UNIVERSITY OF HULL

A longitudinal small-scale qualitative study of the perceptions and experiences of the practicum of a sample of pre-service secondary teachers on a one-year university course

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by

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Declaration

I declare that this thesis is my own account of my research and contains as its main content work that has not previously been submitted for a degree at any tertiary education institution.

Acknowledgements

I would like to begin by thanking my supervisors, Dr. Sarah Louise Jones and Dr. Nigel Wright for their wisdom, guidance and constructive feedback in supporting me through this journey. I would also like to acknowledge the pre-service teachers who took part in this research and shared their experiences and perceptions with me. I would also like to thank my husband, Professor David Gibbs for his encouragement and support throughout the years.

Abstract

This research explores the expectations, perceptions and experiences of a small sample of pre-service secondary teachers on practicum during their one-year teacher-training course. The practicum is a significant preparation for teaching and for some it can be a positive experience, but for others it can be depressing and miserable causing them to leave the course. The pre-service teachers' perceptions of the practicum give some indication of what makes them stay and continue in the teaching profession, but also what makes them want to leave. Previous research (Hobson et al., 2006; Ellis, 2010; Johnston, 2010) identified some of the key issues at that time, but that is now out of date as schools change in response to the emerging fourth Industrial Revolution (Schwab, 2016). However, workload remains a major issue as identified in 2006 by Hobson et al., and this impacts negatively on the pre-service teachers' work-life balance and their wellbeing. This research has also identified the significance of the mentor-mentee relationship and the school ethos in the process of legitimate peripheral participation. Where this occurs, pre-service teachers are able to develop and are likely to continue with a career in teaching, but where this does not take place, they are more likely to be considered as outsiders and leave the course.

Chapter 1 Introduction

1.1 Introduction

This research explores the expectations, experiences and perceptions of a small number of pre-service teachers enrolled on a university-based, secondary Postgraduate Certificate in Education (PGCE) course at one university in the north of England. Pre-service teachers are graduates, or post-graduates, who wish to train to become a teacher in the secondary education sector. One route into secondary teaching involves them taking a one-year course, based at a university, but with two-thirds of their time spent in two secondary schools. It is this time in schools, called the practicum, where they put into practise the theoretical aspects of their university course. This is a significant preparation for teaching, allowing pre-service teachers to acquire the skills and professional knowledge associated with the profession and to learn what it is to be a teacher. However, it also has many inherent challenges. For some pre-service teachers the practicum is a positive experience, but for others it is one of the most miserable and depressing experiences of their lives (Durksen and Klassen, 2012). Understanding why this is the case can address some of the issues of retention of pre-service teachers on secondary training courses (Chambers et al., 2010; Cater, 2017) and secure their entry into the teaching profession.

There is a gap in the literature regarding pre-service teachers' expectations and perceptions of the practicum whilst learning to teach in England. Previous research (Hobson et al., 2006; Rice, 2009; Ellis, 2010; Johnston, 2010) identified the key issues that arose during the practicum, regarding learning to teach at that time, but is now out of date in schools that are constantly changing in response to the emerging fourth Industrial Revolution (Schwab 2016). Many schools are now managed by multi-academy trusts, with corporate images and pressure to maintain both exam results and their Ofsted grading. There is currently a problem with teacher retention in secondary schools (DfE, 2017a) and the English government is trying to address this problem, partly through the recruitment of more graduates into the profession. Every recruit onto a training course needs to be retained to maintain the teacher supply, but the most recent data from the Department for Education (DfE, 2017e) showed that in

2017-18, eight percent of those recruited onto secondary training courses did not complete them and twelve percent who qualified, did not enter state schools as teachers. By examining the expectations and perceptions of secondary pre-service teachers on a one-year training course, this study contributes to the body of knowledge necessary to address the problem of retention. The results of this study are therefore beneficial in helping teacher educators gain a better understanding of the main issues affecting pre-service teachers in the secondary education sector whilst on practicum.

1.2 Background of the study

In many countries throughout the world there are difficulties in recruiting teachers to be trained, as well as retaining them for more than five years in the teaching profession (Borman and Dowling, 2008; Chambers et al., 2010; Doney, 2013). In England, the number of teachers that need to be recruited into the profession each year is calculated using the Teacher Supply Model (Foster, 2019). For the year 2018-19, the recruitment of graduates onto secondary teacher training courses did not meet the targets set by the Teacher Supply Model for the majority of secondary subjects, nor had they been met since 2010 (Teaching Agency, 2012). Only biology, history, geography, English and physical education recruited above target with chemistry, mathematics, physics and modern languages under-recruiting (Foster, 2019).

Such difficulties of recruitment in those specific subjects, means that every pre-service teacher recruited onto a teaching course needs to be retained, because there are too few of them initially. In England, the government has sought to overcome the difficulty of recruitment by using larger bursaries, which were introduced in 2011 by the Conservative and Liberal Democrat coalition government (DfE press release, 2013). In the secondary education sector those subjects that do not have sufficient teachers to fill the available jobs are designated 'shortage subjects'. These subjects have the largest mandatory bursaries for pre-service teachers whilst training to teach. Such monetary incentives may attract people to train to teach, but if they fail to complete the training course or do not remain in teaching, then the money has not effectively

addressed the problem of filling gaps in shortage subjects. Further research on the issues around retention on teacher training courses and the impact of the practicum on pre-service teachers' perceptions of learning to teach may reveal the reasons why retention is difficult. In this study, the term 'perceptions' refers to the way secondary pre-service teachers think about the practicum and the impression they have of it (Collins Dictionary, 2020). Much quantitative research has been undertaken on teacher resilience, self-efficacy and burnout, (Le Cornu and Ewing, 2008; Chambers et al., 2010; Doney, 2012; Klassen et al., 2013), but little work has been undertaken recently to examine the secondary pre-service teachers' perceptions of what they experience on practicum in England and how this affects their willingness to continue or to leave.

1.3 Problem statement

Retention of pre-service teachers is important to provide a supply of newly qualified teachers, (NQTs) for local schools within the study area and to redress the current shortfall of teachers and pre-service teachers in shortage subjects. Understanding how pre-service teachers perceive their experiences on the practicum may help identify those factors that determine whether they will complete the course and remain in teaching or wish to leave.

1.4 Purpose of the Study

The purpose of this longitudinal small-scale qualitative interpretive study was to focus intensively on the expectations, perceptions and experiences of pre-service secondary teachers whilst on practicum in secondary schools in the north of England. The study adds to new knowledge about pre-service teachers' expectations, perceptions and experiences of the practicum in secondary schools today. This study is important because it will help to identify the main issues about the practicum, in particular in this area of England, and about learning to teach in two different placement schools. The objectives of the study were: - (a) to identify the main issues for pre-service teachers prior to going into school on practicum and (b) to identify their perceptions and

experiences of the practicum at the end of their first placement and (c) to identify their perceptions and experiences of the second placement towards the end of the practicum. By collecting their expectations prior to going on placement and their perceptions and experiences after the first placement and second placement, I aimed to examine if there were any changes in their perceptions as they became more experienced as teachers. Each stage of the research informed the subsequent stage. From the first set of data collected emerged the prompts for the second data set and the prompts for the final data collection were derived from the second data set.

The setting for this study was a university in the north of England where 78 pre-service teachers were enrolled on a one-year secondary PGCE course. The pre-service teachers were expected to spend 65 days in their first placement school and 59 days in their second placement school. The schools were located within a 60-mile radius from the university, an area covered by four local authorities and over 16 teaching alliances (where primary and secondary schools collaborate to offer teacher training in alliance with a university provider).

1.5 Research questions

The practicum dominates the secondary PGCE course and is a challenging time for pre-service teachers. Understanding how pre-service secondary teachers' perceive and experience the practicum, over time, is important because it impacts on their ability to remain on the course and join the teaching profession. My main research question (MRQ) is:

MRQ - In what ways do a sample of university pre-service secondary teachers in England perceive and experience the practicum whilst learning to teach during their one-year course?

My sub-research questions (SRQ) are:

SRQ1 - How has the government policy in England attempted to address the training of pre-service secondary teachers since 2010?

SRQ2 – What are the main issues relating to the practicum as identified in the literature?

SRQ3 – What is the most appropriate way to research these issues?

SRQ4 – How do pre-service teachers report their experiences and perceptions of the practicum at three points during their training year?

1.6 Advancing Knowledge

An understanding of the challenges associated with learning to teach, have been researched both in the UK and abroad, (Hobson et al., 2006; Hopkins, 2014; Klassen and Durksen, 2014; Moulding et al., 2014; O'Grady et al., 2018) but the focus has not been upon this particular location where recruitment into the teaching profession is particularly acute. According to the DfE (2016c) of the ten regions in England, this region of the north of England had the sixth highest teacher vacancy rate in secondary schools. The government has done little to address the local situation and according to the 'National Audit Office, (2017)' has no mechanism in place to ensure teachers are where they are most needed. It was the goal of my research to understand what it meant to experience the practicum in this area of England, to identify the issues that pre-service teachers contend with and how they cope, or not, so that strategies may be sought to prevent further loss from teacher training courses.

1.7 Significance of the study

The intent of this research was to explore the changing perceptions of pre-service secondary teachers about learning to teach on the practicum. The envisioned outcome of this study was to develop a better understanding of the issues facing pre-service teachers whilst on practicum. Through examining their perceptions and

experiences, an understanding of the drivers that cause pre-service teachers to leave can be formed. Taking the experiences of pre-service teachers into account will allow them to have a voice in any redesign of a PGCE programme, in order to improve retention. The results from this study have delivered guidance on how teacher educators and schools within the partnership could improve the practicum experience.

1.8 Methodology and Design Frame

My methodological approach is a longitudinal small-scale, qualitative study. It is longitudinal because it takes place across the one-year PGCE course, it is small-scale because the number of participants is small, which is more manageable for a single researcher undertaking a Doctorate in Education thesis and allows for an in-depth study. A qualitative approach was deemed necessary as the study was concerned with the pre-service teachers' expectations and perceptions about the practicum. The rationale for the qualitative methodology was chosen based on the nature of the study. This qualitative study involved focus groups and in-depth individual interviews. Focus groups bring an improved depth of understanding to educational research (Vaughan et al., 2013). This method allows for "added value" (Barbour, 2011:18) because the participants have expert knowledge about the topic under consideration and the points raised are from the group members' perspectives, so are their version of the truth. Individual interviews allowed for further in-depth research enabling the pre-service teachers to share their experiences and understandings from their own unique vantage points (King and Horrocks, 2010). By gathering data on the pre-service teachers' expectations of the practicum (Phase 1) and then following this up with their perceptions of the first placement (Phase 2) and then their perceptions of the second placement (Phase 3), I was able to see how their perceptions altered across the time period of the course. The data collected from Phase 1 were used to determine the prompts for Phase 2 and the data from Phase 2 were used to determine the prompts for Phase 3 data collection.

1.9 Professional Biography

As a science education lecturer at the northern university in this study, I have taught pre-service teachers about teaching and been into schools to observe them teach and assess them in conjunction with their school-based mentor. I qualified as a teacher many years ago, having also studied for a PGCE. Having spent many years teaching in schools and colleges, I also had a role as a school-based mentor to many PGCE students. I was therefore familiar with many of the issues that arise during the practicum and the challenges that pre-service teachers face when on practicum. Whilst this position gives me insight into the research context and problem, it could also make me biased. The issue of bias and how this has been mitigated against is dealt in section 4.12. Positionality will also be considered in detail in section 4.12.

1.10 Organisation of Chapters

To answer SRQ1, I discuss in Chapter 2 how the government has addressed the issue of teacher shortages, with particular reference to the recruitment of postgraduates onto teacher training courses since 2010. To answer SRQ2, Chapter 3 discusses the main issues that are relevant for pre-service teachers in my study whilst on practicum, as identified in the literature. In Chapter 4, I discuss my philosophical approach to the study and my methodology and the methods that I used to research my MRQ. Chapter 5 details the presentation and discussion of the Phase 1 data collected, Chapter 6 details the presentation and discussion of the Phase 2 data collected and Chapter 7 details the presentation and discussion of the Phase 3 data collected. Chapter 8 explores the emergent themes from the data and links these with the literature. Chapter 9 includes my final reflections, conclusions and limitations of the study and future research.

1.11 Summary

This chapter has outlined the background to the study and identified the problem to be investigated. The purpose of the study and the main and sub-research questions

were included together with how the study will contribute to knowledge about experiences of pre-service teachers on practicum in schools today. A section on methodology and design frame explained how the study was researched. A section on my professional biography identified my status and personal interest in this study. The final section outlined the content of each chapter. In the next chapter, I will discuss how governments in England have addressed the recruitment of postgraduates onto teacher training courses.

Chapter 2 Literature Review 1: Aspects of Government Policy and Initial Teacher Training Since 2010

2.1 Introduction

In the previous chapter I explained the background and purpose of the study, outlining the problem and the main and sub-research questions. The research design and methodology were outlined and the methods used to collect the data. A professional biography explained who I am as the researcher and a brief organization of the chapters. In this chapter I outline the problem of recruitment to initial teacher training and the retention of teachers in England and how the UK government has attempted to address these, thereby answering my SRQ1.

2.2 Recruitment to Initial Teacher Training (ITT)

In many countries throughout the world there are difficulties in attracting potential candidates onto teacher training courses (Caires et al., 2012; Lawson et al., 2015). Chevalier et al., (2002) and Hutchings (2010) found that in times of economic recovery, graduates were able to choose alternative careers that offered higher salaries than teaching. Once they have entered the teaching profession there are issues around retaining them for more than five years (Borman and Dowling, 2008; Chambers et al., 2010; Doney, 2013). According to Chambers et al., (2010) the main reasons for this are, high workload, negative experiences in school with colleagues and poor student discipline, whilst Chaplain (2008) also cited these as factors leading to psychological stress and eventually ill health in pre-service teachers. In 2018, recruitment onto secondary teacher training courses in England for English Baccalaureate (Ebacc) subjects was 11% below target (DfE, 2018b) with seven out of ten Ebacc subjects under-recruiting. Ebacc subjects include: English, mathematics, modern foreign languages, physics, biology, chemistry, history, geography, computing and classics and of these, only English, history and biology recruited above target. Such under-recruitment leads to a situation where there are insufficient newly qualified (NQTs) and qualified teachers to fill the available jobs, leading to the identification of what are called 'shortage subjects'. Whilst some shortage subjects change from year to year,

(e.g. geography was in short supply for the first time at the time of writing), some specialist subjects have been shortage subjects since 2010 and before, such as physics and mathematics (Foster, 2017). According to the Department for Education, pre-service teachers who are training to teach shortage subjects are at a higher risk of not becoming teachers and not remaining in teaching (DfE, 2016b). If teachers who have been trained do not remain in the profession, then clearly this will lead to shortages in the longer term. This is also coupled with many experienced teachers retiring, particularly once they reach the age of 55 or take early retirement at age 50 (DfE, 2017a). In fact the loss of teachers from the profession is so acute that only a quarter of teachers in England continue until retirement (Hutchings, 2010).

The initial teacher training census, which measures trainee teacher recruitment against the Teacher Supply Model, (the Teacher Supply Model is a statistical model used by the Department for Education to estimate the number of teachers required to be trained that year in each phase of teaching in England), reveals that trainee teacher recruitment has been below target each year since 2012 (Foster, 2017). Table 2.1 shows recruitment of secondary trainee teachers into specific shortage subjects as a percentage of the target outlined by the Teacher Supply Model (DfE, 2015b; DfE, 2016b; DfE, 2017d, 2018b, 2019a). Fluctuations in recruitment, such as that seen by geography, means that shortage subjects change over time, although physics and mathematics have remained so for many years.

Year	Computing	Physics	Maths	Geography	Chemistry
2015-16	70	71	93	83	95
2016-17	68	81	84	116	99
2017-18	66	68	79	80	83
2018-19	73	47	71	85	79
2019-20	79	43	64	119	70

Table 2.1 Percentage Recruitment Against the Teacher Supply Model Source: Dfe (2015b, 2016b, 2017d, 2018b, 2019a)

However, See and Gorard (2019) consider that the lack of recruitment to teacher training places in the past 10 years was directly due to the uncoordinated, short–term planning, government policies that were trying to address the issue.

2.3 Retention of teachers

As well as difficulties in recruiting new teachers into the profession, there are issues regarding retaining teachers. A briefing paper to the House of Commons in June 2017 showed that one in 10 teachers left the profession in 2015, with more teachers leaving the profession than were recruited into it for the first time ever (Foster, 2018), and that 25% of teachers were not in post three years after qualifying. In each year between 2011-2015 physics had the highest or second highest attrition rate (where 'attrition' is defined as "teachers leaving the state-funded school sector, dying or retiring" (DfE, 2017a:23) compared with the lowest rate in physical education and the second lowest in history (Foster, 2018). In May 2017, The National Foundation for Educational Research's (NFER's) report on recruitment stated "analysis found that rates of teachers leaving the profession are particularly high for early career teachers in science, maths and languages" (Worth and De Lazzari, 2017:3). Early career teachers are those teachers who have less than five years experience of teaching (Worth and De Lazzari, 2017). It also noted that "maths, physics and languages teachers have higher than average leaving rates in the first few years after training, and because these subjects attract large training bursaries" (Worth and De Lazzari, 2017:3) their cost effectiveness needs to be taken into account. However, the National Audit Office, indicated in a report in February 2016 that to meet the targets for trainee teacher recruitment, one in five of all physics graduates would need to enter teacher training, compared, for example, with one in 25 history graduates who are required to become teachers. The same report highlighted that, as well as issues around recruitment and retention, there are also additional pressures due to the secondary school population increasing. According to a Department of Education report in July 2010, the secondary school population is due to rise to 3.04 million by 2020 and to peak at 3.33 million in 2025.

