupil talked about how a Queen was not expected to be brutal and Natasha said that the pupil showed ‘Excellent contextual knowledge of women’s roles in the Tudor period.’.)”*

Appendix EE – Key moment 20: Second interview with Julie (ECT J) from May 2019

- *“150 Julie: I’m still finding my way. I..I went backwards a bit, like I said to you before with like this next placement. I went backwards and got really down. And I couldn’t figure out why I wasn’t progressing. And then I got started from a few weeks ago. I started going forwards again and I feel much better about it. I still am trying to figure out what is influencing me. I was just desperately trying to run to get back on track again. And now I’m sort of starting to open my eyes a bit and be a bit more of a magpie (laughs). Because because I can. Erm whereas before I was just trying so badly to catch up.*
- *151 CQU: Could you identify like the reasons for the change?*
- *152 Julie: I think what it was, was two teachers, expecting different things. And of course you’ve left you’re AP1 on a high. You’ve gone yes I can do this! You know. Erm actually by that point, by that last lesson, you’re starting to know kids’ names, you’re getting to know children. And you’ve met expectations of the teacher. And they’ve said why don’t you try this, why don’t you try this? And you’ve tried those things and they’ve worked. And you’ve left on a buzz. And you come to a new school, where you’ve got twice the number of students because your number of hours have upped massively. You don’t know the students. You’re trying to know the students and know names. And try to meet the expectations of not just two teachers from the last school, but you know 5 or 6 teachers of different classes. Erm and asking ‘why did you do it that way?’ and you’ll say ‘because it worked in my last placement. You know. And it doesn’t work here. So I couldn’t figure out what I was doing wrong. It felt like. A prime example was – I’m not a big shhhher. I don’t really like shhhhing. I think I did it accidentally with a year 10 class. And the teacher went ‘why did you do that?’ It worked really well; maybe I was doing it and I didn’t realise in the last school and it worked really well, clearly in the last school. And this school, he said ‘No, you shouldn’t do that. That’s rude.’ And I’ve gone, well every other teacher in the school does the shhing. Erm, so I didn’t please him. And of course—that really knocked my confidence for a while, because I was thinking, I wasn’t being rude. You know. It was one little thing that really hit my confidence and put me back for ages.”*

Appendix FF – Key moment 23: Third interview with Julie (ECT J) from December 2019

- *162 CQU: What's led you to hand in your notice here?*
- *163 Julie: I don't think this is the school for me. I'd be better off in a school where there's. You know even one of those tiny country schools where there's 300 pupils would suit me. I like that closeknit community and when I came here and I thought oh. And then of course you're a PGCE student and you're thinking - I might not get another job. And it's all a bit. It's all a bit frightening at that time, isn't it?*
- *164 CQU: Yes.*
- *165 Julie: Erm and I think I should have trusted my judgement. In that this is just too big a school for me. It's not. I like to be close to teachers, where I can potentially be social as well with them. And get to know my staff and team build and I'm really into that. And there's none of that here. And also because I'm starting to think that I'm meant to be in primary. I I would like. I'm all about hard work. I get that. I'm all about the students you know. They need to know that you're fulfilling the curriculum. But I also would like to do things like the Christmas plays and the little bit of fun things, because at the moment I only see my students for Physics. They hate Physics. So I only (little laugh) I feel like the baddie in this all the time. I would like a little bit of reward for myself and for the students. I want to be able to say, look guys 'we can have a bit of fun'. We've got to do this as well, but let's have some fun too.*
- *166 CQU: Mm.*
- *167 Julie: Erm and I feel like it's just..Like I love science but I think I'm realising that I don't love Science that much (little laugh) because they are, you know, they're sucking the passion of whatever I had for Science out of me slightly.*
- *168 CQU: Mm.*
- *169 Julie: Because they don't want to be there. I just feel like 'the baddie' all the time (little laugh)."*

Appendix GG – Key moment 24: Fourth interview with Julie (ECT J) from February 2021