In 2016 the Department for Education (2016c) produced a report summarising recruitment and retention by geographical area, something that has not been repeated since this date. This report stated that in 2015, the region where this study is based in England, had the highest secondary teacher attrition rate of all ten regions in England, the main loss being teachers leaving state-funded schools. This report also found, that for the same year and geographical region, it had the lowest recruitment of newly qualified teachers entering the secondary teaching profession. Low recruitment and high teacher attrition means that the number of secondary teachers retained in schools must lead to shortages. In 2014 only the region of this study, Outer and Inner London and the South East reported classroom teacher vacancies above 25% in November of that year (DfE, 2016c) falling to over 20% the following year (only Outer London and the South East remained at above 25%).

The DfE report (2016c) found school-to-school mobility to be the highest rate of recruitment in secondary schools. This would appear to be a conscious decision made by existing teachers to move schools for a variety of reasons, such as promotion, school culture, Ofsted rating and workload. However, a report in 2017 by the Department for Education (2017b) on school-to-school mobility could not find any one factor as the main driver for such movement. Their 2015 data showed that "86.4% of teachers moved schools for an equivalent role and …. 10.5% for a promotion" (DfE, 2017b:24) whilst 32.5% of teachers moved to a school with a better Ofsted grade and 41.7% moved to a same grade school. The same report showed that "the odds of leaving are more than twice as high in 'Inadequate' schools than in 'Outstanding' schools" (DfE, 2017b:32). 'Outstanding' is the highest and 'Inadequate' the lowest grade awarded by Ofsted, the state schools inspectorate. In 2016, 26% of schools in the region of this study were rated by Ofsted as requiring improvement or inadequate, compared with 9% in London (NAO, 2017). With such a high number of inadequate and requiring improvement schools in this region, it is more likely that those circumstances cause teachers to move schools. Data collected by the Department for Education (2017b) shows that in the region of this study, secondary teachers were ranked fifth as most likely to leave the profession out of 10 regions in the England, whilst school leaders were ranked as third most likely to leave the profession,

compared with Inner and Outer London which were ranked as first and second. The same report indicates that for the same region, 83.9% of teachers moving schools stayed within the region (DfE, 2017b).

2.4 Routes into Teaching in England

The main training routes for becoming a secondary teacher are either higher-education (HEI) centred training or school-centred training. A limited number of HEIs offer undergraduate degrees with qualified teacher status, but most HEI secondary teacher training is through a one-year PGCE course in partnership with schools for the practicum. Prior to 2011 the HEI route was the main route into secondary teaching, but Michael Gove, then Secretary of State for Education, proposed two school-centred routes into teaching set up in 2011-12 (DfE, 2010). These are School Direct and School-Centred Initial Teacher Training (SCITT). The School Direct route can be either salaried, where the trainee is paid as an unqualified teacher and learns to teach whilst working, or unsalaried, where the trainee pays tuition fees and is eligible for the standard student support package. The SCITT route is similar to the School Direct salaried route, but the training is managed by a consortium of schools who have government approval to run their own Initial Teacher Training (ITT) course. These new routes into teaching were modeled on the pre-service teacher becoming an apprentice, where teaching was a craft rather than a profession and becoming a teacher could be learnt by watching others, making the practicum the major source of teaching skills.

Prior to 2016 all teacher-training providers were given a recruitment allocation of trainees, based on their teaching subject, and which were in line with the Teacher Supply Model. In order to fund the school-centred routes, the government shifted funding away from the HEIs by limiting the number of trainees that they could recruit. However, by 2016 the school-centred routes were still not recruiting in sufficient numbers to meet their targets, so in order to boost school-centred recruitment, the government blocked HEI recruitment by stating that school-centred routes needed to achieve at least 51% of the market. By 2019, the situation has changed with 56% of trainees recruited on to school-centred routes (Foster, 2019). Despite this, both the

HEI and school-centred routes were not recruiting sufficient numbers to meet the government targets, so the government began to propose a number of new initiatives to encourage people in to teaching and these are discussed in the next sections.

2.5 Government Attempts to Attract Trainees to Under-recruiting Subjects using Bursaries

On 21 September 1994, the Teacher Training Agency (TTA) was established and it took over responsibility for funding Initial Teacher Training in higher education institutions in 1995 (TTA, 2001), previously funded by the Higher Education Funding Council in England (HEFCE). In 1996 they began to develop national standards for teacher training and in 1997 introduced a Secondary Subject Shortage Scheme. In order to boost the numbers of recruits into teacher training the TTA introduced financial incentives in 1999, offering a bursary of £2,500 during training and £2,500 on starting teaching in a state school and also reduced the targets for mathematics and science to demonstrate that they were nearly met (Smithers and Robinson, 2000). Teachers were not required to possess a degree in order to teach in schools at this time, but there were moves to turn teaching into a graduate profession in line with other professions, such as law and medicine. In order to attract high quality graduates into teaching the TTA introduced a bursary of £6,000 in September 2000 available to all graduates who were training to teach. For those training to teach mathematics, science, modern foreign languages, design and technology and ICT (Information and Communication Technology) they would receive a 'Golden Hello' of £4,000 on successful completion of their induction period (a one year probation period teaching in school, following their teacher training year). As a result recruitment into teaching rose by 8% (TTA, 2001). The trend to use money as an incentive to recruit trainee teachers has continued ever since. In 2010, the DfE claimed that their analysis showed degree classification to be a good predictor of trainees' successful completion of teacher training courses. As a result they would only fund trainee teachers with a 2.2 degree or higher. Table 2.2 below shows how bursaries have been used to recruit graduates with good honours degrees in two shortage subjects, physics and mathematics and one subject not deemed a shortage subject, history. The bursary payment is mandatory upon taking

up a teacher-training place. For those trainees with a PhD the payment is equivalent to that of a first class undergraduate degree and for a Masters degree, equivalent to the payment for a 2.1 undergraduate degree.

Year	1st class physics degree bursary (£)	2.1 physics degree bursary (£)	1st class maths degree bursary (£)	1st class history degree bursary (£)
2013-14	20,000	15,000	11,000	9,000
2014-15	20,000	20,000	20,000	9,000
2015-16	25,000	25,000	25,000	9,000
2016-17	30,000	25,000	25,000	9,000
2017-18	30,000	25,000	25,000	9,000
2018-19	26,000	26,000	20,000	9,000

Table 2.2 Bursaries over the period 2013-14 to 2018-19 Source: DfE (2013, 2014, 2015a, 2016a, 2017c, 2018a)

Having a bursary is an attractive proposition for a student who has completed their undergraduate degree or even a postgraduate qualification. They do not have to pay the money back should they fail in their attempt to teach or give up part way through the course. A newly qualified teacher employed by a local authority (state school) from 2019, may earn £24,373 (NEU, 2019) the lowest rate of pay on the scale, which gives them about £20,119 after tax. This is a shortfall of nearly £6,000 compared with their training year, if they are a physicist or a biologist, although anecdotally schools will pay above the basics to attract a good physics teacher. Since 2010, only graduates with a higher classification of degree are eligible for a bursary, meaning that potential trainee teachers with lower class degrees are unable to apply for teacher training.

However, unlike the DfE (2010), Warburton (2014) found that degree classification does not strongly predict success on a PGCE course. In addition, Noyes et al., (2019) analysed the national dataset produced by the Higher Education Statistics Agency

(HESA) for 2015-16. Their research concentrated on secondary trainee teachers on PGCE courses and found that using degree classification to identify quality teachers was flawed, as degree outcomes from different universities were not comparable. They also found that the majority of trainee teachers receiving a high bursary had lower A-level grades (or equivalent) than those receiving a lower bursary. So, offering higher bursaries to those graduates with higher degree classifications may not be achieving the purpose of raising the quality of entrants to the profession. Indeed, according to Allen et al., (2016) there is no evidence that bursaries are attracting and retaining more people to stay in the profession, as four in ten trainees are not in teaching five years after they have finished their training. To try and address this problem, the government has launched a new initiative (Foster, 2019) that provides early career payments for remaining in teaching. For those starting their postgraduate study in 2021, in their second, third and fourth year of teaching, mathematics, physics, chemistry and languages teachers, will receive a £2000 early-career payment. Mathematics teachers who started their postgraduate study from 2018 onwards, will receive £5000 in their third and fifth year of teaching.

Such financial incentives may well be attracting applicants who see the money rather than the vocation associated with teaching as an incentive, but there is no research on this issue. Although the bursary itself is attractive compared with the initial teaching salary, for example, for graduate physicists the starting salary according to Butler (2020) is £26,731 (compared to £21,669 for a biologist and £20,186 for an English graduate), so that other career choices are available for physicists offering higher salaries. In 2009, the Department for Children, Schools and Families (DCSF) reported that Science, Technology, Engineering and Mathematics (STEM) graduates have higher earnings than non-STEM graduates, but only if they work in STEM or finance. According to the Institute of Physics (IOP) website, “physics graduates have a wealth of career opportunities open to them” (IOP, 2017). According to Smithers and Robinson (2000) recruitment into teacher training is high in times of recession and low when employment is high. The Office for National Statistics reported that employment between February to April 2018 was highest since records began in 1971, with the lowest unemployment rate since 1975 (Office for National Statistics, 2018), so the

potential for employment in careers other than teaching at the time of writing was high, which means teacher recruitment will continue to be low.

2.6 Government Attempts to Attract Trainees into Teaching by Expansion of the Routes into Teaching

A new initiative was launched by the UK government in November 2017, with an aim to recruit undergraduates who started their degree in autumn 2018. The Future Teaching Scholars programme aims to attract high quality students currently studying mathematics and physics A-levels with predicted grades of B or above; students are required to select a mathematics or physics related degree at an English university and be interested in a career in teaching. In return for a commitment to teaching, the programme offers participants a £5,000 financial incentive each year, whilst studying their degree. In year four, they undertake postgraduate, employment-based teacher training, and in years five and six are employed as qualified teachers. A SchoolsWeek article published on May 18th 2020 reported that 50 mathematics and physics A level students had applied.

The government has introduced a programme called Researchers in Schools, for individuals who have completed or are finishing their PhD, organised by a charity, The Brilliant Club. This is a two-year employment based teacher-training programme, where qualified teacher status is achieved at the end of year one and newly qualified teacher status at the end of year two. An optional third year, allows for a leadership qualification whilst continuing to teach.

The government have also expanded the mathematics and physics chairs programme, introduced in 2014, to include all English Baccalaureate subjects, (this includes English, mathematics, physics, chemistry, biology, modern languages, history and geography), whereby individuals with PhDs are uplifted onto raised salaries to teach in schools and train those around them, although the report into the scheme did not state how well this programme has been taken up (Foster, 2019). So once more, the government is

assuming that possession of a higher degree, like having a higher class of degree, results in better quality teachers.

Other initiatives include a Postgraduate Teaching Apprenticeship scheme that was introduced in 2018, whereby teaching assistants can become qualified teachers following employment-based teacher training. Foster (2019) reports 155 entrants to this scheme in 2019. Teach First is another charity-run two-year employment–based route into teaching established in 2002. In 2018 it recruited 6% of that years ITT provision. Graduates must possess at least a 2.1 degree, follow a five-week summer school programme and then are placed in a school in a low-income community for two years. Introduced in 2018, Troops to Teachers, is a scheme where ex-service personnel can study for an undergraduate degree with QTS, to become secondary teachers of biology, physics, chemistry, computing, mathematics or modern foreign languages. The bursary for this route into teaching is £40,000, which was taken up by 22 ex-service personnel in 2018 (Foster, 2019). However, despite this multiplicity of schemes and expansion of routes into teacher training, the government is still failing, each year, to meet the targets set for teacher training recruitment in shortage subjects (Foster, 2018).

2.7 Summary

Despite the UK government's attempts to recruit potential applicants onto secondary teacher training courses, including a focus on recruitment and widening the routes into teacher training, the outcome has been that recruitment remains a problem, particularly for shortage subjects and in specific localities. Despite the government's efforts, it appears that the targets set by the Teacher Supply Model were not met. Any teacher who has been trained has done so at a cost to the taxpayer and those in shortage subjects cost more. What is apparent is that those teachers in shortage subjects are more likely to leave within five years of entering the profession. The U-shaped curve of attrition, from early initiation into teaching and the loss of experienced teachers means that the workforce in England is very young compared to other European countries with only 48% of teachers in secondary schools in England

having more than 10 years experience of teaching (DfE, 2016d). In the next chapter, I review some of the themes from the literature that are associated with teacher development whilst on the practicum, such as, teacher identity, self-efficacy, school-based relationships, the development of a community of practice and legitimate peripheral participation, school culture and the support available.

Chapter 3 Literature Review 2: Issues Relating to the Practicum as Identified in the Literature

3.1 Introduction

In the previous chapter I reviewed my SRQ1 using the literature, 'How has government policy in England attempted to address the training of pre-service secondary teachers since 2010?' That chapter considered the government's attempts to attract graduates in to secondary teacher training in England and the various routes that were currently on offer, as well as the retention and attrition of pre-service teachers. For all pre-service teachers, irrespective of training route followed, there is a period where they are based full-time in school, called the practicum and it is this aspect of their learning to teach that I discuss in this chapter, which addresses my SRQ2: What are the main issues relating to the practicum as identified in the literature?

In this chapter, I will look at some of the main issues that have come out of the literature regarding how pre-service teachers perceive the practicum. Using the search terms 'teaching practice', 'practicum', 'pre-service teachers', 'school-based teacher education', 'teacher development', 'initial teacher development', and 'communities of practice', a number of key themes emerged from the literature. They are; teacher identity; self-efficacy; social exchange theory and school-based relationships; a community of practice and legitimate peripheral participation; the school culture; workload; emotional concerns; the role of the mentor; peer support and social networking; and each will be discussed in this chapter.

One of the opportunities of the practicum is that pre-service teachers have the space to find out what it means to be a teacher and to develop their own teacher identity based on their personal beliefs and experiences (Giboney Wall, 2016), which will be discussed in this chapter. They can also put into practice what they have learnt about teaching and develop their capacity as a teacher, their self-efficacy (Pendergast et al., 2011). Acknowledgement of their efficacy by significant others, for example, their mentor, host teachers (those teachers whose classes the pre-service teacher will teach), university tutor and pupils, and building positive relationships with these key

people is an important aspect of the practicum (Johnston, 2010; Rots et al., 2012) that I will review in this chapter. Acceptance into the school community and understanding the school culture are part of the process of legitimate peripheral participation (Lave and Wenger, 1991; Johnston, 2016; O'Grady, 2018) that will also be discussed. The social and cultural working conditions that pre-service teachers find in their placement schools also affects their professional development as they move from pre-service teacher to fully qualified teacher (Tschannen-Moran; 2009; Ellis, 2010; Hastings, 2010; Patrick, 2013). In this chapter I will look at how building relationships with these significant people (Hobson et al., 2006; Caires et al., 2012; Danner, 2014; Johnston, 2016), raises both emotional concerns (Fives et al., 2007; Hobson et al., 2008; Gray et al., 2017), and leads to the development of support networks (Nyman, 2014; O'Grady, 2018).

3.2 Teacher identity

Olsen (2016:28) uses the term "teacher identity-development" to describe a holistic view of how pre-service teachers learn to become teachers. He considers that this process of learning involves the whole person, their memories, their beliefs, their experiences, their family experience, their educational knowledge, their professional experiences and whoever they are working with. The interweaving of personal and professional beliefs shapes the pre-service teacher's identity. According to Du Plessis et al., (2017) where there is a school culture of "growing people" (2017:14) then pre-service teachers are able to develop their teacher identity. Teacher identity is not about the teaching role, which are the things a teacher does, but is more personal about how individuals "identify with being a teacher and how they feel about being a teacher" (Chong and Low, 2009:60). These core beliefs are formed and reformed through experience. However, at the onset of their teacher training programme most pre-service teachers have only limited experience in the classroom, mainly observation or working with small groups of students, so the majority of their beliefs about teaching are formed during their years of education and being taught by others. During this period they may begin to develop their own ideas about what makes a good teacher, or have a particular teacher in mind who inspired them to go into

teaching. According to Giboney Wall (2016:364), "such interpretations form beliefs through which pre-service teachers' education program is viewed". These beliefs allow pre-service teachers to interpret their observations of classrooms and to influence their pedagogical decisions (Pham and Hamid, 2013). According to Bryan (2003) these beliefs are highly resistant to change and are strong predictors of behaviour. As such they can form barriers to understanding and implementing certain pedagogies. For example, Wong and Luft (2015) found that the way in which their students (pre-service science teachers) had learned through their own educational experience influenced the way in which they taught in the classroom. Research by Gallant and Riley, (2014) and Giboney Wall, (2016) demonstrated that the pre-service teachers in their studies possessed idealistic and naïve conceptions about what it means to teach and their expectations of teaching mismatched what they found in the classroom. Where initial expectations are very different from the reality, pre-service teachers begin to doubt if teaching is the right career for them, but where they can change those beliefs to align with the school environment, they can begin to have some belief in their own capabilities as a teacher, which is discussed in the next section on self-efficacy.

3.3 Self-efficacy

Bandura (1997:3) defines self-efficacy as "beliefs in one's capabilities to organise and execute the course of action required to produce given attainments". In the context of this study, it refers to pre-service teachers' beliefs about their perceived capability, which is, teaching in the classroom. This implies more than just classroom management, appropriate pedagogy or subject knowledge, it is about making a difference for pupils both as a teacher and a person and it is from this, according to Rots et al., (2012) that pre-service teachers' obtain fulfillment and job satisfaction. Professional validation from their mentor or host teachers is what Johnston (2010) found that pre-service teachers' "cherished most" (2010:313) and this is crucial to becoming a member of the teaching community of practice (Patrick, 2013). Not only is the validation by these significant others important, but according to Rots et al., (2012) achieving success with the pupils themselves is a source of affirmation that they are

acting as a competent teacher, as well as living up to their own self-imposed standards. Using the Teachers Sense of Efficacy scale, both Pendergast et al., (2011) and Hoy Woolfolk (2000) found that pre-service teachers' efficacy was highest at the start of their teaching course, prior to any teaching experience, but then had declined by the end. It is likely that prior to any teaching experience, pre-service teachers have high expectations of their ability to teach, having been exposed to teaching methods by the teachers that taught them, referred to as an "apprenticeship of observation" by Hoy Woolfolk (2000:4). After their teaching practice, Pendergast (2011) found that they have experienced a "reality shock" (2011:12) where their beliefs have altered, due to a greater understanding of the teaching profession. However, as Pendergast (2011) points out, there is a dilemma here, pre-service teachers are not yet teachers because they are learning how to teach, but they are expected to perform as teachers. They are also assessed against the Teaching Standards (DfE, 2011), the same standards that are used to assess all qualified teachers in England, regardless of whether a teacher has been teaching for 6 weeks or over 30 years.

Where difficulties arise in planning and teaching lessons, Johnston (2010) found that pre-service teachers' sense of self is at stake, but this can be assuaged through appropriate conversations with the mentor and host teachers. However, schools are such busy places that, according to Johnston (2010), genuine professional dialogue is difficult and may not take place. Where there is repeated negative feedback, Johnston found that it causes negatively charged emotional relations, leading to a decline in confidence and capability and which pre-service teachers perceived as the "ultimate power move in preventing them from feeling professionally valued" (2010:316). Should the class teacher have to take over, to control behaviour, or to correct subject knowledge, Johnston (2016) found that the public nature of this criticism is demeaning and professionally undermines the pre-service teacher. For some pre-service teachers, Rots et al., (2012) found that such challenges can become meaningful learning experiences when support is available, allowing them to persevere when facing disappointments and difficulties. Such support must come from relationships with people and some of these will be more significant to the pre-service teacher during the period when they are learning to teach. The notion of such relationships can be

explored through social exchange theory and the next section briefly outlines this theory and why this is important to pre-service teachers' development.

3.4 Social Exchange Theory

Burgess and Huston (1979) suggest that social relationships can only develop and persist when there is an exchange of resources that the individuals consider to be of value. The social behaviour must be rewarding, otherwise it will not continue. The major kinds of rewards are love, status, information, money, goods and services, which can also provide support for those receiving the reward. Vaux (1988) expands upon this concept by referring to the "reciprocal exchange of both benefits and costs" (1988:4) and as "relationships develop these exchanges become more frequent, diverse and greater in magnitude and risk" (1988:4). Cobb (1976) suggested that social support was a stress-buffer that can protect people in crisis, with implications associated with wellbeing. Individuals have support networks, defined by Vaux (1988:29) as "a subset of a larger social network to which the person routinely turns or could turn to for assistance". Overlapping networks may provide different kinds of support, depending on the circumstances, such as emotional or practical support. For a pre-service teacher, they will have many supportive networks to draw upon in different ways, including the school network, the home and family network, a network of peers and a network of friends and acquaintances. Vaux (1988) describes six types of supportive behaviour; "emotional, feedback, advice/guidance, practical, financial/material, and socializing" (1988:30) which may or may not be helpful or may have multiple consequences, depending on how the supportive behaviour is perceived by the person being supported. However, the social support process requires active help seeking on the individual's part, usually in response to distress or an acute stressful event (Vaux, 1988). Pre-service teachers face a dilemma in this respect, as Hobson (2009a) and Hobson and Malderez (2013) report, the person whose support they seek, their mentor, is also their assessor and some pre-service teachers may not ask for guidance because they are concerned to present themselves as competent. As mentioned in Chapter 1, the placement creates both anxiety and excitement in pre-service teachers. For example, for those learning in Nigeria and Pakistan, cooperation

of the teachers within the school created the highest levels of anxiety (Danner, 2014; Akhter et al., 2016) because these social relationships are an important source of support. Another important support role is that of the mentor and in the next section I review the role of the mentor, before discussing what the literature has to say about mentors and host teachers.

3.4.1 The Role of the Mentor

According to Rice (2009), Kenneth Baker, the then Secretary of State for Education, effectively created the school-based mentor in 1992 by bringing about a shift from university-based initial teacher training (ITT) to one that was more school-based with the setting up of partnership agreements between schools and (at that time, the commonest entry into teaching) PGCE courses (Smethem and Youens, 2006). Mentoring as a concept, although not the term used, was introduced in 1992 in Circular 09/92 (DES, 1992) by the Department for Education, where they expected schools to have experienced practitioners who would act as instructors for pre-service teachers. In 2002, the Teacher Training Authority issued a set of competence-based standards against which pre-service teachers would be assessed, and at this point the mentor also became assessor. In 2004, the Department for Education and Skills (DfES), linked teacher promotion and progression up the pay scales to "regular coaching and mentoring to less expert teachers" (2004:66). However, it was not until 2005, when a national framework for mentoring was issued by the Centre for the Use of Research and Evidence in Education (CUREE) that some clarity about the role of mentoring was seen. In this document mentoring was defined as "a structured, sustained process for supporting professional learners through significant career transitions" (2005:3). Because this document was a handbook on how to mentor, the key ideas involved; learning through discussion; productive relationships; support from colleagues; increasing self-direction and setting challenging and personal goals, as well as the benefits to the mentor of mentoring. In 2011 the Department for Education issued a set of new teaching standards, that became operational on 1st September 2012, for all teachers and pre-service teachers, which does not mention the term mentoring, but in Teaching Standard 8 (see Appendix 1) refers to "know how and when to draw on

advice and specialist support", "improving teaching through appropriate professional development, responding to advice and feedback from colleagues" (DfE, 2011:1), which would imply that everyone is a mentor and that there is no need for specific training in order to become one.

According to Clutterbuck (2014:5) "one of the biggest problems…. is pinning down exactly what is meant by the term" mentor and he cites over 20 definitions. Having been a mentor to many pre-service teachers, I would agree with Clutterbuck, that a key mentoring skill is to be sensitive to the pre-service teachers' needs and to respond appropriately. My understanding of the role of a school-based mentor is one that he describes as effective "developmental mentoring" (2014:18). This is where the mentor helps the pre-service teacher to understand the context of the situation, so that the mentee can work things out for themselves. Clutterbuck (2014) identifies ten competencies that mentors should have in order to be effective; "self-awareness, behavioural awareness of others, experience and judgement, a good sense of humour and knowing when to use it appropriately, the ability to communicate, modeling to help the pre-service teacher understand certain issues, wanting to learn themselves, wanting to develop others, building and maintaining relationships, goal clarity" (2014:40). Whilst Clutterbuck (2014) is referring to mentoring in the general sense, these qualities can be assigned to school-based mentors and in the next paragraph we can see how they align with the views of Hobson et al., (2009b).

Hobson et al., (2009b) reported on a large-scale, longitudinal study of teacher training in England from 2003-2008. Although these data are now quite old, they surveyed a range of routes into teaching including PGCE, Bachelor of Education and Graduate and Registered Teacher Programmes (GTP and RTP, which no longer exist as routes into teaching). They identified a number of contextual factors for effective mentoring: that mentors have sufficient time, mentors are involved in the professional development programmes, where schools have collegial learning cultures and there is a support network. Mentors should model good professional practice and there needs to be a mutually respectful relationship between mentor and pre-service teacher, such that they can empathise, be supportive and non-judgemental. However, the latter is

particularly problematic in the English system where the mentor also grades or reports on the progress of the pre-service teacher, so that it becomes difficult to establish a relationship based on those qualities described above. Cohen et al., (1996) emphasize how important the mentor is as a link between the university tutor, teacher colleagues in school and "can apprise the student teacher…. of the hidden curriculum" (1996:31) which is important for success in school.

According to Smethem and Youens, (2006) the concept of mentoring, in secondary school ITT provision, is one of subject mentoring. Here, "the mentor is an experienced and successful classroom practitioner in a beginning teacher's own subject area" (2006:3), but as Smethem and Youens point out, the term has broadened to cover a wide variety of mentoring of both staff and pupils due to many educational initiatives. Fletcher (2000: 4) defines mentoring as:

> a dynamic process whereby a teacher new to the profession not only learns the necessary skills (as an apprentice carpenter might, for example) with a more experienced colleague but also develops the attitudes, practice and knowledge that are conducive to bringing about pupils' learning in class.

This definition has similarities with the concept of situated learning and more specifically legitimate peripheral participation, discussed in section 3.5.1. The mentor therefore has a crucial role to play in the pre-service teachers' development from novice to fully-fledged teacher.

In the next section I will review the literature about these school-based relationships and the type of school-based support on offer in England.

3.4.2 School-based Relationships; Mentors' and Host Teachers' Support

Whatever route is taken into teaching in England, pre-service teachers are usually assigned to a member of staff who has been nominated as a mentor. The mentor is selected by the school and is usually someone with several years of teaching experience, possibly previous mentoring experience, often in the same department, usually teaching the same subject(s), but they also might have only one year of

teaching experience which could be in a different subject to that of the mentee (author's own evidence). They should have some time allocated to meet with the pre-service teacher on a regular basis. According to Hudson and Hudson (2017:2) the relationship between the pre-service teacher and the mentor should be "a partnership for the reciprocal development of teaching practices", based on mutual respect and a two-way dialogue (Hudson, 2013) so that it is more effective and also rewarding for the pre-service teachers' efficacy and confidence (Patrick, 2013). The joint exploration of beliefs and sharing of experiences, according to Caires et al., (2012) leads to a positive perception of the relationship by both parties. Mentors are regarded as role models when their teaching practices align with the pre-service teachers' personally held beliefs of good teaching (Rots et al., 2012) and pre-service teachers are expected to cooperate by responding to mentor advice. However, receiving advice and acting upon it are two quite different things. Du Plessis et al., (2017) found that beginning teachers in Norway, Australia and South Africa, did not ask for help, because they wanted to maintain their image as a successful teacher. Clutterbuck (2014) sets out a list of desirable qualities that pre-service teachers should have in order to get the most out of their relationship with their mentor. These include qualities, such as:

> being unambiguous about their own role in bringing up issues for discussion, being prepared to be challenged and challenge in return, be aware of the obligations the relationship puts on them regarding their behaviour towards their mentor, be able to receive and give critical feedback (Clutterbrook, 2014:50).

If the pre-service teacher lacks too many of these qualities, then they may not be open and willing to be mentored, so that advice is not acted upon.

Where the advice is positive, Rots et al., (2012) found that the mentor feedback is meaningful to pre-service teachers because it acknowledges their efficacy and enables them to be recognized as a teacher. According to Caires et al., (2012) mentors have an important role to play in the socialization of pre-service teachers into the teaching profession and can act as buffers to reduce the stress of the practicum. Where the relationships are good, which amounted to 50% of pre-service teachers in the study by Hobson et al., (2006:65), they described themselves as lucky, because effective mentoring in England is due to chance. Even when relationships are perceived as good

they are not equal. The mentor is in a position of power, not only due to their position of permanence, compared with the pre-service teacher who is a guest in the school, but also because they have more experience and status. Even more important than these issues is their role of assessor of the pre-service teacher. According to Hastings (2012:211) mentors "evaluate through the lens of their own experience", trying to be nurturing and supportive whilst acting as a gatekeeper to the profession. These mentors experienced "emotional pain" (Hastings, 2010:211) when their pre-service teacher appeared unable to grasp the more professional and personal expectations of being a teacher. By way of contrast, those pre-service teachers who got it right were complying with a set of unwritten rules that they read correctly and followed. According to Hastings, (2010) such pre-service teachers who can demonstrate a commitment that mirrors the mentor's expectation are assessed more favourably. Some mentors want to produce clones of themselves, where only their approach is the correct one (Malderez et al., 2007) and according to Malderez et al., (2007), Bloomfield (2010) and Ellis (2010) it is difficult for the pre-service teacher to criticise observed practice because their mentor is judging their performance and so there is the potential for conflict by being open and honest with their mentor. As a result they become compliant and "silence their professional voice" (O'Grady, 2018:369). Malderez et al., (2007) found that some mentors have a limited understanding of their role in supporting pre-service teachers and this may be because they are not trained in what good mentoring looks like and they may well have been given the role, rather than volunteering for it. Where mentors had undertaken training, in Australia Hudson (2013) found there were no reports of conflict between the mentor and pre-service teacher and none of them failed the course. By contrast, many mentors of first year teachers in England had not been trained for the role and Hobson et al., (2006) concluded that those most in need of training were least likely to attend the courses on offer. Despite the CUREE national framework for mentoring published in 2005, Malderez et al., (2007) found that there is still a lack of status associated with the role and a lack of importance given to the role in the career pathway of teachers.

The higher the rating of support that pre-service teachers perceive, the more likely it is that they will complete their first year of teaching, perceive that they are effective

teachers and enjoy their teaching. When pre-service teachers are treated as equals and trust underpinned collegial relationships, Duffield (2006) found pre-service teachers to have a successful practicum. Hobson et al., (2009b) suggested that support is associated with people, particularly school-based mentors, their peers and other colleagues in school. House (1981) identifies several types of social support. These include, emotional support where there is esteem and trust; appraisal support in the form of feedback and social comparison; informational support where information and advice are given; and finally, instrumental support in the form of labour and time. All of these forms of support are important for pre-service teachers, and the main source of this support is their mentor. However, Hobson et al., (2006:74) found that 25% of the pre-service teachers in their study perceived their relationship with their mentor as non-supportive. Chaplain (2008) identified that lack of support was one of the main reasons why pre-service secondary teachers on a one-year PGCE course found their practicum to be very or extremely stressful, with female pre-service teachers reporting more threats to their self-image, particularly if lessons were not perceived as excellent. Hobson et al., (2009b) found three main reasons why the relationship between the mentor and pre-service teacher broke down, leading to pre-service teachers' perception that support was lacking. They are; firstly, some mentors failed to provide sufficient support for pre-service teachers' emotional and psychological wellbeing, characterized by general unavailability. Secondly, pre-service teachers were not being given the opportunities to be challenged or the freedom to innovate, partly because their mentors protected their pupils and guided pre-service teachers into safe activities. Thirdly, mentors see their role as safe sites, for trial and error learning, with insufficient critical reflection or addressing pedagogical issues with a lack of theoretical insights. One potential outcome of these issues is that pre-service teachers or early career teachers withdraw and leave the profession. Another is that they simply do not develop. When the relationship between the mentor and pre-service teacher is not good, Hobson (2009a) suggests it is important that they have access to a range of other individuals who can support them, and in the next section I discuss their host teachers.

Pre-service teachers also have access to a number of host teachers who are the

teachers whose classes the pre-service teacher will gradually take over and eventually teach. Host teachers are not usually given any time allocation to support and advise the pre-service teacher, but they will need to have discussions with them regarding their teaching and to provide feedback to the mentor. Johnston (2010) suggests that If the host teacher does not know the pre-service teacher particularly well, due to the lack of time to build a relationship, it may be difficult for them to meet their needs as individuals. Johnston (2016) goes further to suggest that the quality of the relationships that are made during the practicum has a significant impact not only on the pre-service teachers' emotional wellbeing, but also on their capacity to learn effectively. Caires et al., (2009; 2012) found that being accepted by colleagues adds to the pre-service teachers' socio-emotional adjustment and begins building the foundations of their identity as a teacher, but acceptance is not automatic. When this does not happen the pre-service teacher feels "like an unwanted stranger in the room" (Gray et al., 2017:274) and is nervous and anxious about their ability to fit in, so becoming socially isolated. According to Nyman, (2014) the more socially isolated they become, the less able they are to adapt to the way things should be done, because they have no one to ask about the societal and professional conventions. For Caires et al., (2009) the ability to fit in, the feeling of belonging and the initiation into the school community is at the heart of becoming a teacher. In the next section I will consider how teachers belong to the school community and engage in the shared activity of teaching, forming a community of practice. Pre-service teachers do not belong to this community because they are learning to teach, but they can engage in '*legitimate peripheral participation'* (Lave and Wenger, 1991), where they are immersed in the culture of what it means to be a teacher.