- *“53 CQU: Do you feel like there’s a difference in terms of parent-teacher role here?”*
- *54 Julie: Massively. So, I’m talking to parents every day. I have a, a mobile so they can contact me. They text me most days, you know, just to say: ‘We had a bad night last night.’ Or, you know, there, the communication is, is, I, I don’t really think I ever contacted parents in that short time I was in Mereton, probably, erm, even though I probably should have done, I think it was probably quite nerve-racking for me because, like, often be a case of: ‘I don’t know who your child is, I have 264 of them.’ You know, and, and I felt very nervous about talking to a parent about a child that actually, I don’t know very well coz I might see them an hour a week. I didn’t feel the confidence to do it even though I should have done. Whereas with this, you know, my six or seven that I’ve got at the moment, I know them in, inside out (laughs), I know the parents inside out. A lot of them will phone you for support and help about what to do so, yeah, very different.*
- *55 CQU: It’s interesting.*
- *56 Julie: Yeah.*
- *57 CQU: Erm, is there anything like marking and that side of things?*
- *58 Julie: Yeah. So, a, a lot of the teachers in school are not qualified because it’s private so, it’s very varied from class to class whereas I, and whereas, you know, I, I’ve been trained to, you know, keep up with the marking schemes and to use green and red pens and, and to write the WWWs and the, you know, even better ifs. And, and those that are trained often do continue with that pattern because obviously, when OfSTED comes around it looks good. And, you know, it’s still, you know, a lot of them though, I think a lot of them don’t do it because they go: ‘What’s the point?’ Because a lot of these students will not go back and look at work, so they will not reflect or feedback on work coz often they’ll be ripped up and put in the bin (laughs), so, so a lot of them don’t do it coz they go: ‘What’s the point?’ Whereas I, you’ve just gotta find ways with those children to do it so, yes, we still mark, generally just Maths and English because you do two hours of it a day, that was, that’s my priority. So, I do mark the others but not so much, a lot of it is live feedback, very much primary-like, actually, in the sense that you do your lot of live feedback and you might write a little, do a little stamp on there to say: ‘We’ve had verbal feedback about this piece of work’, and that’s enough.*
- *59 CQU: Yeah.*
- *60 Julie: It’s not so much pressure, this is what’s so lovely about it. It’s the pressure has been taken off. Instead of going, like, you know, I remember being in, in Mereton and I’d be teaching electrolysis to someone who doesn’t even understand the basics from Year 7, and, you know, they, they’re sat there, no wonder they’re bored. Like, I’ve learned so much being in this school, and, like, why are we teaching electrolysis to those students that can’t understand the basics, but no, they have to learn about it at that certain age.*
- *61 CQU: Yeah.*
- *62 Julie: The, the pressure’s off and you teach them what they need to know and it’s completely catered around them, it’s really lovely.*

- 63 CQU: *Yeah. So, you might be teaching different English to different children in the class?*
- 64 Julie: *Yeah. I've got a student, what my, I said my 14-year-old who's working at Reception/Year 1 level, he is very disruptive in the lessons, he is my most complex, erm, student, and he can't be in the lesson. So, we've, we've arranged that he goes out for interventions and he, he has still working on his phonics, you know, outside of the classroom. So, it's really nice. You just cater their needs.*
- 65 CQU: *Yeah.*
- 66 Julie: *It's really lovely."*

Appendix HH – Researcher’s field notes from a classroom observation of Julie (ECT J)

Julie - classroom observation – Tutor time and then English – 9am – 10am. Tuesday 13th July 2021 at Braimore school. 8 pupils (5 boys and 3 girls)

Transcript of the lesson:

- At reception the receptionist signed me in with my name, organisation I had come from and vehicle registration. I had to complete a temperature check by pointing the thermometer at my forehead to check I didn’t have a high temperature (a sign of coronavirus). Probably my visit would have been cancelled if I had a high temperature. The receptionist did not know who Julie was even though I repeated Julie’s name. I found this strange.
- Julie was 10 minutes late and came to meet me in reception; she was friendly as always.
- Julie walked me down to the classroom
- In the classroom were 7 pupils and 2 teaching assistants (later I found out that normally there is 1 TA but he was going on the trip today and therefore they needed another TA to be on site from 10am).
- Julie and I walked into the classroom and Julie said “This is Emma. She is lovely”. I said ‘hi’. I then settled down at a table to try to avoid further interference for the pupils and staff and so that I didn’t appear threatening.
- There were displays of:
 - Each pupil had a rewards chart that was laminated (e.g. rewards of ‘youtube’ or ‘staying in at break’)
 - A visual timetable.
 - English terms – laminated (e.g. conjunction, adjective, capital letters)
 - Targets for each individual pupil
 - An enrichment board with photos
 - A Learning journey board about ‘coasts’
 - A poster with ‘class jobs’
 - Class rules
 - One display said ‘Target of the week’ – and written next to this was ‘keep a distance from each other’
- The pupils had been watching a funny video on youtube on the IWB. Initially Julie said that she would turn it off. But when the pupils said ‘no’, Julie said they could finish watching the clip.
- Once the clip had finished (3 minutes), ECT J said ‘Lets do something mindful for 10 minutes’.
- Julie put on calming music which was played throughout the whole of tutor time and the English lesson. She put a video of trees moving
- Julie said pupils could do some reading, or some drawing. One pupil chose to sit in the ‘safe corner’.
- The pupils each got on with a task or were talked to individually. It was a calm environment.

- There were sounds outside the classroom and pupils had raised voices 'you should take yourself to the toilet'. Another said 'I don't need to go.' The pupils in Julie's class were disturbed and one said 'why don't they shut up?'
- After 5/10 minutes, Julie said 'Can I have someone to hand out my books?' (a pupil smiled at her) and Julie smiled back and said 'My book handing outerer'
- One pupil said 'Julie can I have a pen?' Julie smiled and helped and said 'what do you do with them? Do you eat them?'
- One pupil was sat on the floor and Julie said 'Can you sit at your desk for the first task and then sit on the floor later?'
- Julie opened up her powerpoint on the IWB and asked pupils to write down the date.
- One pupil said 'do you want me to hand out the text?' and Julie replied 'That would be great' (the pupil gave me a text)
- There was a routine for each English lesson of '1. Read text; 2. Vocabulary. 3. Complete task.' This was also written on the IWB and pupils were used to it.
- One girl had popped out 5 minutes earlier saying that she was seeing Louise (the school counsellor) but she stormed back into the room and banged the door hard and said 'I don't need Louise anymore'. One boy walked over to the girl and said 'I know how to calm her down' and stroked the front of her head. Julie then asked the boy to sit down. Julie asked the girl to have a seat and said to the girl 'I will talk to you later'
- Then Julie read out the text about animal extinction and how littering and pollution can cause animal extinction. During the text, a boy said 'what is ivory?' and Julie explained 'It is Elephants' tusks' (they talked a little about how Elephant's tusks are similar to people's fingernails but that they don't regrow).
- Julie asked 'Why do you think people want ivory?' A pupil answered 'because they are big'. Another pupil said 'Don't they need their tusks to attack?' and another pupil said he watched a programme with his brother(?) about 'people killing tigers for their skins'. Julie replied 'it breaks my heart'. Another pupil said 'you're a vegan'. Julie replied 'It breaks my heart more'
- Then Julie completed reading the 2-page text and said 'tell me about what you have learnt from the text'
- One pupil said he didn't know and another pupil said 'loads of species are getting killed'
- Julie said 'What was she comparing her steps to Kat?' Kat said she didn't know and Julie said 'not feeling up to it...that's fine'
- Then Julie went on to ask 'what do these words mean?' One boy put his hand up and knew all the definitions of miniscule, insignificant, vast. ECT J varied who she asked and the boy was a bit fed up of not being asked.
- Julie said "I know you are really excited about going swimming but I just need 30 minutes more of your time"
- Then Julie set the task 'Summarise each paragraph into one sentence of picture' (Julie gave out a worksheet to complete this work on). Then Julie wrote an example of this on the board. "She thought 5000 was a big number until she realised 500 rhinos left in the world is a small number" (Julie took a

few attempts to get this correct. She was fine about getting it wrong and being resilient and happy to laugh at herself. Perhaps this was deliberate)