3.5 Community of Practice

According to Wenger (2008) we all belong to communities of practice and to several at any given time, because they are an integral part of our lives. Participating in a work team is a form of belonging and Wenger (2008) suggests that this participation shapes what we do, who we are and how we interpret what we do. Pre-service teachers learn about teaching by "being active participants in the practices of social communities and constructing identities in relation to these communities" (Wenger, 2008:3). The school

community, the departmental community, the community of their peers are all important for their own development as a pre-service teacher. However, pre-service teachers are newcomers to these communities and take up a peripheral position in them, eventually succeeding to full participation, as explained in the next section, through legitimate peripheral participation.

3.5.1 Situated Learning: Legitimate Peripheral Participation

In situated learning theory, as outlined by Lave and Wenger (1991) motivation to learn comes from participation in culturally valued, collaborative practices, where something useful is produced. According to Lave and Wenger, (1991:29) situated learning "has as its central defining characteristic a process that we call *legitimate peripheral participation*". This term "provides a way to speak about the relations between newcomers, and old-timers, and about activities, identities, artifacts, and communities of knowledge and practice" (Lave and Wenger, 1991:29). It is really a holistic approach to learning whereby the newcomer, in this case, the pre-service teacher, is immersed in the culture of the profession and is involved in the actual practice. Thus learning takes place in a community setting, where the learner has the opportunity for discourse with, and observation of, masters at work, eventually moving forward to become a full participant in the community of practice. Lave and Wenger (1991) used the examples of apprentice midwives, tailors, quartermasters and members of Alcoholics Anonymous. In common with pre-service teachers, they are learning new skills, behaviours and developing an identity that makes them belong to that profession. The learner does not gain a discrete body of abstract knowledge that is applied at a later date to a particular context, but is engaged in the actual practice of an expert, but this is in a limited way, without the responsibility associated with it. They start by carrying out small, unimportant tasks, where mistakes can be made, but are immersed in the community of practice. In learning to teach, pre-service teachers begin by taking on small tasks, such as a starter or a plenary in the classroom, but within a few weeks they are expected to teach the whole class, so moving to a position of greater participation quickly. Whereas Lave and Wenger (1991) refer to their apprentices learning their profession over a period of years, pre-service teachers

following a PGCE route into teaching in England have 24 weeks in which to develop sufficiently to receive accreditation to teach. Whilst they are technically qualified to teach at this point, they far from the finished product and are required to spend many years developing further. Therefore, it is essential that they have some understanding of the issues involved in classroom teaching and this is where the input of university tutors, as well as opportunities to practice on their peers, is an important development step either before or alongside the practicum, exactly what is offered on an HEI-based course rather than a School Direct course. Many of the values and norms of an expert community, particularly those in teaching, are unwritten, but according to Nyman (2014) there is an expectation from mentors and host teachers that pre-service teachers understand them. Although apprentices may carry out unimportant tasks initially, there is no opportunity to do this in training to teach as the task of teaching has implications for the development of the learners, which raises issues for the host teacher or mentor. Should they step in and correct the mistakes, undermining the pre-service teacher, or should they ignore the mistake that could involve, for example, the pupils learning incorrectly or allowing pupils to get away with bad behaviour? The issue of responsibility is also different, whilst the host teacher has a legal responsibility for the class, because they are employed by the school, pre-service teachers still have some responsibility for ensuring that the pupils learn through their teaching. In legitimate peripheral participation the learner has plenty of opportunities to develop and to obtain a view of the whole enterprise. In learning to teach the pre-service teachers' focus is on their own practice and how to develop appropriately, within the narrow confines of their own department, so the view of the whole enterprise will not fully emerge until after they have been working in the profession for some time. The notion of peripherality is an empowering temporary position as newcomers move towards full participation, which according to Nyman (2014) is something that may not occur with pre-service teachers because of the temporary nature of their position as a guest in the school for a period of a few weeks. Lave and Wenger (1991) refer to their observations of members of Alcoholic Anonymous, where the main business of this community is the reconstruction of identity. This takes place through telling stories of their own experience and sharing them with the other members. Nyman (2014) found that newly qualified teachers in Finland can develop their own identity as a

teacher by sharing stories of their experience with others who belong to the community of practice. In this way, they are able to form an identity that is closely aligned with the profession. Such conversations about problematic cases, including their resolution, supports newly qualified teachers in their decision making and Nyman (2014) suggests that this is likely to apply to pre-service teachers as they develop their own practice as well. This is why it is important for pre-service teachers to develop supportive communities of practice, so that the sharing and exchange of information can take place, offering opportunities for reflection on their own and others' practice, and to seek out, as well as offer guidance and advice in a reciprocal relationship. Unfortunately, O'Grady (2018) found that for some pre-service teachers, fitting in means replicating the existing practices of their mentor and host teachers, instead of developing their own innovative practices. By copying what is seen in one school does not always translate into what is expected in a second school, which means that the transition to the second placement is perceived as a culture shock. In the next section I will review the school culture or ethos and its influence on pre-service teachers.

3.6 School Culture

School culture is, according to Rots et al., (2012:7) a "socially constructed reality that constitutes a meaningful working condition for teachers". The relationships pre-service teachers make with members of school staff represent the organizational culture in the placement schools. For many pre-service teachers, Johnston (2010) found that the staff rooms are barometers of the likely welcome they could receive from teachers and they referred to established staff relationships and an identifiable school culture that could be either supportive or destabilizing. Pre-service teachers were:

> quickly sensitized to staff attitudes that greatly affected not only their own emotional states, but also their immediate sense of belonging to the school community (Johnston, 2010:312).

Their perception of collegiality within the schools was strongly affected by the degree of their acceptance as a colleague and their inclusion into the staff room. As well as the collegiality of staff, the leadership style also affects the school culture and teacher

behaviour. Tschannen–Moran (2009) found that where schools were managed with a less authoritarian and bureaucratic leadership, teachers reported greater professionalism, would take their work more seriously and colleagues would work cooperatively. Conversely, schools with a bureaucratic, rule-bound leadership, generated feelings of a lack of trust and staff were less professional in their conduct. These different school cultures also have a bearing on pre-service teachers' perceptions. According to Gallant and Riley (2014), where pre-service teachers' expectations do not match the reality of the situation, for example, "too much emphasis on improving exam results" or an "over-emphasis on conformity and uniformity" (Gallant, 2014:576) the school culture is described by them as negative. But the pre-service teacher must learn and demonstrate educational practice according to the edict of those in positions of authority, and Buckworth (2017) found that they have little power in the classroom as the host teacher or mentor has the ultimate say over what happens there. It is difficult for pre-service teachers to criticize observed practice, because they are not in a position to do so, so that Ellis (2010) reported learning to teach becomes a process of tapping into experienced teacher "craft knowledge" (2010:116), which relies on the assumption that all teachers are role models, whether fit for the task or not. Fitting in, means that some pre-service teachers take on board extra duties, such as running lunch-time clubs, or taking part in sports coaching. These activities help them to socialize in the wider school environment, build relationships outside their own department and enables not only the pupils to see them in a different role, but also their colleagues and enhances their feeling of inclusion in the school community. The school culture has significant influence on pre-service teachers' professional socialization and their socio-emotional adjustment, so that the schools that they are placed in need to be carefully chosen by the university provider, to match the pre-service teacher to the school department. The school in which the pre-service teacher is placed can be very demanding in terms of workload and this is the topic to be discussed in the next section.

3.7 Workload

One of the highest stressors on placement for pre-service teachers is, according to Gray et al., (2017) the difficulty in managing personal commitments as well as coping with the workload. Workload influences pre-service teachers' engagement with teaching, and Durksen and Klassen, (2012) identified two distinct groups of pre-service teachers, that those who maintain their motivation for teaching but are too stressed to enjoy it and those who lose their motivation but feel exhausted all the time from too much work and too few rewards, both of which are not good for the teaching profession. This stress manifests itself as anxiety, disturbed patterns of eating and sleeping, diminished self-esteem and feeling vulnerable. However, Caires et al., (2009) found that these feelings diminished over time as the pre-service teachers' levels of self-efficacy increased. Where this was not the case, Hobson et al., (2009b) found that the inability to manage the workload was cited as the main reason for withdrawal from teaching courses in England, accounting for "68% of withdrawals from pre-service teachers under the age of 35 years and training to teach in secondary education" (2009b:333). According to Durksen and Klassen, (2012) the practicum represents a "psychological metamorphosis…. from student to teacher, from passive learner to active professional" (2012:32). During this period pre-service teachers experience a range of emotions and this is discussed in the next section.

3.8 Emotion

Krashen (1983) considers emotions to be the motors of thought and action and Johnston (2010) found that the decisions pre-service teachers make have both a cognitive and an emotional basis, so it depends upon their interactions with colleagues and pupils as to whether their emotions produce positive or negative actions. For example, being welcomed in to school and feeling safe was validation of their acceptance. Conversely, Johnston (2010) found that when they felt undervalued or not welcome, they could not function productively in their planning and teaching. Both Perry (2004) and Danner (2014) found that pre-service teachers had mixed emotions prior to going on placement, they were excited to be going into school, but

were anxious about managing behaviour and building relationships with staff. Gray et al., (2017) found managing behaviour as well as being evaluated to be sources of stress, but the highest source of stress was the pre-service teachers' high expectations of their own teaching performance. Conversely, Hobson et al., (2006:72) found that 35% of pre-service teachers in their study felt that being observed teaching (and by implication, evaluated) was a positive experience. By measuring pre-service teachers' commitment and engagement on placement, Durksen and Klassen, (2012) found that these fluctuate in a U-shaped pattern, so that the dip comes midway through their training. To overcome this dip, the emotional support from important people is crucial for pre-service teachers to persevere. Where relationships were difficult, Johnston (2010) found that pre-service teachers' attention was deflected away from the important activities of teaching and learning. There were feelings of abandonment when pre-service teachers were given responsibility for classes too early in their development or feelings of lack of trust, when not given responsibility for a class when the pre-service teacher felt ready to take over control.

Another factor affecting pre-service teachers behaviour is their emotional intelligence. According to Salovey et al., (2000) emotional intelligence is:

> the ability to perceive and express emotions, to understand and use them, and to manage emotions so as to foster personal growth (2000:506).

The emotional intelligence of teachers has been found to influence pupil behaviour, engagement and attainment. However, Corcoran et al., (2012) found that pre-service teachers have levels of emotional intelligence that are below the norms for the wider population, and those of males lower than females. For pre-service teachers this means that they do not understand the emotional changes that occur in pupils in response to a given event and they also have a decreased sense of being in control of their own emotions, both of which will reduce their effectiveness in the classroom. This is why the quality of the mentoring that takes place is so important to enable the pre-service teacher to be aware of the consequences of their actions. However, the pre-service teacher has another network of support available and in the next section I will look at peer support.

3.9 Peer Support

Liou et al., (2017) found that by providing opportunities for sharing and collaboration with their peers in face-to-face social interactions, for example, when pre-service teachers are in university sessions, it allowed for later professional collaboration when on the teaching practicum. Those pre-service teachers who demonstrated more self-efficacy were able to support their less able peers. Their willingness to provide this support indicates that trust is a key resource. Liou et al., (2017) suggest that pre-service teachers in a trusting learning environment are more willing to take risks and be innovative, as well as more effectively coping with challenging situations because collaboration is an important part of professional teacher practice. The researchers suggested that closely connected social ties with peers, led to peer trust, more peer support and higher performance teaching.

Goodnough et al., (2009) found that peer mentoring (although in face-to-face situations) can provide psychological support by reducing stress, through the sharing of the ups and downs of the teaching practicum. This leads to the development of confidence in one's own teaching, the willingness to actively participate in professional learning communities (Le Cornu, 2005) and to develop teacher identity (Dang, 2013). Peer support was also the second most significant form of support received by primary school pre-service teachers in Greece (Kaldi and Xafakos, 2017). The type of support provided was described as emotional and practical, because they "exchanged ideas about teaching, shared similar feelings and got emotional relief and security that they all were facing similar difficulties" (Kaldi and Xafakos, 2017:251) although some of this was face-to-face support exchanged during teaching breaks. In some circumstances, for example, after the school day has finished, there may not be an opportunity to access face-to-face support from the school-based mentor, host teachers or peers and this is where social media has an important role to play in supporting the pre-service teacher.

3.10 Social Media and Social Networking as a Form of Support

Owen et al., (2016:172) use the term "social media" to describe a suite of tools and platforms which can be used to 'mediate connectivity'. Richter et al., (2011) use the term "internet social networking" which they define as "building and maintaining one's social network in the public Internet" (2011:89). According to boyd et al., (2007:11) the term "networking" emphasizes "relationship initiation, often between strangers, but a social network site enables users to articulate and make visible their social networks" and they are "primarily communicating with people who are already part of their extended social network" (2007:11). However, not all social networking sites are used in the same way by different people and individuals who belong, say to Facebook and LinkedIn, could use the two social platforms differently.

Using social media in the classroom has focused on academic rather than learners' social and emotional needs, yet McCarthy and Youens, (2005) identified this as critical to pre-service teachers' professional growth. Using social media for social support has been shown to be a key social value and one facet of why social networks continue to be used, particularly in the area of health issues (Bender et al., 2011). Lin et al., (2016) investigated differences in the way male and female undergraduates in the USA use such social networks. They found that females place significantly greater importance on emotional support (the expression of care, empathy, understanding and trust) and network management (the maintenance of existing social ties) whereas males placed significantly greater importance on informational support (seeking and acquiring relevant information to solve a problem or answer a question) than females. Without the face-to-face engagement initially, Kelly and Antonio, (2016) found that, teachers were connecting with other teachers on social media for practical advice about teaching practice, but the idea of reflection on teaching practice and feedback did not take place. It would appear that one of the attractions of using social media to communicate in this way is the availability of support 24 hours a day and seven days a week-aspect that offers an instant response. The larger the network, the more likely it is that someone will pick up the message and respond.

3.11 Summary

In this chapter I have discussed some of the key issues that have been raised in the literature in relation to pre-service teachers' perception of the practicum. The pre-service teachers' self-efficacy, their belief in their ability to teach, comes not only from affirmation by their mentor, host teachers and their pupils, but also from their ability to meet their own high standards, as well as the perception that they are making a difference to the lives of the pupils in the classroom. Without this, job satisfaction and fulfillment do not occur, causing them not to continue with the course. This can be assuaged by the social relationships that they have with the people that surround them. Those relationships work well when there is a reciprocal exchange of benefits and costs. Such social support is a stress-buffer and pre-service teachers belong to a number of overlapping social networks.

Support is associated with people and for the pre-service teacher that support comes from a variety of networks that they have created. Each network may offer a different type of support depending upon the relationship with the pre-service teacher and the stage of the pre-service teacher's development. Whether or not the support is helpful remains to be seen. Some pre-service teachers are able to form relationships within the wider school community. By being an active participant in the school community, they will begin to construct their own teacher identity. As a newcomer to the community, the pre-service teacher is on the periphery, not a real teacher, but an apprentice who must immerse themselves in the teaching practice and observing real teachers. The school culture is a socially constructed reality and it is the positive relationships with others in the school that enables the pre-service teacher to feel accepted into the community. For some pre-service teachers the main difficulty is coping with the workload as well as managing their personal commitments, which cause stress and anxiety. For some, these feelings decrease as their self-efficacy increases. The mentor can assuage these emotions by carrying out their role effectively, by allowing the pre-service teacher to reflect on their own practice and to try out new ideas and develop their own teacher identity. However, in many cases in England this is left to chance, without mentors being selected for having the qualities

needed for the role. Mentors not only have a supportive role to play, but they also assess the pre-service teacher and act as gatekeepers to the profession, which may cause the pre-service teacher to be reluctant to seek advice in case they appear to be less than competent. Conversely, the pre-service teacher can have non-judgemental relationships with their peers, and this support network may well prove to be valuable when trust has been built up initially in face-to-face encounters and then continued on-line, allowing the pre-service teacher 24-hour access to a supportive network.
The key gap in the literature is how pre-service teachers' anticipate and perceive their experience of the practicum in schools today. In order to gain an understanding of these issues, I needed to identify appropriate ways in which to research this topic, which I discuss in the next chapter.

Chapter 4 Methodology

4.1 Introduction

In the previous chapter, I reviewed the literature regarding pre-service teachers' perceptions of the practicum and the main issues that arise as a result of the practicum. A minority of research literature was based around the practicum in England (Hobson, 2006; Rice, 2009; Johnston, 2010; Ellis, 2010;) and the majority of that work was at least nine years old. In that time frame, schools have changed considerably, with not only increasing pressures to perform well in league tables and Ofsted inspections, but to meet the corporate demands of multi-academy trusts and increasing pressures on recruitment and retention of teachers as the secondary school-age population increases (Foster, 2018). Such changes have an impact on the school ethos and all who work within that community, so carrying out research on pre-service teachers' perceptions of the practicum today may well be different to those of nine years ago. As such, I wish to understand the issues associated with the practicum, as perceived by pre-service teachers' in the school climate of today. In this chapter I will discuss the most appropriate way to study this topic. Initially I will set out my interpretivist philosophy. I will outline the methodology chosen to research this topic, the methods used and the conceptual framework. I will discuss the sample and selection of the participants. I will explain why I chose to collect data in three phases and the subsequent participant composition of those phases. I will show the reader the prompts used for the first focus groups and how this data set led to further prompts for the second focus groups and the final interviews. I will discuss how the data were collected, transcribed and coded and will show how the data are trustworthy. Ethical considerations were taken into account and will be discussed in the next section, including consent and informed consent and data protection issues, as well as my positionality.