- Julie said to a few pupils “well done for getting started”
 - Julie said ‘Mackenzie can you stop throwing things around the classroom please?’
 - Then a pupil said “What are we doing next Jules?” Julie said “Art” The pupil said “What?! I’m missing art!” Julie said “yeah but you are going to Splash Down. You can’t have it all”
 - One pupil wasn’t working and Julie said “You are a beautiful artist. Show me some of your lovely pictures”
 - Then after 10 minutes, Julie said stick your sheet in.
 - Then do your spellings 3 times use ‘look, cover, test’. The pupils had different spellings appropriate to each pupil.
 - Julie said to one pupil “Stick your work in”. The pupil said “its not finished”. Julie said “Oh ok lets not stick it in now and we will finish it later”
 - Then a pupil asked “What can we do for enrichment tomorrow?” Pupils suggested paddle boarding, swimming, the coast. Julie said they would discuss it later.
 - One pupil said “I don’t want to move class (next year). I want to stay here”
 - Then a boy asked Julie if she could test him on his spellings. Julie juggled doing his spellings with him and trying to get a pupil to do her work – Julie said ‘Hazel. I reckon you could do this in 4 minutes”. But the pupil did not start the work.
 - One pupil gave Julie a chocolate and Julie said “You are my new best friend”
 - One pupil was having difficulties drawing and was getting frustrated. Julie said “Don’t worry, you saw me mix up big and small on the board earlier”
 - Then a pupil gave Julie a big hug and Julie said “lovely hug but you need to sit down now”
 - At the end of the lesson Julie had to wake up one boy who had slept for the whole lesson. She had to pick his shoes up and physically move him over to his next lesson (Art)
-
- Julie took me to the staffroom to think about our interview questions. There was another teacher in the staffroom and Julie introduced me to her. She had a black eye and Julie later told me that one of Julie’s pupils had punched her in the face. She didn’t see it coming. The boy was in internal exclusion.
 - When another person/teacher came into the staffroom, the two teachers didn’t talk to each other.
 - Someone came into the staffroom to look for someone, who they didn’t see. The person didn’t say hello to those people in the staffroom and no one talked.
-
- Julie came to pick me up from the staffroom and join her for break. Julie said (except for PPA time) she has no time off. Her break and lunch times are on duty outside and in the canteen. The pupils and staff eat together. Julie took me on a tour of the site to see a football pitch, two different outdoor play

areas in the woodland, a gym and fitness suite, a therapy building (with counsellors on site for the pupils and staff). Julie divulged that she had started seeing the counsellor to offload her experiences and feelings because she was feeling very tense and uptight at home. Julie said the job was very emotionally draining. Julie also said she always needed her running shoes on because the job is very physical and can mean needing to be physical with pupils.

- Whilst out on break we saw Julie's group and the pupils were keen to talk to Julie. One pupil (not in Julie's class) walked right up close to me and almost eyeballed me. Perhaps he was trying to be intimidating? I said to one pupil 'I like your mask' and he said 'that's so lame'. Julie said 'no its not'. Then Julie said to me and 2 boys – that they are really looking forward to being in the same class together without really admitting it, because they are being cool. Two pupils were pushing and starting to get into fighting. Julie said 'boys I know you are play fighting but we need to stop that' and she physically moved them apart.

Appendix II – Key moment 15: Exit interview with Graham (ECT G) from January 2019

- *134 Graham: And I realised that these were the symptoms of my illness ten years ago, which I thought I'd kicked. And they came straight back to me in an instant. Those were the warning signs. Furthermore, the feedback I was getting. Some of it good, some of it not that good. But it was also this hypervigilance thing. And also the hallucinations. There is a feeling, and I can only really, it was never used, only by amateurs. The word paranoia. Someone out to get me. It wasn't. It's purely that you are watched. You are observed.*
- *135 CQU: By the*
- *136 Graham: By the observer. And I was observing them, fair enough. They had to be on their toes.*
- *137 CQU: Yeah*
- *138 Graham: But they were prepared for it and they were paid well for it. I was learning..*
- *139 CQU: Mm*
- *140 Graham: They were more experienced. I was trying to do the best I could but I knew that it would permanently be a job of very high surveillance and erm (short pause) criticism. Constructive criticism. You are moulding the lives of young impressionable people who are about to enter the economy and society in general. You don't want them to go to jail. You want them going to ICI. You know.*

Appendix JJ – Researcher’s field notes from a classroom observation of James (ECT C)

Classroom observation - Monday 3rd December 2018. Christopher Powell school

Year 10 English Literature lesson. The class is just taught by James and he teaches the class 6 times a fortnight. The class teacher is also James’ mentor and she teaches the class for English Language lessons. The class is mixed ability with 18 boys and 5 girls (by coincidence)

1. The starter was 'What is an imperative?' and pupils had to write a definition. There was also on the powerpoint slide a 'Clue - with examples of imperatives'.

During the starter James took the register and the pupils responded with "yes, sir"

One pupil seemed to be 'moved' by the class teacher/mentor during the starter.

2. Then James shared the definition of an imperative on the board and he asked the class to mark their definition out of 3. To say how close they were to the definition.

3. Then James shared the learning objectives on the white board.

4. There was a small amount of chatter and James said "3-2-1" and the pupils quietened down and James explained the next task. The class teacher/mentor and TA helped to hand out copies to all pupils of Romeo and Juliet.

5. James assigned certain pupils to reading characters from the Romeo and Juliet play. Then the class listened in silence as the pupils read the play. James stopped the reading on a couple of occasions to analyse and interpret the text. James said "Why does she want it to be nightfall still?" "What does that tell you about what Romeo has to do?" "What type of person thinks about what they ought to do?" (a pupil replied and said "a cautious person" and then James and the pupil reflected that previously Juliet had been the careful member of the couple).

A couple of pupils were chatting and James said "quiet guys". This worked in quietening down the couple of pupils who were talking.

Then the class continued with reading the text and James continued pausing the play and analysing/interpreting the text. James said "Sorrow drinks our blood, what does that do?" a pupil said foreshadows the end of the play and James was pleased and said "that's right!"

The pupils were calling out the answers to James’ questions and it was only boys who answered the questions. Then I looked round the class and in fact there were 18 boys and 5 girls. Despite this uneven number of girls/boys the girls did not answer James’ questions. James chose to allow calling out, rather than selecting pupils.

Nothing was written down by the pupils during this 15 minute task. They were given a small worksheet with single lines from the play on and James the class to stick these in.

6. Then James organised the DVD player to play a scene of the Romeo and Juliet play to the class (for 5 minutes). Was it the scene after they had been reading? One pupil was chattering and James said "Ben" and then the pupil was quiet.

7. Then James told the class they were going to work in groups of 4/5 that were selected by the teacher. Each group was given a one line quote to analyse/interpret. The pupils had to annotate the line of the play on a big sheet of A3 paper. James started to read out the names and pupils started to move. Then the class teacher/mentor intervened and suggested to James that no one moves until James reads out all the groups. James then showed an example of what he wanted the class to do on the board and talked through a couple of the points he had written on the board. James wrote the word "CONTEXT" on the whiteboard to emphasise that this was important. James said that he wanted each pupil to be responsible for an idea that you have written on the sheet.

8. Before the lesson, James had said to me that he had not done group work with the class before. The pupils were then supported by James, the class teacher/mentor and the TA. So out of the 5 groups, 3 groups had a teacher/TA with them. There was some off task chatter from groups who did not have a teacher/TA with them.

In working with one group, James said "let me give you an idea" and he wrote an idea on a post-it and gave it to a pupil.

When James went to work with another group (who had been a bit off task before James arrived). One pupil said to James "Hello Sir, what lovely ginger hair you have today?" James ignored the commend and continued asking the group questions about the task. James said "What does that mean?" "Yes, powerful, angry". James' perseverance and ignoring the silly comments led to the pupils writing down useful comments.

I heard the class teacher/mentor helping another group and talking about "monosyllabic" and what that word means. She was giving other groups support whilst JAMES was with another group.

9. Then James drew the class' attention and said they had 3 minutes to go and needed to look at how "PATRIARCHY" is shown in their line of the play that they were analysing. James wrote PATRIARCHY in capital letters on the board.

10. The class then had 3-5 minutes to add more points on their group sheet. The lesson finished without feeding back the answers and without a summary from James. James finished by getting the class to stand behind their chairs and told them that their homework is due in on Wednesday.

- James teaches the class for all of their English Literature lessons (6 lessons a fortnight). This means that he knows the class well and has formed relationships with the pupils (e.g. one pupil said "Hello, sir, what lovely ginger hair you have today?" - James ignored the comment but the comment showed some rapport with the pupils).
- The class teacher/mentor was an important influence in the lesson. She circulated throughout the lesson whilst James was teaching (e.g. talking to a couple of pupils quietly when they were off task; telling a pupil to put his mobile

phone away; when James started to call out groups and the pupils started to move to their group, the class teacher/mentor intervened and suggested to James across the class that how about everyone waits to move until James has finished reading out the groups; then when there was some confusion about the groups the teacher went to help to work out the groups again; the class teacher/mentor acted as a Teaching Assistant at times by giving out resources; then during the group task the class teacher worked with one group giving the group additional support whilst James was with another group; at the end of the lesson the class teacher said "shhh" to quieten the class before they were dismissed). The presence of the class teacher/mentor was influential on James and the class. After the lesson, the class teacher/mentor said to James that they would review the lesson at the end of the day (probably when I wasn't there to hear) but the class teacher/mentor did suggest that James photocopied some resources ready to use in tomorrow's lesson.