4.2 Main Research Question

My main research question is: 'In what ways do a sample of university pre-service secondary teachers in England perceive and experience the practicum whilst learning

to teach during their one-year course?' The context of my study is one in which there is a deficit of secondary pre-service teachers in shortage subjects, particularly in this region of the north of England, as well as issues around their retention in the profession. My study focuses intensively on a sample of secondary pre-service teachers' expectations, thoughts and feelings prior to going on practicum and their experiences and perceptions of those experiences whilst on practicum at two different secondary schools. Because this deals with people, their social relationships and their environment, in terms of methodology this has led me to an interpretivist paradigm.

4.3 The Interpretivist Paradigm

The centre of research design is its strategy, the rationale, or the "steps by which the study intends to proceed in order to answer its research questions" (Punch and Oancea, 2014:143). The research question should lead the researcher into the ways in which it is most appropriate to answer the research question (Thomas, 2017) rather than the researcher deciding upon a methodology first. Research can be divided into two perspectives of social reality or rationale, positivism and interpretivism. For positivists, knowledge about the social world can be obtained objectively. Things can be measured, observed and studied scientifically, to develop explanations in the form of universal laws. Measurements generate quantitative data, where numbers and statistics are important to identify relationships between the different variables, produce hypotheses and manipulate those variables. Quantitative methodologies assume that there is one reality that can be studied objectively with prediction and control (Guba and Lincoln, 1982). Whilst it would be possible to do that, it would be methodologically inappropriate and would not answer my research question. To answer my main research question a quantitative methodology would be inappropriate because the data I wish to collect are about emotions, experiences and reflections over a period of time. For example, collecting quantitative data using randomised controlled trials would not be feasible because I would require a control group who did not experience the treatment, in this case the practicum, which is the purpose of the pre-service teachers being on the course. Also I would need to randomly assign participants to the treatment group, which would not be possible

(Punch and Oancea, 2014). Alternatively, using a survey would require construction of a measuring instrument or using an existing one. Whilst this would be feasible, the data would need to be collected from a large sample, and to obtain this it would have to involve a longitudinal study over several years, which would not be possible given the time frame of the study, a one-year course (Rowley, 2014). Surveys can be used to collect data on opinions (Alden, 2007), but they only provide a snapshot at that moment in time, whereas the qualitative methods I intend to use allows the pre-service teachers time to reflect on and share their feelings about their experiences with their peers. For interpretivists, knowledge about the social world cannot be studied using the methods of science.

In addition, positivists believe that the researchers' role is that of a "disinterested observer" (Punch and Oancea 2014:110) who does not contaminate the findings. The interpretivists' interest in people is about what they think, how their worlds are constructed (Punch and Oancea, 2014). An interpretive researcher has to immerse themselves in the research context of interest, not be an objective bystander. They have to talk to people in depth and then interpret meaning in what they say and how they behave, to develop an understanding. There cannot be the imposition of artificial variables that can be controlled or manipulated. As a researcher, I use my experience and understanding of the context to interpret participants' views and behaviours. Their views, their thoughts, their feelings are more appropriately collected as qualitative data rather than quantitative data (Thomas, 2017) because this allows them the opportunity to express themselves in the way that they want to, rather than, for example, answering a questionnaire with a limited number of responses. In doing so, I collected qualitative data that informed me of the issues that are important to the pre-service teachers in the study, rather than the researcher, which I then interpret to develop an understanding.

So as a qualitative researcher working in an interpretivist paradigm, the ontological position of interpretivism is relativism. "Relativism is the view that reality is subjective and differs from person to person" (Guba and Lincoln, 1994:110). The knowledge gained from the views, feelings and perceptions of each pre-service teacher will be

very subjective depending upon how they view and interpret each event (Cohen et al, 2007). But "knowledge and meaningful reality are constructed in and out of interaction between humans and their world and are developed and transmitted in a social context" (Crotty, 1998:42). Epistemological assumptions are concerned with how knowledge is created, acquired and communicated. Each pre-service teacher in my study sample has a uniquely different background, different subjectivities and different perceptions about learning to teach during the practicum. These individuals will interpret what they experience and construct a view of the reality of the practicum in their minds (Bottery and Wright, 2019) and through their social interactions. I wish to make meaningful sense of their view of this reality with the intention of developing themes from the data I collected (Creswell, 2008) and by doing so, interpret other peoples' interpretations (Bryman, 2012). In this approach, the paradigm respects individuality, so I am not looking for generalisations, but through their relationships, the pre-service teachers in my study may well create shared understandings (Thomas, 2017). In order to understand and make meaning of their perceptions I needed to listen to their accounts of their experiences. By doing so I am aiming for detail and understanding, rather than statistical representativeness (Cohen et al, 2007). To this end, pre-service teachers were invited to share their experiences and understandings of the practicum from their unique vantage points (Cohen et al., 2007; Creswell, 2008; Thomas, 2017). This research study is considered to be longitudinal, small-scale and qualitative as outlined in the next section.

4.4 A Longitudinal, Small-scale Qualitative Study

According to Punch and Oancea, (2014), the rapid growth of qualitative educational research in the 1980s "has reinforced the value of smaller scale research projects … for their contribution to knowledge, insight and professional practice" (2014:47). Punch and Oancea, (2014) consider that the small-scale, interview-based project can research the depth of knowledge that cannot be obtained, for example, with a large sample survey. As such they are ideal for masters or doctoral degrees that need to be realistic in their scope and sample size. Knowledge in a professional field, such as education, according to Punch and Oancea, (2014:48) "progresses through the accumulation of

evidence across many studies rather than because of one large-scale definitive project". The findings and insights of small-scale research may even challenge potential generalisations from such large-scale studies. My research focuses on the practicum, which forms part of the teacher-training programme at one university in the north of England. The practicum is time restricted to a minimum of 120 days in two secondary schools that are in partnership with the university. These restrictions also apply to any teacher training programme in England, whether it be school-based or university-based, because this is a nationally stipulated requirement. My research is a longitudinal study, because it takes place across the duration of a one-year course, with data collected at specific intervals throughout the year. As the purpose of my small-scale study was to explore pre-service teachers' expectations, perceptions and experiences of the practicum, data was collected in three phases, prior to going on practicum, at the end of the first placement and during the second placement. In the next section I discuss the data collection methods and the reasons for choosing them.

4.5 Data Collection Methods - Focus groups and Semi-structured Interviews

The best way to research human beings' feelings and perceptions is to use an interpretive qualitative methodology to understand how individuals and groups interpret their experiences and what meaning they attribute to the social experiences of being on practicum (Merriam, 2009). My main reason for selecting focus groups to collect data initially, was that in a group, the pre-service teachers may feel more at ease to express themselves than in a one-to-one interview and it may encourage those who are reluctant to talk about their experiences to become engaged in the discussion (Barbour, 2011). Some of the pre-service teachers in my focus groups would have started to get to know one another, by being on the same course together, so that by using pre-existing groups they provide one of the social contexts in which ideas are formed, but conversely, such a group may censor deviation from the group consensus (Kitzinger, 1994). Should the latter occur it can be followed up by using specific questions about issues in individual interviews. By gathering together individuals who anticipate and go onto experience the practicum, the discussion was based on a topic about which all pre-service teachers have similar knowledge, so they could share their

experiences and thoughts, as well as comparing their own contributions to what others have said (Denscombe, 2014). The discussion should reveal not only what the pre-service teachers think about the topic, but also why they hold those views. By using focus groups to collect data, I can see directly how the pre-service teachers take part in discussion, share ideas, views and experiences and even disagree with one another (Liamputtong, 2015a). According to Liamputtong (2015a) this engagement leads the pre-service teachers to "socially constructed interactional experiences" (2015a:4) which Denzin (1989), calls interpretive interactionism. Wilkinson (2004) considers that participants in focus groups belong to a social group whose members interact with one another, with the effect that a process of collective sense making takes place. Through this interaction they make their own decisions about things after they hear other peoples' comments and discuss the issues with the people around them. Therefore the data generated offers insights that would not be possible without the group dynamics. By running focus groups before and after the first placement, I could monitor attitude formation over that period of time. Having the opportunity to discuss and reflect on their responses provides a more reliable measure of their views than would be possible with a quantitative method such as a survey where the opportunity and time for reflection is not possible (Barbour, 2011). My role in the focus groups was one of facilitator, using open-ended prompts to start the discussion and allowing the pre-service teachers to lead the discussion, so that they discussed those issues that are salient to them, rather than to me as a researcher.

Furthermore, to obtain rich data, individual semi-structured interviews were carried out towards the end of the second school placement. This enabled me to monitor how perceptions had changed or remained the same across both placements. Interviews rely heavily upon participants being able and willing to give accurate information, with the assumption being that accurate information or knowledge is there to be explored. However, knowledge is brought into being through conversation and this has resonance with qualitative interviewing as individuals make sense of their experiences through such social interactions (King and Horrocks, 2010). Qualitative interviews enable individuals to share their views with the researcher and articulate how they feel about the practicum, from their own unique vantage point (King and Horrocks, 2010).

Although by using semi-structured interviews, the researcher has a list of issues to be addressed, it is more important that the interviewee develops their own ideas and speaks widely on the issues raised by the researcher. In my study the semi-structured interviews also provided me with the opportunity to follow-up comments that individuals made in the focus groups, so that the questions asked changed from one interview to another.

I am aware that my personal identity may have impacted on both the focus groups and individual interviews (see section 4.12 on positionality). Whilst the research was not dealing with sensitive issues, such as health or sexual relationships, there is always a possibility that the participants supply answers that they expect I want to hear. Whilst I cannot change my biographical attributes, I could stress my role as researcher, and remain receptive and neutral in order for the participants to provide honest answers (Denscombe, 2014).

The objectives of the study were to explore the thoughts, feelings and perceptions of secondary pre-service teachers prior to and during the practicum. My conceptual framework of learning to teach involves a number of key concepts that shape the experiences and feelings of pre-service teachers on practicum. Specifically these are; pre-service teachers' expectations prior to the practicum, their relationship with their mentor, their relationships with other staff, their perceived level of support, workload and school culture. These key concepts are inter-related and are form part of a complex situation. The pre-service teachers will have expectations about their relationship with the mentor and school staff and also about the school culture and the workload. The reality of these can only be experienced when they go into school on placement.

Previous research has argued that the key relationship is that with the designated mentor (Hobson et al, 2006; Rice, 2009; Johnston, 2010; Gut et al, 2014), where the accessibility and rapport between mentor and pre-service teacher impacts upon the relationship and the pre-service teachers' perceptions of these factors are important to them. The pre-service teacher has expectations of what this relationship is going to be like, based on their own culture, beliefs and previous experiences. The pre-service

teacher also has to build relationships with the host teachers whose classes they will teach, as well as other members of staff in the department and the wider school, particularly if they wish to be involved in extra-curricular activities (Teaching Standard 8, (DfE, 2011) see Appendix 1) or make effective use of teaching assistants or support staff. The senior leadership team of any secondary school will be involved in teaching and may well be a host teacher or even mentor to the pre-service teacher which will also bring its own issues of accessibility and rapport. The pre-service teachers' perceptions of these relationships are important as a key factor in how well supported they feel during their time in the school. The school culture will affect those relationships and also impact upon the workload. To understand the pre-service teachers' perceptions of these concepts the best approach was to have them talk to me about their perceptions and focus groups offered a way forward for pre-service teachers to talk together to discuss the issues that are important to them. So a starting point would begin with an open-ended question, such as, 'how do you feel about going on placement?' or 'how are you feeling about this placement?' and allowing the participants to discuss issues and concerns that were salient to them. In the next section I discuss the choice of sampling.

4.6 Sample of Participants

This study makes use of the selection of 'people' that best help to understand the central phenomenon (Creswell, 2008:213), in this case pre-service teachers learning to teach and going into two schools on practicum. By using purposeful sampling I could obtain participants that are information rich, because they were going into school and have first hand experience of learning to teach in that environment, with those relationships. A type of purposeful sampling is homogeneous sampling, where the group has a number of similar defining characteristics (Cresswell, 2008). The reason for having similar defining characteristics is that the participants of focus groups may talk openly and more freely about the issues they are discussing (Liamputtong, 2015a). The characteristics of my selected group were that they were all learning to teach in secondary schools on practicum at the same time, were all enrolled onto a one-year PGCE course, all were based at a specific university in the north of England, were all

post-graduate students and all volunteered to take part in this study. Some of the participants may have known one another, because they were taught together as part of a larger group at the university. The age, background, life-experience, prior experience of school environments, and experience with young people, differed from participant to participant and may have altered their expectations and perceptions of the practicum. Therefore, although individual participants may have their own perceptions of their experience, the focus group offered them the opportunity to raise and discuss those issues that were salient to them, both as individuals and as a group and may also have highlighted differences between them about a particular aspect of their expectations or practicum. In the next section I outline the selection of the participants.

4.7 Selection of Participants

On the first day of their course, 78 graduate students enrolled onto a one-year secondary PGCE course at a university in the north of England. That same afternoon, the whole cohort met in a lecture theatre and I introduced myself and outlined my research to them. The following afternoon, when they were divided into four groups for a series of activities, I visited each group in turn asking for volunteers to help with my research and collected the names and email addresses of 13 people. In the next section I explain why three phases of data collection were chosen.

4.8 Phases of Data Collection

The three phases of the data collection are shown in Diagram 4.1.

4.8.1 Selection of Phase 1 Data Collection Focus Groups

Initial expectations about the practicum were collected prior to going into school for the first time by holding two focus groups. The size of the focus group is important to have meaningful discussion and for all participants to contribute. Barbour (2007) recommends a minimum number of four participants, whilst Liamputtong (2015b)

recommends between six and ten participants and Kitzinger (2005) between four and eight. The smaller group size may allow for more active discussion, whereas a large group would be difficult to manage (Liamputtong, 2015c).

Phase 1 (Pilot)

Phase	Date	Stage of teacher development	Source of data	Type of data collection
1	June – August 2018	Prior to the start of the course	Documents	Literature review
1	10th & 12th September 2018	Prior to the placement	Pre-service teachers	Focus groups

Outcome: The literature review and data collected from the focus groups provided research questions and prompts for phase 2 data collection.

Phase 2

Phase	Date	Stage of teacher development	Source of data	Type of data collection
2	28th, 30th January & 5th February 2019	Completion of placement 1 (65 days in school 1)	Pre-service teachers	Focus groups

Outcome: The data collected from the focus groups provided research questions and prompts for phase 3 data collection.

Phase 3

Phase	Date of interview	Number of days in second school	Source of data	Type of data collection
3	25/4/19	29	Pre-service teachers	Individual interviews
	29/4/19	31		
	2/5/19	34		
	3/5/19	35		
	28/6/19	62		

Outcomes: Individual interviews allowed for the collection of rich data using prompts derived from the previous data collection phases.

Diagram 4.1 The research design summary, illustrating dates, sources, methods, stage of development and outcomes of the three phases of data collection.

Therefore, I decided on two focus groups consisting of seven (focus group 1a) and six (focus group 2a) pre-service teachers and the next day emailed them with the date, time and venue, inviting the pre-service teachers for lunch the following week. One of the pre-service teachers in the second focus group withdrew from the course, meaning

this was a group of five for discussion. The focus groups' compositions are shown in chapter 5.

4.8.2 Preliminary Discussion of Prompts for Focus Groups Prior to Placement

The period between starting the course and going into school on placement was quite short and I had ten days in which to arrange and carry out the focus groups. My supervisors agreed with me, that due to the short time period, the first focus groups would form a pilot study to identify the prompts for the second phase of data collection. Using the literature and my own substantial professional experience of dealing with pre-service teachers on practicum, and discussion with my supervisors, I was able to construct a list of prompts to use. As the pre-service teachers responded positively to the prompts, I knew that they were appropriate for the study. The resonance between what I was asking and what the pre-service teachers wanted to tell me suggests that I can trust what was being said. The prompts are shown in the table below, whilst examples of the data collected and follow up prompts are in chapter 5. Table 4.1 below, shows the prompts used.

Prompts for focus group 1a and 2a in Phase 1 data collection
Introduce yourselves and tell me if you have been into school prior to this course.
How are you feeling about going into school?
Are you going to emulate the way you were taught at school?
How are you going to develop a respectful relationship with the students?
What are you expecting from the school?
What about relationships with staff?
What about your peers?
What about work-life balance?
What are you expecting from the university staff?

Table 4.1 Prompts used in Phase 1 Data Collection

The data generated from the phase 1 data collection allowed me to establish further prompts for the phase 2 data collection. The prompts for the phase 2 data collection are shown in table 4.2 below.