Appendix KK – Key moment 12: Exit interview with Jane (ECT F) from July 2019

- 53 CQU: *Are there any improvements within the ALP or more broadly, like the government, that you would suggest that could improve teacher retention?*
- 54 Jane: *Erm (pause) I think it's, like with all jobs in all fairness, that people feel valued for what they do. And sometimes that can be through payment but also sometimes just being acknowledged. So by the senior leadership teams. That you're acknowledged for what you do. I think I've seen. A lot of people don't always feel, you know, that they get a good slap on the back if they've done something well. At the ALP they were quite good, you know, at praising when it was due. I think from NQT's point of view – I think it's a bit harder than your training year in a way. So it's just giving them that confidence that they're doing a good job and that, you know, you're learning a.. You're still learning a new skill. It's like when you've passed you're driving test. You're not quite that driver you're going to be in 5 years time. You're still on your road to learning. And I mean that never changes because you're always going to learn throughout life. But in 5 years time, you're going to be a better driver than when you first passed. So it's just having realistic expectations of new teachers. If you're just thinking about retention of newly qualified teachers. And I think also in this day and age – when we think about mental health. I think a lot of us put a lot of pressure on ourselves. And I think its just having more realistic expectations of new teachers of what do you expect them to be. And where do you expect them to be at the end of their first year as a proper teacher? Because I've known a lot of people go 'I'm not doing it. I can't do it.' And just quit. Instead of maybe making them a bit more resilient and saying 'ok, you're probably not doing everything right because that's impossible. But look what you are doing right. And, you know, you can work on these areas by doing this and this and this.' And setting those appropriate goals. I think for some people that would work. And then (short pause) another thing is I suppose it's just – a lot of people think there's a lot of work and there's not enough pay. So for some people its payment and it's just being recognised by government that, you know, the public sector work really hard and they just want the recognition for it. (short pause)*
- 55 CQU: *Did you find that the workload was too much or was there a reasonable level of expectation?*
- 56 Jane: *(short pause) I feel like the expectation, what was expected, was probably not laid out very clearly. Because I suppose we can all reach different points. But I suppose their expectation. I suppose it's because when you're a teacher – you do have high expectations of your pupils. And I suppose they're applying the same philosophy with new trainee teachers and NQTs. But they're going to have a high expectation because also they want you to get there. But I think sometimes you need to have realistic expectations. 'Ok realistically this is where I can see you being. But that's not to say you won't do more than that.' And it's having more. And I think obviously pupils need those realistic expectations too. It doesn't mean that you have to be low on them, But you say 'look this is what I expect, but obviously you can do more than that.' And its. I think sometimes we can put enough on ourselves, without people putting it on us as well (short pause)*

- 57 CQU: Mmm
- 58 Jane: *so first trainee year well if you come out 'satisfactory' or 'good' then that's brilliant. If you come out 'outstanding' that's fantastic. And then obviously NQT if you come out. You know in 5 years time you're going to be such a different teacher. And I think, maybe I'm older, obviously I've had other careers so when I left uni I worked in the pharmaceutical industry. And I thought goodness, when I started my first job, I wasn't the person I was 6 years later. I was a much more confident, competent member of the team. But when I first started I didn't really know what I was doing (laughs). But by the end of it, I was running projects and felt confident in what I'm doing. And I think the same in teaching like it's a new skill. And yeah some people blag it and can be confident. But it's being really confident. Knowing what you're doing, without having to think through a decision tree. And I think that comes with time and I think that's having a real honest talk about that.*

Appendix LL – Researcher’s field notes from a classroom observation of Jane (ECT F)

Classroom observation of Jane on 15/11/18 at 9-10am. Year 7 Science at Winterview

School

Context of the school:

- 1.5 miles from Altmore Community School (they are part of the same multi-academy trust)
- Pupils walking calmly into school at the beginning of the day.
- Member of SLT is at reception, calmly taking notes of the pupils who are late into school. Listening to reasons and giving late detentions where necessary.
- In reception the member of SLT and receptionist were chatting (just with me being present in reception) about a very rude parent who had been on the phone. They said that rude parents are what lead to rude pupils in the school. The member of SLT said that she worries what the world will be like once the young generation are in charge in 10/20 years’ time. She quickly said that she meant all young people, not just the pupils at this school.
- The school moto/phrase is: "Only the best". This is written on advertising in reception. The school has previously had a bad record with OfSTED and behaviour with a violent incident that had happened at the school a few years earlier.

Classroom context:

- The class teacher was very helpful. She had given Jane this lesson to teach, Jane does not normally teach the 9am lesson on Thursday with this year 7 class. Jane felt confident with this class and therefore the class teacher gave this lesson to her for the purpose of this observation.
- The class teacher gave Jane the seating plan and helped in organising handing out the pupils' books and helping a small amount during the lesson with pupils' questions (when Jane was busy with another pupil). Sometimes the class teacher helped with low level behaviour issues (e.g. putting individual pupils back on task).
- The classroom was an old, tired looking Science lab. There was no clock. The seating was mostly in a large U shape with pupils facing into the middle of the classroom.
- Displays looked a bit tired. There was a display of "Link, construct, apply, review, next".
- A display of chemical equations and famous Scientists.
- A display saying "This is a 3Ps Zone" (I'm unsure what that means??)
- The classroom has the same rewards board as at Thatcham School with "Learning Stars and Learning consequences"

- 3 doors on different sides of the classroom - leading to the classroom being a walkthrough for other teachers/technicians. One of the doors was permanently open, meaning that the lesson could be listened to by other staff/pupils. Open door policy?

Effect of policy on the trainee teacher:

- Jane asked if I wanted to use the lesson observation proforma from the PGCE course (Blackton university). This has 8 specific aspects to comment on that link to the Teaching Standards. This suggests an influence on Jane in teaching lessons to meet these 8 criteria. It also suggests that Jane is making a link between my observation and the formal classroom observations from ALP and the PGCE course.

- The school/MAT curriculum. Jane mentioned "alignment" after the observation (meaning that the schools in the MAT need to align on curriculum/lesson structure etc. Is the lesson topic from the school/MAT/national curriculum? Jane mentioned that the whole Science department across the 3 secondary schools meet on Mondays to share ideas and 'align'. Jane said alignment was an important focus at Winterview School.

- Lesson powerpoint - was that from the class teacher? or the school? or the MAT?

- School values (e.g. Only the best)

- There was a display of the lesson planning cycle that the MAT has created. I saw a lesson plan Jane had used on a lesson planning proforma with this same format on. However, in Jane's lesson she had not written a lesson plan (so I'm not sure whether she used this format) and this format was not documented on the lesson observation slides.

- Silent starter prevalent across all lessons at Winterview and within the MAT.

Lesson overview:

- This is a mixed ability year 7 class. The Science groups do not get set until year 9.

- The pupils entered the classroom after their registration period at 9am. Jane had laid out the books on a table and the pupils found their book and took it to their seat. The pupils were used to doing this. The pupils are expected to do a silent starter for the first 10 minutes. The starter (which had a differentiated list of tasks) was on the interactive whiteboard. The starter had yellow/green/blue/purple tasks which get gradually harder. The yellow starter task linked to the yellow learning outcomes; the same for each task. This made the lesson and tasks very differentiated.

- As the pupils came in, Jane said "shh, remember this is a silent starter". She wrote pupils names on the 'learning stars' board to praise good entry and good work on the starter task. The pupils quietened down. Jane put one name on the 'learning concern' side of the board.

- The pupils were very calm and silent during the register.