Prompts for focus groups 1b, 2b and 3b in Phase 2 data collection
What are your feelings about your placement?
How would you describe your relationship with your mentor?
What about your relationships with other staff?
What about workload and work-life balance?
Did you get in touch with your peers as you mentioned a WhatsApp group previously?
Having completed the first placement are there things you would do differently next time?
Is there anything further you would like to add?

Table 4.2 Prompts used in Phase 2 Data Collection

4.8.3 Composition of Phase 2 Data Collection Focus Groups

The pre-service teachers were emailed in the last week of their first placement and invited to two focus groups, arranged with lunch at the university. The intention was to keep the composition of the groups the same as in the phase 1 collection, because they had previously worked well to generate discussion and the participants seemed comfortable with one another. Unfortunately, two of the pre-service teachers from focus group 1 did not respond to emails and a third could not make the first date, but agreed to join focus group 2, so that only four pre-service teachers from the initial focus group 1a could meet as a focus group 1b. For the second focus group, four of the five pre-service teachers from focus group 2a could meet, but in reality only three of them met together as focus group 2b. So a third focus group was arranged and the remaining two pre-service teachers from focus group 2a met to form focus group 2c. So although focus group 2 was split, the constituents of the group 1a and 2a were not mixed together, so that the dynamic remained similar to the first focus groups. At this

stage, three of the original 12 pre-service teachers had decided not to participate. This could be because they had experienced difficulties with their school placement or because they were too busy to take part in a second focus group, but as I was unable to speak to them it remains unclear. The composition of the focus groups in this phase of data collection is shown in chapter 5. Each focus group was one hour in duration and the discussions were conducted with a set of prompts of seven questions, shown in Table 4.2. These prompts were derived using the data collected in phase 1 together with my professional experience of working with pre-service teachers and in discussion with my supervisors. The data generated from the phase 2 data collection allowed me to generate prompts for the phase 3 data collection, so that the process was both iterative and cumulative. The prompts for the phase 3 data collection are shown in the table 4.3 below.

Prompts
How are you feeling about your placement?
How is your relationship with your mentor?
What about your relationships with other staff?
What about workload and work-life balance?
Did you get in touch with your peers as you mentioned a WhatsApp group previously?
How do you feel about the increase in your timetable?
Having completed the first placement are there things you would do differently next time?
Is there anything further you would like to add?

Table 4.3 Prompts used in Phase 3 data Collection

4.8.4 Composition of Phase 3 Data Collection

All of the original 12 pre-service teachers were invited to an individual interview during their second school placement. I agreed to either meet them at the university or at their placement school, whichever they would prefer. The three pre-service teachers

who had not taken part in phase 2 data collection did not respond, and a further two from the phase 2 data collection did not respond, resulting in seven individual interviews. The email and interview schedule are shown in chapter 7. The data generated from the phase 2 data collection allowed me to generate prompts for the phase 3 data collection, shown in table 4.3, so that the process was both iterative and cumulative. The majority of the interviews were about 27 minutes in duration, with the exception being that pre-service teacher I's interview was 46 minutes and that of pre-service H was 13 minutes. Pre-service teacher H felt that he had said all he could about the placement in that short time, whilst pre-service teacher I was able to expand upon the points he made. I felt it was important for them to feel able to include as much or as little information as they deemed appropriate.

4.9 Transcription

Both focus groups and interviews were recorded and these were then transcribed into a verbatim written format, using bold type for words that participants emphasised. Member checking was carried out to establish credibility and trustworthiness (Guba and Lincoln, 1989). Member checking is an essential technique used in determining the representation of responses from the data and analysis. After transcribing the audio recordings each transcript was placed in a different shared folder on the university server. The participants of each focus group were invited by an email link to join the appropriate folder. They were also asked to examine the transcripts to verify their accuracy, and address any possible errors, and to email an alert to me if errors were found. All participants accepted the invitations to view the transcripts and I did not receive any email alerts. In addition, a week later, I reviewed the transcripts, which had been set to track changes and there were no changes recorded.

4.10 Content Analysis

According to Cohen et al., (2007) content analysis involves the reduction of large amounts of written data, such as interview transcripts, to manageable proportions, following a strict and systematic set of procedures. The first step is to create the units

of analysis, which can be done by ascribing codes to the data (Miles and Huberman, 1984). According to Miles and Huberman (1984) the codes should be as discrete as possible, but in the process of iteration and reiteration some codes will be modified. By coding the data the researcher can then detect patterns that can group the codes into categories. At this stage it may be possible to review the codes and according to Hammersley and Atkinson (1983) even assign them to more than one category. There is an implication that the frequency of codes and categories provides an indication of their significance (Cohen et al., 2007). The main strength of content analysis is, according to Denscombe (2014), that it provides a means of quantifying the contents of a text that is clear and in principle, repeatable by other researchers. However, the main limitation is that it tends to dislocate the units and their meaning from the context in which they were made. It is best used with communication that is more straightforward rather than text that relies on subtle and intricate meanings. The detail of the data analysis for each phase of data collection is discussed in chapters 5, 6 and 7.

4.11 Coding

The audio recordings and transcriptions were imported into Nvivo 12 for inductive coding. Inductive coding generates codes "from salient aspects identified in the data" (Lewins and Silver, 2011:5), rather than deductively from predefined areas of interest. According to Abrahamson "an inductive approach begins with the researchers immersing themselves in the documents in order to identify the dimensions or *themes* that seem meaningful" (1983:286). Phrases, sentences and words are considered in detail and open coding used to assign them to nodes (Lewins and Silver, 2011). A node is the terminology employed by Nvivo 12 to refer to a code and for the remainder of this thesis I will refer to nodes as codes. After the identification of codes, a second reading of the data was undertaken, referred to as "axial coding" by Lewins and Silver (2011:5) where open coding codes are reconsidered and similar codes are grouped together into categories. Once the categories have been determined, according to Lewins and Silver (2011) selective coding takes place, where the data is read for a third

time and grouped into themes. The codes, categories and themes are discussed in detail in chapters 5, 6, 7 and 8.

4.12 Trustworthiness

There are four criteria, according to Guba (1981) that qualitative researchers should include for their research to be considered trustworthy and these are credibility (in preference to internal validity); transferability (in preference to external validity or generalisability); dependability (in preference to reliability); and confirmability (in preference to objectivity).

Credibility is how I show that I accurately recorded the phenomena under scrutiny, for example, using well-established methods of data collection or avoiding researcher bias in selection of the participants. By using data collected from pre-service teachers that had been to secondary schools on placement, individual experiences and viewpoints could be verified against one another and a rich picture of the needs and attitudes of the pre-service teachers could be built up from a number of different people (Shenton, 2004). Site triangulation using a number of different secondary schools reduces the effect on the study of particular local factors peculiar to one institution and when similar results emerge at different sites, it enhances credibility.

Transferability is the extent to which the findings can be applied to other situations. The findings of my qualitative study are specific to a small number of individuals and particular environments. However, provided sufficient contextual information is given, readers may be able to make such a transfer. It is also reliant upon sufficient thick description of the phenomenon under investigation to allow readers to have a proper understanding of it, enabling them to make comparisons with their own situations (Lincoln and Guba, 1985). As several of my pre-service teachers had placements in the same schools, transferability of findings regarding the school ethos and culture may be possible.

Demonstration of transferability goes some way towards ensuring dependability (Lincoln and Guba, 1985) and this may be achieved through the use of overlapping

methods, such as focus groups and individual interviews. By reporting the process of the study in detail it may be possible for a future researcher to repeat the work and also allows the reader to assess the extent to which research practices have been followed (Shenton, 2004).

Confirmability ensures that the findings of the study are the results of the experiences of the participants and not those of the researcher (Miles and Huberman, 1994). Therefore I have outlined my own positionality and explained my role as a researcher and included detailed methodological decisions and an audit trail to allow the reader to determine how far the constructs from the data can be accepted. Having asked participants to read through the transcripts to check that the data is a correct version of the discussion and interviews also provided a means of checking confirmability. The checks on trustworthiness that fall into each of the four categories can be seen in Table 4.4.

4.13 Positionality

According to Rowe (2014) the positionality of the researcher refers to the positioning of the researcher in relation to the political and social context of the study, affecting every phase of the research process. The more closely the researcher is positioned to the participants the more likely there are common expectations, intentions and power equity. However, positionality is multi-dimensional and the researcher may be closely positioned to the participants on some dimensions, but not others. These dimensions extend into the worldview that the researcher brings to the enterprise, influencing what is perceived and understood as knowledge. In the next section I discuss my role both as a university tutor and researcher.

Credibility	Transferability	Dependability	Confirmability
Using methods that are well established in the field of education research		In-depth description of methodology. The operational detail of the data gathering.	Audit trail to trace the research process step-by-step
Familiarity with the culture of teacher education	Provision of the background data to establish the context of the study		
No researcher bias in the selection of participants			Recognition of the shortcomings and their potential effects
Triangulation involving two methods of data collection and a range of informants and secondary schools	Eight of the twelve participants were on practicum with other participants in the same school or where other participants had been on practicum	Research design to use overlapping methods, focus groups and individual interviews	The focus group and individual interviews allows for participants to discuss issues pertinent to them rather than the researcher
Tactics to provide honesty, allowing participants to withdraw at any time			
Iterative questioning			
Researcher's reflective commentary		Reflective appraisal of the project	
Background of the researcher			Separate role as researcher and tutor
Member checks			Member checks
Thick description	Thick description		Thick description
Examination of previous research findings	Given sufficient contextual information readers may draw comparisons with their own situation		

Table 4.4 Trustworthiness of the Study

4.13.1 Insider issues

As a science education tutor, I taught the five pre-service science participants in this study for eight out of a total of 104 sessions and observed three of them teach whilst on first placement and two of them teach on second placement. Although I consider that this contact as a tutor is quite minimal, it does place me as an insider regarding my knowledge of the way the course works and knowledge about previous pre-service teachers' experiences and perceptions of the practicum. So my position, as a tutor on the course, was an ever-present aspect of the investigation, although I made it clear at the outset that my role as a tutor was separate from my role as a researcher. Whilst I share biographical aspects with the pre-service teachers in this study, for example, a biology graduate who studied a PGCE to teach in secondary schools, there are also differences. For example, my age and teaching experiences differed from those of the pre-service teachers in this study and that they would most likely perceive me to be an outsider. My status as a tutor meant that I hold a position of power, and this may have affected what the pre-service teachers discussed with me. However, being an insider should have enabled me to have greater depth and breadth of understanding the pre-service teachers' perceptions of the practicum, to have more rapid acceptance by them, so that they were more open with me, giving more depth to the data collected (Dwyer and Buckle, 2009). However, there may be issues of familiarity, whereby the participants made assumptions about my insider knowledge and did not fully explain what they meant (Dwyer and Buckle, 2009). Although this may have been possible in the focus group meetings, the fact that the data from each focus group was used to set the prompts for the next focus group, meant that this could be used to elicit further rich information about any issues which were not clearly explained. It was important that I did not direct the focus group meetings, but allowed the participants to talk openly about the issues that were important to them, rather than from my perspective as a tutor.

4.14 Ethics

The Faculty of Education's ethics policy and the British Educational Research Association (BERA, 2019) contains the principles, guidelines and procedures that are

informed by and compliant with the Concordat to Support Research Integrity (Universities UK, 2016) which represents the UK's collective response to the ethical practices and responsibilities detailed in the Singapore Statement on Research Integrity (2010) and the European Code of Conduct for Research Integrity (2017). The Singapore Statement includes four principles: honesty in all aspects of research; accountability in the conduct of research; professional courtesy and fairness in working with others; good stewardship of research on behalf of others. It includes 14 responsibilities for researchers, covering topics, such as, integrity, peer review, and conflict of interest.

The university in which the study was based also has a Code of Good Research Practice for all members of staff and students to follow. The School of Education's ethics committee acts as gatekeeper, in that applications have to be approved by them in order to be able to proceed with the research. The procedures were followed and consent was granted by email on 5 September 2018 and can be found in Appendix 2.

4.14.1 Participant Consent and Confidentiality

One of the central concepts that the guidance documents mentioned in the section above is Participant Consent and Confidentiality. Participant Consent is one of the founding principles of research ethics. According to the University of Oxford (2020) 'Its intent is that human participants can enter research freely (voluntarily) with full information about what it means for them to take part, and that they give consent before they enter the research'.

According to Coffelt (2018) a confidential study is one in which the participant is known by the researcher, but it is the researcher's responsibility to protect the participant from harm by altering any personal, identifying information that is revealed during the study. She recommends that the participant is identified by a pseudonym and only reveals information that supports the study's findings.

The setting for my study was a university in the north of England and permission to use the setting was granted as part of the ethics procedure and is in Appendix 2. All participants who volunteered to take part in the study were emailed a consent form and a participant information sheet, found in Appendix 3. The participant information sheet provided information about the purpose of the study, voluntary participation, confidentiality, audio recording, access to the transcripts and that my role as a researcher was separate from my role as a tutor on the course. By signing the consent form participants were also agreeing to not disclose publicly information discussed either as part of a focus group or in an individual interview, nor to talk about material relating to this study with anyone outside of their fellow focus group members or myself.

All volunteers signed consent forms agreeing to take part in both focus group and individual interviews, prior to the first focus group (see Appendix 4). The informed consent form was reviewed with participants at the start of each focus group and individual interview and they were reminded that they could withdraw at any time. At the end of each phase of data collection the participants were reminded of the next phase of data collection and asked if they still wished to take part in the research and all agreed to do so.

4.14.2 Data Protection and Storage of Records

The Data Protection Act (2018) is a UK national law that complements the European Union's General Data Protection Regulation (GDPR). The Act was developed to control how organisations use personal data. Personal data is any information that relates to an identified or identifiable living individual. There are eight principles in the Data Protection Act, some of which include; ensure that personal data is adequate and relevant for the purpose, data is up to date, kept safe and secure for no longer than it is needed. In relation to my study, all notes, audio recordings and records collected during the study were stored on the university server in a .box.com account which is password protected, until the thesis has been submitted and approved, in 2021. At the end of this period all data will be deleted. The protection of participants was by open

coding the data, to ensure that no names were used during the study and all the data remain confidential. The university used for the study was also not be identified by name. The transcripts of each focus group and interview were placed in a folder on the university server in a .box.com account and shared with the participant(s) of that focus group or individual interview for member checking and accuracy.

4.15 Delimiters and Limitations

Delimiters are the intentional choices made *a priori* about drawing the boundaries of the study. Limitations are factors outside of my control, for example, time constraints. Both delimiters and limitations can restrict the questions that can be answered or the inferences that can be drawn from the findings (PhDstudent.com, 2020). The delimiters are discussed in the next paragraphs.

I specifically planned to collect the expectations of pre-service secondary teachers prior to the practicum and their perceptions at the end or towards the end of each placement, because I wished to understand their experiences from their point of view. Therefore collecting data from their mentors or host teachers was not applicable, even though it could have been used to verify (or not) the relationship between what the pre-service teachers' said and what they did and what they said they did. Observation of the pre-service teachers and their relationships with their mentors and host teachers was not possible, because my presence would have affected that relationship.

At the start of each focus group and interview, I re-iterated that my role was one of a researcher to mitigate against my position as an insider affecting the responses that the participants gave. Due to the part-time nature of my work, I had some contact with the five science pre-service teachers (as mentioned in the section 4.12.1 'insider issues') and no contact with the other seven participants, outside the focus groups and interviews. I made every effort to be receptive and neutral in order to encourage the right climate for the pre-service teachers to feel comfortable and to provide honest answers.

The research that was conducted is unique to this university and the schools used for the practicum and may not be representative of other universities and their partner schools in teacher training. The study is delimited to only 12 pre-service teachers at the start of the course and then to seven who were interviewed towards the end of the course. The purpose of this study was to produce an in-depth understanding of what pre-service teachers' perceive to be the issues about learning to teach in schools today whilst on placement. Therefore although this study may not be generalizable to other university PGCE courses, teacher educators interested in the training and development of pre-service teachers may find the discussion and recommendations to be beneficial.

This study relied on my knowledge of pre-service teachers going into school for the practicum. As a teacher educator at the institution where the research took place I had to make clear to the participants that when I was conducting research I was not acting as a teacher educator but as a researcher. As a result, any discussion that took place in the focus groups or individual interviews would remain confidential and could not be discussed outside of the meetings. To prevent researcher bias, the research methodology was strictly adhered to and the informed consent was issued prior to the first focus group. The discussions were recorded and transcribed verbatim. It is possible that any judgements I make regarding the significance of the data may be influenced by my role as a teacher educator. However, every effort was made to remain neutral during the data collection process and to be consistent across all focus groups and individual interviews. The limitations of the study are discussed in the following paragraphs.

One limitation of this study is that the demographic characteristics of the sample are different from the national figures for England in 2018-19. Whilst the two pre-service geography teachers in my study were both female, the national figure for geography was 61% female. The national figure for pre-service history teachers was 50% female and English pre-service teachers was 78% female, compared with my study where both history and English pre-service teachers were male. Four of the five science pre-service teachers were male, which is dissimilar to the national figures where 34% of biology, 40% of chemistry and 71% physics pre-service teachers are

male. In terms of teaching subject, the numbers of pre-service teachers in science (42%), mathematics and geography (both 17%) were over-represented in my study compared with the national figures of 20% for science and 13% for mathematics and 8% for geography. The number teaching Modern languages and history were similar to the national figure of 8%, but those teaching English were under-represented compared to the national figure of 17%. The imbalance in the sample may have led to over-representation of some groups in the findings that are reported and to under-representation of others. However, the subject specialism for which they were being trained may not have made any difference to their views about the placement. Due to the purpose and nature of this research study and the methodological approach used, the limitations were unavoidable, but did not affect the findings in a negative manner.