- The class teacher supported Jane. She told a few pupils about the seating plan changes. Jane took the register and the class teacher helped a couple of pupils with a question during this time.
- Jane teaches this year 7 class but she does not normally teach this lesson (Thursday 9am). This was different for Jane as they were in a different classroom, with a different seating plan. This choice was to enable me to see this group.
- Then Jane asked the pupils to share their answers to the starter. Some pupils had their hands up to contribute. Jane sometimes chose these pupils and sometimes chose other pupils. She chose specific pupils to answer the most complex questions. She wrote the names of the pupils who answered questions on the 'learning star' side of the board.
- One boy was a bit distracting at the beginning of the lesson; making noises, picking things up that he had dropped on the floor. This was distracting other pupils. Jane ignored the behaviours. This strategy worked because the pupil settled down after the first 10 minutes and there was no drama.
- Jane was extremely calm during the lesson; never raising her voice. Reminding pupils of what they should be doing and why (for instance, to listen whilst another pupil answered the question because I listen to you when you speak and we want to hear the answer).
- Then Jane started to present the information for this lesson. She gave an overview of the 8 lessons; showed the pupils which lesson they were on and what would be coming up over the next few lessons and their practical on Monday.
- She gave very clear differentiated learning outcomes.
- Jane gave information about air resistance. Very calm delivery, the pupils listened carefully.
- Jane then presented more information about air resistance and asked questions as she talked through the content (e.g. "it makes it go faster because of..."; "James can you help out and give the key term?" "which arrow represents drag and which represents movement?" Jane did a mix of hands up and choosing specific pupils; particularly when wanting to stretch higher achieving pupils.
- Jane continually used the 'learning stars' board which became quite full.
- Then Jane gave out differentiated worksheets - yellow/green/blue/purple worksheets or sections. A couple of pupils did not have worksheets and the teacher sprang into action to help and get photocopies. Once the pupils all had worksheets, Jane explained the worksheet. Then she asked a slightly distracted pupil to explain the worksheet and he couldn't so Jane explained the task again.
- Jane used very positive language with the class (e.g. "You are all brilliant scientists here"). Jane used very positive language and rapport with the class. Jane then supported pupils on a 1:1 basis whilst the class completed the worksheet. Some pupils were off task during this written task.

-To get the pupils attention: Jane said "3, 2, 1. Let's go through it..." "Have you got your eyes and ears on me?".. "so I should have silence now". Jane used the learning concerns board to highlight that a couple of pupils were not listening and meeting expectations.

-Then Jane reviewed the task. She asked how many pupils had completed the worksheet and 40% of the pupils put up their hands. Jane said so that is most of the class who have finished the worksheet and she chose to review the worksheet. Then Jane got the whole class to get out their purple pens and hold them up. The pupils then used their purple pens to tick their answers and to add additional answers.

-Then Jane gave a 2 minute pair discussion task. She gave a timing reminder. To share the answers to the pair discussion, Jane used "3,2,1" again "Thank you for your silence". She chose pupils to answer her questions.

-When Jane gave out 'learning concerns' she clearly explained why the pupil had received the 'learning concern'. Jane also used hand gestures "e.g. stop hand gesture" to emphasise that the pupils should not talk during the feedback.

-Then Jane gave out another differentiated worksheet. The tasks again were differentiated yellow/green/blue/purple and link to the learning outcome for the lesson.

-The pupils' behaviour was affecting Jane's teaching slightly. She had to wait for silence. A few pupils were doing off task behaviour (e.g. chatting off task, putting glue on their hand) rather than complete the worksheets. Interestingly, the pupils' behaviour was more off task when the classroom teacher was out of the room (e.g. when she was photocopying).

-Again, in reviewing the second worksheet. Jane said "I expect there to be silence now so you can listen to the answers".

- Jane got the class to use their purple pen again to mark their answers and add additional answers. There was limited written work from some pupils.

- It was more difficult to review the tasks as a whole class because there were differentiated tasks, which meant not everyone had done the same task.

-The pupils then stuck their worksheet in.

-There wasn't time for a review of the learning outcomes (this was the last powerpoint slide) as Jane ran out of time.

-There was an awful noise of the stools on the floor which made it very difficult to talk over that noise when the stools were moved.

-The Bell went and the pupils put their book back and moved onto their next lesson "English"

Additional comments:

I have a long history of being observed and observing classroom observations from an evaluative, judgemental perspective. At times, I can feel this prior experience affecting my current classroom observation. For instance, evaluating the success of the teachers' lesson or considering positives of the lesson (e.g. differentiation, positive classroom management). When I spot myself doing this, I react by writing verbatim what is said by the teacher to make my observation more descriptive and not so evaluative/judgemental. In addition, before the classroom observation I have avoided reading the OfSTED or newsletters about the school so that I try not to be influenced by these.