4.16 Summary

The research focus of this study centred on pre-service teachers' expectations of going into school on placement and then followed up their perceptions of the experience of being on practicum in two different schools. Using qualitative focus groups and individual semi-structured interviews this study explored the expectations and perceptions of pre-service teachers as they experienced the practicum. There is limited research about the expectations and perceptions of pre-service teachers undertaking the practicum in England in schools, as much of the previous research was over nine years old (Hobson, 2006; Johnston, 2010; Ellis, 2010). I identified a gap in the literature regarding the expectations of pre-service teachers before going into school on practicum as well as their perceptions of going into a second school on placement. The data were collected once ethics approval had been received.
In the next chapter I shall discuss my findings and interpretations of the first phase of data collection and their significance to future teacher educators and pre-service teachers.

Chapter 5 Phase 1 (Identification of Codes and Categories): Presentation of Discussion and Findings

5.1 Introduction

In the previous chapter I discussed my methodology and the methods used to collect the data. In this chapter I present the data that emerged out of the Phase 1 data collection, followed by a discussion of the findings. The purpose of collecting these data was to find out the thoughts and feelings that pre-service teachers held prior to going on placement. The data that emerged out of Phase 2 and 3, during actual placements, are presented and discussed in Chapters 6 and 7.

5.2 Data Collection

The first phase of data collection was carried out to explore the prompts that would be suitable to use in focus groups in the phase 2 data collection. To this end, participants were invited to attend focus groups arranged at the university during lunchtime, as the participants were attending taught sessions between 9-12am and 1-4pm. Data collected in phase 1 took place on 10th and 12th September 2018. Full details of the data collection processes are in the methodology chapter. The diagram below shows the phase 1 data collection. Using the literature I was able to identify the main issues associated with learning to teach on practicum and to develop the prompts to use in the focus groups for data collection about going into school on placement, these are shown in the methodology chapter. The first focus groups confirmed that the prompts developed were suitable for use in further data collection from the focus groups in phase 2.

Phase 1 (Pilot)

Phase	Date	Stage of teacher development	Source of data	Type of data collection
1	March – August 2018	Prior to the start of the course	Documents	Literature review
1	10th & 12th September 2018	Prior to the placement	Pre-service teachers	Focus groups

Outcome: The literature review and data collected from the focus groups provided research questions and prompts for phase 2 data collection

Table 5.1 Table to Illustrate the Stage of Teacher Development and the Data Collection Methods used in the Phase 1 Data Collection

The composition of focus groups 1a and 2a, by teaching subject specialism, is shown in the table 5.2 below.

Focus group 1a		Focus group 2a	
Subject specialism	Number of pre-service teachers	Subject specialism	Number of pre-service teachers
Biology	2	Chemistry	1
English	1	Geography	1
Geography	1	Modern languages	1
History	1	Physics	2
Mathematics	2		

Table 5.2 Composition of Focus Groups 1a and 2a

Ten out of the twelve pre-service teachers were learning to teach subjects that were defined by the government as shortage subjects in schools at the time of writing (see chapter 2). The two non-shortage subjects are history and English. Those pre-service teachers with undergraduate degrees that are not related to their teaching subject had studied a Subject Knowledge Enhancement (SKE) course at the university, enabling them to have significantly more school curriculum knowledge than the others in the study. The pre-service teachers' ages, first degrees and school experiences were all different. Table 5.3 summarises the demographic data for each pre-service teacher which illustrates their unique demographic. For example, the two geography pre-

service teachers studied different degrees, were different ages and had different prior experiences of teaching.

Pre-service teacher	Age	Gender Female-f Male-m	Degree Subject	Teaching subject	Teaching or school experience
A	23	f	Biomedical Sciences	Biology (science)	Scout leader
B	21	m	Law	Maths	More than 7days
C	42	m	History	History	10 years part time tutoring
D	31	m	English literature and creative writing	English	1-to-1
E	27	f	Geography	Geography	Teaching abroad
F	23	f	Geology with foundation year	Geography	Sunday school
G	23	m	Physics	Physics (science)	1 day
H	22	m	Masters chemistry	Chemistry (science)	None
I	27	m	Product Design Engineering	Physics (science)	Primary sports coach
J	28	f	Design and art direction	Maths	5 days
K	46	f	Applied languages	French and Spanish (Modern languages)	PGCE
L	22	m	Marine & freshwater biology	Biology (science)	More than 7days

Table 5.3 Demographic Data for the Pre-service Teachers

Table 5.4 shows the prompts used, examples of the types of data collected and the follow up questions. Table 5.5 summarises the number of coding occurrences from

each pre-service teacher and the focus group to which they made their contributions. The coding occurrences, based on what was said in the focus group discussion, varied in length. One could be a single word, a short phrase, a sentence or a paragraph.

Prompts for Focus Groups in Phase 1	Examples of Data from FG1a	Examples of Data from FG2a	Follow-up questions
Introduce yourselves and tell me if you have been into school prior to this course.	Qualifications, school or tutoring experiences.	Name, school experiences and past teaching or tutoring.	
How are you feeling about going into school?	Emotions, workload, family in education, behaviour management.	Emotions, workload, scare stories, length of placement, schools changed today.	
Are you going to emulate the way you were taught at school?	Qualities of teacher they want to be, dress code, stature.	Qualities of teacher they want to be, pedagogy, inspirational teachers.	What sort of things did they do, that made you want to be like them?
How are you going to develop a respectful relationship with the students?	Female teachers, respect, parents, behaviour management, dress code.	Scary, be your-self, presence, respect, dress code.	Define presence. What image do you want to portray?
What are you expecting from the school?	Relationships with staff.	Warm welcome, mentor qualities, professional, challenging, after school clubs.	What do you want to know about the school? Why after school clubs? What about relationships with staff?
What about relationships with staff?	Scare stories, empathy, volunteer.	Supportive, empathy, professional.	
What about your peers?	Social media, assignments.	Share resources, social media.	
What about work-life balance?	Assignments, peer support, workload, talk to staff.	Planning, workload.	What about the university staff?
What are you expecting from the university staff?	Emails, talk to them, support, cohort size.	Support, email.	

Table 5.4 Prompts used in the Focus Groups for Phase 1, Examples of the Data Collected and the Follow-up Questions.

Although the length of the occurrence is not recorded, the number does indicate the quantity of the contributions each pre-service teacher made to the discussion in each focus group. For example, as shown in Table 5.5, pre-service teachers F and L made considerably more contributions (55 and 60, respectively) to the discussion than B (6 occurrences), in focus group 1a.

Pre-service teacher	Focus Group	Number of coding occurrences	Pre-service teacher	Focus Group	Number of coding occurrences
A	1a	19	E	2a	29
B	1a	6	G	2a	18
C	1a	13	K	2a	26
D	1a	31	I	2a	17
F	1a	60	H	2a	9
J	1a	21	Total		99
L	1a	55			
Total		205			

Table 5.5 Number of Coding Occurrences for Each Pre-service Teacher and Their Focus Group

5.3 Presentation and Discussion of Phase 1 Data

5.3.1 Phase 1 Coding

After reading through the transcripts of both focus groups 1a and 2a, I began to assign words, phrases, sentences and paragraphs to codes, beginning with the transcript of focus group 1a and then moving onto the transcript of focus group 2a. The codes were assigned names that described their content. For example, the code 'career change' describes those individuals who had been working in one career and now wished to pursue teaching as a career. The terminology in the data may also be used as a code label, for example, when one individual said they felt 'anxious' about going into school, this was assigned to an 'anxious' code. Some codes were more conceptual in nature, for example, the code 'has pedagogic knowledge' refers to instances where individuals mentioned having experienced some form of teaching, whether it be on a one-to-one basis or small group work. Some codes could be assigned to more than one category,

for example, some words or phrases assigned to, ‘student relationships’ could also be assigned to ‘behaviour management’.

By reading through the focus group transcripts for a second time, I was able to identify substantive statements that I had previously missed, so that new codes were created, such as ‘lack of subject knowledge’ and ‘has subject knowledge’. For example the code, ‘difficult’ referred to the difficult nature of the entire practicum, which distinguishes that from the code ‘difficult at the start’, where there is an implication that there will be an improvement as time goes on. Some code names were amended, such as ‘mentor qualities’ was changed to ‘expected mentor qualities’ because this name was a more appropriate description of the code. The code ‘workload’ was removed because it was too broad a code and replaced with other codes, such as, ‘normal work’ and ‘lack of time’.

As I assigned substantive statements to each code, I also created a set of notes or memos, which I was able to use as prompts in the phase 2 data collection.
Using Nvivo 12 software enabled the creation of a codebook, *literally* a document showing the name of each code created. To this I added a written description of each code, for reference, when assigning future coding occurrences. See Appendix 5 for an extract of the codebook.

Reading through the data for a third time, I was able to identify where similar codes could be grouped together into categories, a process referred to by Lewins and Silver as “axial coding” (2011:5). Then using the list of categories, I re-read through the statements assigned to each code and checked to see if the code could fit into the category. Where there were similarities between the codes these could be grouped together into a category - for example, ‘authority’ and ‘stature’ into ‘classroom presence’. Differences between separate groups of data also began to emerge, enabling grouping of, for example, ‘has pedagogic knowledge’ and ‘lacks pedagogic knowledge’ into the category ‘pedagogic knowledge’. Some of the category headings were renamed at this stage, for example, ‘school staff’ was renamed ‘trainee expectations of school staff’, because this was a more accurate description of the

codes it contained. One of the categories contained a broad range of codes, so was sub-divided into further categories to more appropriately describe the codes they contained, for example, 'trainee expectations' was sub-divided into 'self-expectations', 'trainee expectations of school staff' and 'trainee expectations of teaching' and 'workload expectations'. Some codes were assigned to more than one category, particularly where supportive relationships were apparent, so these terms were assigned to the category of 'support' and 'relationships'.

A further reading of the data enabled "selective coding" (Lewins and Silver, 2011:5) to take place where the categories are grouped into themes. The themes are discussed in chapter 8. The following section identifies the categories in alphabetical order, the number of coding occurrences assigned to it and an example quote for a code assigned to that category.

5.3.2 Phase 1 Categories

5.3.2.1 Classroom Presence (7 codes)

This category is named 'classroom presence', which includes any aspect of the pre-service teachers' power in the classroom. The codes assigned to this category are: appearance; authority; extreme example; female teachers; manager role; project voice; and stature. An example of the code appearance refers to any aspect of the pre-service teachers' dress. An example quote regarding this code is: "*what shoes am I going to wear, like how does my outfit work, do I, how am I going to present myself".*

5.3.2.2 Family Support (2 codes)

Any reference made by the pre-service teachers to having friends and family working in the education sector was placed in this category. The codes assigned to this category are: family and friends in education; and genes. I decided against placing 'family and friends in education' under 'knowledge of schools' because I was not sure how much knowledge about schools would have been conveyed in those relationships and felt this was better placed in a separate category. An example quote for family

and friends in education is: "*especially with my mum's job, she's known in a lot of schools recently*".

5.3.2.3 Knowledge of Schools (6 codes)

This category included the pre-service teachers' experience of being in schools, working with children and knowledge about their placement. The codes assigned to this category are: knowledge of placement; prior knowledge of placement; school experience; visit old school; get back into schools; and working with children. An example quote for prior knowledge of placement is: "*once you know where it is (you are) going it is better".*

5.3.2.4 Lack of School Knowledge (4 codes)

Into this category were assigned codes that related to lack of confidence or lack of experience in school and that schools had changed since the pre-service teachers' own educational experiences. The codes assigned to this category are: lack of confidence in the classroom; lack of experience in school; long time out of education; and school today a different place. The lack of experience in school was expressed by three of the pre-service teachers. One example quote is: "*all I did in my experience was observing, I didn't get the chance to go or do activities where I was leading the class*".

5.3.2.5 Life Experience (4 codes)

This category was originally named qualifications. However, that name only applied to one code, with the same name. To incorporate the broader perspective of past non-teaching work and current roles, the name was changed to 'life experience'. The codes assigned to this category relate to past work experience and qualifications. The four codes are: perpetual student; qualifications; training people; and work experience. Where pre-service teachers made reference to their past work experience, which was not connected to teaching, these phrases were assigned to this code. An example quote for this code is: "*I was also a paralegal, so I was working in a law firm as well".*

5.3.2.6 Negative Emotion (13 codes)

Where pre-service teachers expressed themselves using terms such as 'anxious' or 'concerned' for example, these codes were assigned to this category. The codes are: anxious; apprehensive; challenge; concerned; daunting; fear; hate; like you not; nervous; scared; stressful; upset; and worried. Any use of the word 'worried' was assigned to the code 'worried'. An example quote is: "*I am worried about my own performance".*

5.3.2.7 Pedagogic Knowledge (2 codes)

Any code referring to having or lacking pedagogic knowledge was assigned to this category. The codes are: has pedagogic knowledge; and lack of pedagogic knowledge. The code 'has pedagogic knowledge' was originally called 'pedagogic knowledge' but when the code 'lacks pedagogic knowledge' was created, the word 'has' was placed in front of this code name. One example quote is: "*we have just done this morning about geographical enquiry…. I think that is a perfect lesson".*

5.3.2.8 Peer Support (8 codes)

This category includes any code that refers to the pre-service teachers supporting one another. The codes assigned to this category are: email; help each other; learning and teaching; people from every background; same problems; share resources; social media; and writing assignments. This code 'same problems' was added during the second read through of the transcripts. This code refers the use of the phrase 'same problems' by one pre-service teacher. The context is that they can use their peers for support, as they will have encountered the same problems. The example quote is: "*the likelihood is that we are likely to have the same problems".*

5.3.2.9 Positive Emotion (15 codes)

Where the pre-service teachers used the terms, for example, 'calm' or 'excited' in a positive way, these codes were assigned to the category 'positive emotion'. The codes are: calm; comfortable at school; confidence; empathy; excited; get stuck in; jovial; not afraid; not nervous; not panicking; not scary; not worried; positive about going into school; resilient; and wonderful moments. For one pre-service teacher 'dealing with kids' was not scary. An example quote is: "*so that does not scare me*".

5.3.2.10 Reasons to Teach (6 codes)

As this category name suggests, the reasons for going into teaching are assigned to this category. There are 6 codes: always wanted to teach; boring; career change; enjoyable subject; rewarding; and taught by inspirational teachers. The code 'always wanted to teach' refers to two pre-service teachers' saying this was what they always wanted to do. An example quote regarding this code is: "*teaching was what I always wanted to do".*

5.3.2.11 Self-expectations (10 codes)

This category includes all the occurrences where the pre-service teachers referred to their own expectations of themselves. Ten codes were assigned to this category and they are: be yourself; disagreement; improvements; observation of teachers; perfectionist; qualities of the teacher you want to be; self-esteem; sense of humour; something good; and watch the real teacher. For the code, 'qualities of the teacher you want to be', the pre-service teachers mentioned the qualities of teachers that they would like to emulate. An example quote is: "*the minute you walked through the door they were enthusiastic".*

5.3.2.12 Student Relationships (11 codes)

When the pre-service teachers mentioned the pupils in any context, those codes were assigned to this category. The codes are: children don't want to learn; children want to learn; dealing with kids; don't like you; hate school; not a teacher; parents; punishment; respect; school clubs; and subject is interesting. One pre-service teacher thought that the pupils didn't have to like you as their teacher. An example quote is: "*they don't have to like you"*.

5.3.2.13 Subject Knowledge (2 codes)

Any aspect of subject knowledge, either having it, or lacking it, was assigned to this category. The codes are: has subject knowledge; and lack of subject knowledge. The code 'has subject knowledge' refers to comments made by the pre-service teachers who had completed the mathematics SKE course, enabling the development of mathematics subject knowledge for those without a mathematics degree. An example quote about the SKE course is: "*which helped me gain all the knowledg*e *I needed".*

5.3.2.14 Trainee Expectations of School Staff (3 codes)

Any code relating to the school staff was assigned to this category. The codes are: expected mentor qualities; expected teacher relationships; and warm welcome. Assigned to the code 'expected mentor qualities' are comments about the sort of mentor that the pre-service teachers hoped to have on placement. An example quote is: "*so I am really hoping that I get a mentor that I can work with*".

5.3.2.15 Trainee Expectations of Teaching (7 codes)

Where the pre-service teachers referred to expectations about their own teaching, those codes were assigned to this category. The codes are: difficult at the start; inadequate lessons; long placement; naïve; own educational issues; scare stories; and volunteer. As well as direct use of the term 'difficult at the start' phrases assigned to

this code related to pre-service teachers' perceptions of not getting it right the first time they try teaching. An example quote for this code is: "*you are going to find it difficult at the start*".

5.3.2.16 University Support (4 codes)

Any code that makes reference to university tutors or university support staff was included here. The codes assigned to this category were: cohort size; disability; emails; and university staff. The code 'university staff' refers to comments the pre-service teachers made about the support they could expect to receive or had received in the past from university tutors. An example quote for this code is:
"*I get the impression that if there is anything at all that you need they are all being really friendly and I can pretty much go to anybody I've met so far and say help".*

5.3.2.17 Workload Expectations (8 codes)

Any codes relating to workload were assigned to this category. The codes were: assignments; difficult; full on; lack of time; normal work; planning workload; shatter you; and teachers cope. The code 'shatter you' was created on a second read through the transcripts to distinguish it from other comments about workload. One pre-service teacher referring to the expected amount of work required said: "*the work is going to shatter you*".

In the next section I discuss the issues emerging from the Phase 1 data collection process.

5.4 Issues Emerging from the Phase 1 Data Collection

In this section, each category outlined in section 5.3.2 is discussed in detail, with relevant quotes from specific pre-service teachers, to highlight their experiences and perceptions of the practicum.

5.4.1 Classroom Presence

Prior to going into school on placement the pre-service teachers in this study (except K) had yet to experience managing a whole classroom of pupils. Whilst some had previous experience of one-to-one tutoring or working with children, for example as a guide leader, they agreed that those roles were different to teaching a whole class. One of the differences was that some pupils would not want to be there and this would be a challenge. Some felt that challenge could be met by showing confidence in front of the pupils and by building mutual respect, whereas others expressed a more confrontational style. Some of the female pre-service teachers felt that large, male teachers had a certain stature, which gave them a natural authority in the eyes of the pupils, that they could never attain, as A stated:

> "*It's sort of that presence that your tall big blokes have and it sounds really sexist to say it but they do"*.

One of the female pre-service teachers, F, had a female teacher friend, who always wore "*six-inch heels*" to provide her with authority in the classroom:

> "*She just couldn't bear, she thought she had no authority without them".*

However, pre-service teacher A felt that despite the clothes she wore, her small stature was a disadvantage:

> *"I look still at times look like a kid in school uniform when I'm in some of my smart stuff".*

She worried about managing the behaviour of teenage boys in her classroom:

> "*These 15, 16 year old lads that are twice my size. I think if you have a 16 year lad old kicking off, who could potentially be six foot and me, … well that's the thing".*

She also felt that:

> *"I've got very little in my toolkit in a sense, to make you sit down and shut-up".*

So at this early stage in her teaching career she does not yet have the skills or repertoire of behaviours in her 'toolkit' to make pupils behave. Like the other pre-service teachers who were worried about managing behaviour, it is also about 'fear of the unknown'.

By comparison another pre-service teacher, L, in his role as an army cadet officer wore a uniform based on his rank, that gave him authority over lesser ranks, so that he said about his uniform:

"*With a rank and I hold a position over them".*

He felt that the uniform was important because:

"*That rank almost gives you like an armour".*

However, he would not be wearing a uniform in school, nor would his rank be meaningful to the pupils, so that he commented:

"*I have to go into it and I know I am consciously going in without that armour as such".*

This illustrates that he is feeling vulnerable without that uniform and lacking authority. The reference to armour could also refer to going into battle against the pupils.

For two others, these issues were not perceived as such a problem. For example, one mature pre-service teacher, C, stated:

"*I'm not really bothered about a few kids"* and went on to add

"They are going to be a pain in the backside … if it comes to any trouble I can restrain pretty much anyone in a classroom quite easily" and added:

"Know your enemy".

This referral to pupils as the 'enemy' also links to the previous comments about 'armour', so that these words are associated with going into battle or doing battle with the pupils, as does the phrase 'can restrain pretty much anyone'.

These comments caused one of the female pre-service teachers, F, to say:

"*I played rugby for years, that's where my logic comes from, I can take you mate, we're fine".*

The idea that 'I can take you' also relates to combat.

Such attitudes were not acceptable to one pre-service teacher in this group, D, who disagreed with those sentiments. He preferred to be less confrontational:

"I am going in there as a teacher and building relationships".

One pre-service teacher expressed similar views, as G said:

"*I've always found respect is reciprocated … so it starts with being respectful yourself and being fair to everyone, that everyone is equally valued".*

5.4.2 Family Support

Two of the pre-service teachers had family members who worked with children and for one, A, there was an assumption that she would make a good teacher,

"*I'm going to be good because you know I'm her kid*".

Where pre-service teachers had friends working in education, they used this as an example to explain their familiarity with the secondary education sector, for example in this quote by J:

"Only because I have got friends, lots of friends who are teachers".

They would also discuss issues that arose with their family members, as in this quote from F:

"I've had a long conversation about shoes with my mother this entire weekend".

Having friends and family who were teachers also provided the motivation to become a teacher.

5.4.3 Knowledge of Schools

This category includes any reference to the pre-service teachers' prior experiences with children. The pre-service teachers' in my study had very varied experiences of secondary schools and interacting with children. For example, one pre-service teacher, L, had spent one day a week in a local secondary school supporting pupils in science lessons for one whole semester during his undergraduate degree. Another pre-service teacher, J, had observed mathematics lessons for five days. One pre-service teacher, I, had been working as a primary school sports coach. These compared with pre-service teacher, G, whose own schooling was more recent, but whose school experience was very limited:

"My school experience consists of a grand total of one day visiting a sixth form over there".

These experiences inform their expectations about the school environment, the pupils' behaviour and how they will interact with both staff and pupils. Their observation of teachers in secondary schools was predominately based on their own

educational experience, which provides a different perspective when viewing the teacher as a pupil, compared to viewing the teacher as a pre-service teacher.
The pre-service teachers who knew which school they were going to for their first placement agreed with A's comment,

> *"It's just knowing that little bit of something before you walk into completely the unknown".*

Those who did not yet know which school they were going to, were feeling anxious and nervous about where they might be placed, see also the category Negative Emotion, Section 5.4.6.

5.4.4 Lack of School Knowledge

The lack of experience in secondary school was expressed by three of the pre-service teachers, G, J and H, who had not spent much time in school. For some of the pre-service teachers in this study, their school days were many years ago and schools are very different today, so walking into the 'unknown' was a realistic view, as D comments,

> "*It is going to be very radically different to what and how I experienced it".*

For pre-service teacher K, who had experienced a PGCE course ten years before, she felt a lot would have changed in that time,

> "*I'm nervous because a lot will have changed, the curriculum will have changed".*

5.4.5 Life Experience

For those pre-service teachers who are career changers, J, K, C, B they will have experience of other types of work, so can bring their own life experience into their teaching. For example, B, was working whilst undertaking his law degree and pre-service teacher, J, had experience of "*training people at work",* which she thought would be very different to teaching pupils in a classroom.

5.4.6 Negative Emotion

One pre-service teacher, D, referred to many of his peers not yet knowing which schools they were going to be placed in which was creating:

"*An anxiety around the placement"*

Whilst pre-service teacher C, felt expressed his opinion that:

"The more knowledge and information you get…. the less anxious and apprehensive you will be".

Similarly pre-service teacher E, also referred to going into school as "*fear of the unknown",* although she knew which school she was going to and had researched it, she still had lots of questions about the school which would not be answered until she got there.

Pre-service teacher I, felt anxious about:

"Going into a classroom full of students and not knowing the outcome".

As well as feeling anxious about the content of the lessons in particular, there was also anxiety about meeting the teaching standards against which the trainees are assessed, specifically those which refer to teaching:

"*British values".*

Pre-service teachers G, H, K, F and B all expressed feeling nervous about going into school, whereas several others used the term 'worried'.

E was worried about:

"What if you have no one to sit with at lunch…. or some pupils decide to play a trick on you".

'Scared' or 'scary' was the term used by pre-service teacher, A, to describe teaching her first lessons and that they will:

"*Not be that good straight off".*

Pre-service teacher L said:

"*What scares me is whether I let them down".*

In this case L was referring to delivering inadequate lessons. Overall the pre-service teachers were feeling nervous and anxious about going into school, but in total there were fewer negative emotions than positive ones, see Section 5.4.9 Positive Emotion.

5.4.7 Pedagogic Knowledge

Pre-service teachers L, A, F and I had their own experience of teaching to draw upon. L had experience of teaching army cadets, A of teaching girl guides, F of Sunday school teaching and I of sports coaching. Pre-service teachers, J and B, had spent time undertaking a subject knowledge enhancement course, and J said:

> *"I feel it's given me, like planning and preparing for going into school … with tips and hints, like this is how I taught it".*

E had been discussing strategies with her peers that were similar to those used by her own teachers at school. Both E and D had experience of teaching English as a foreign language, but did not feel that that enabled them to have the right pedagogic knowledge for teaching whole classes of students in English secondary schools because the context was different and said:

> "*It is in a classroom but in a different context".*

5.4.8 Peer Support

Regarding peer support, there was a general consensus that when studying for their undergraduate degree, they shared resources and expected this to continue, as shown in this example quote from G:

> *"I always find it is good to be collaborative in that we, like we all did it last year in my undergrad degree, everyone was sharing stuff constantly, so I expect that to continue"*.

There would also be an opportunity to meet the other pre-service teachers who were placed at your school before the placement started, as this example quote from K shows:

> *"We meet the other student teachers who are going to be in that school. So we do have an opportunity to get to know each other before we meet at school".*

Thus having the opportunity to meet a different cohort of peers enabled them to expand their social support network.

5.4.9 Positive Emotion

Words associated with 'positive emotion' include, for example, 'excited', 'not worried' and 'empathy'. They were 'excited' about the prospect of being in school and starting to teach and were keen to 'get stuck in'. An example quote for this emotion from L is:

> *"I am quite excited and looking forward to it".*

Three pre-service teachers (E, G, H) used the term or implied 'get stuck in', an example quote is:

> *"It's going to be good to get stuck in".*

Several pre-service teachers (C, A, L, G) said that they were not worried about going into school, an example quote is:

> *"I'm not too worried, to be honest".*

They (D, L, K) expected the school staff to 'empathize' with their situation, as this quote illustrates:

> *"I would hope there would be an element of empathy and compassion from them as they have all been in our shoes".*

Overall there was a general feeling of excitement about going into school, with more positive emotions than negative ones.

5.4.10 Reasons to Teach

Several of the pre-service teachers had always wanted to teach. Part of the motivation to teach was due to having inspirational teachers that taught them, as shown by D's comment:

> "*But there were teachers that really inspired me to do what I have done*".

For others, their experience of being taught was shown by this example quote from G:

> "*They were boring, extremely boring. So that's going to be a direction I am going to try and stay away from*".

Some of the pre-service teachers wanted to teach because they "*enjoyed*" their subject and wanted to pass on this enjoyment to others.

5.4.11 Self-expectations

When the pre-service teachers were discussing earning the respect of the pupils they used the term 'be yourself' because if you did not do so, the pupils would see that it was a false impression. As E said:

"*I think being yourself, being really honest*".

E also thought that it would help build relationships by:

"*I think having a bit of a sense of humour".*

She also thought that the placement experience would enable her to:

"*To sort of build this, sort of picture, of what sort of teacher, you are going to be".*

Several of the pre-service teachers felt that they would not be good teachers straight away, however, B said that over time:

"*You are just going to get better and better".*

Pre-service teacher K felt that she had been a "*perfectionist*" on her previous PGCE course and upon receiving constructive criticism from her mentor, was a "*delicate snowflake*" so was expecting to be more resilient this time.

Their self-expectations are important, because these beliefs about themselves form part of their teacher identity, which may alter as they develop from pre-service teacher to teacher whilst on placement.

5.4.12 Student Relationships

For several of the pre-service teachers, F, L, C and A, there was a feeling that they would have to deal with the pupils' misbehaviour, rather than work with them to build relationships. As L said:

"*I'm the oldest of four siblings, so (several of the group laugh) I know how to deal with kids".*

The pre-service teachers felt that they would have to deal with issues where the pupils didn't want to be at school and that this was reflected in the parents' attitudes, as shown by this quote, from F:

"*Parents don't even have a GCSE…. don't really want their kids going, but kind of have to send them".*

Earning pupil respect, was something that some of the pre-service teachers thought was due to their position as a teacher in the classroom, as H said;

"*Hopefully they are all lovely children who will respect me by default".*

Pre-service teacher D felt that the respect had to be earned through building relationships:

"I am going in there as a teacher and building relationships".

G had a slightly different opinion:

"I've always found respect is reciprocated … so it starts with being respectful yourself and being fair to everyone, that everyone is equally valued".

Once again these beliefs about teacher identity are important to shape the sort of teachers that these pre-service teachers want to become.

5.4.13 Subject Knowledge

The two pre-service teachers who had studied the mathematics SKE course, felt that they had secure subject knowledge. For some of the others they expressed doubts about their subject knowledge. F had a geology degree, but was training to become a geography teacher and said:

"*I know nothing about geography*".

During the discussion L began to doubt his own subject knowledge and said:

"*I'm a marine biologist which is very different to biology in high school".*

5.4.14 Trainee Expectations of School Staff

There was an expectation that relationships with staff would be professional and empathetic. Both pre-service teachers L and K expected empathy, as shown by this quote from K:

"There would be an element of empathy and compassion from them as they have all been in our shoes".

Both pre-service teachers I and E, were expecting their mentor to be their 'lifeline' whilst on placement and E expected the mentor to have:

> *"The capacity to be able to ease you into your role and sort of cares a bit about your development as a teacher and can give you good feedback".*

And pre-service teacher I also felt that:

> *"At the end of the day you need to feel like you are in a place where you can rely on the help of anyone especially professionally".*

In terms of mentor qualities, E, said:

> "*I'm hoping that my mentor will actually care and not just had it dumped on them".*

G said:

> *"I expect the mentor to be able to give feedback constructively, rather than drop me in it straight away".*

This reflects the idea that he wanted to be able to make mistakes at first and to learn from them. Whereas pre-service teacher I wanted to feel more independent and commented:

> *"It would be quite nice not to just have to go to our mentor every second of the day".*

5.4.15 Trainee Expectations of Teaching

Pre-service teachers A, F, G and I, all expressed the opinion that they would not "*get it right"* the first time that they taught and A thought they would have to:

> "*Get over the hurdle of the first few lessons".*

The idea that the first few lessons were 'hurdles' implies a problem or difficulty that needs to be overcome. This is also reflected again where pre-service teachers A and F referred to the first few lessons being a "*train wreck",* implying a large-scale disaster. However, G thought that:

> *"There is not an expectation that we are going to get it right on the first time we teach".*

He hoped to be allowed to make mistakes initially. Pre-service teacher I, also agreed with this sentiment:

"*I'd like to be able to fail and go wrong without it having too much of an adverse consequence".*

The pre-service teachers were aware of difficulties to be overcome and expected that they would be allowed to make those mistakes at the outset without consequences.

5.4.16 University Support

There was a feeling that the university tutors were available and supportive. Once on placement, emails would be the main form of communication. Regarding any issues that might arise, pre-service teacher A said:

"I think it's a case of not being afraid to email them".

Pre-service teachers F and E commented their university tutor had said:

"If we don't send an email (on) Friday night about the previous week, he will kill us".

Another pre-service teacher was concerned that his cohort had a large pre-service teacher to tutor ratio, in comparison with other subjects:

"*But there are 15 of us, there is only one H (university tutor) and whilst yes, I could probably email her at 2am if I had a critical problem".*

However, he also felt that she would be overwhelmed if every member of the group were to email her at the same time with a problem.

5.4.17 Workload Expectations

Regarding workload, focus group 1a discussed the assignments to be completed as part of their PGCE qualification. This created some disagreement between the members of focus group 1a. Pre-service teacher L, considered that one assignment was something he was not too worried about and said:

"It's normal work, it doesn't appear to be, at this point, any more work than I had to do for the last three years of my university degree".

D disagreed and said:

"It's not the essays that are the problem it's the essays after working 40 hours, plus 20 hours of reading".

He also felt that it wasn't just about time management,

> *"It's just having hours… fitting in a family life and working and then academia on top … that is a challenge".*

Two pre-service teachers from focus group 2a were aware that the course was going to be demanding and made reference to the 'lack of time':

> *"I'm aware that a tremendous amount of work lies ahead of me and that it is going to take a lot of my time".*

And K added:

> *"I'm planning not to have a life for a year (laughs)".*

Their expectations were that the workload would be high because this was what they had been told by university tutors and also what they had heard from friends and family in teaching.

The findings outlined in this section provided the basis of the prompts for the phase 2 data collection, after completion of the first placement. The prompts are shown in Table 5.6.

Prompts for focus groups 1b, 2b and 3b
What are your feelings about your placement
How would you describe your relationship with your mentor
What about your relationships with other staff
What about workload and work-life balance
Did you get in touch with your peers as you mentioned a WhatsApp group previously
Having completed the first placement are there things you would do differently next time
Is there anything further you would like to add

Table 5.6 Prompts Arising out of Focus Group 1a and 2a

5.5 Emerging Themes from Phase 1 Data Collection

The table below shows the emerging themes from the phase 1 data collection. In chapter 8 I will discuss the themes in more detail.

Theme	Categories
Behaviour management	Classroom presence Student relationships
Emotion	Negative emotion Positive emotion
Expectations	Reasons to teach Self-expectations Trainee expectations of teaching Trainee expectations of school staff Workload expectations
Knowledge	Knowledge of schools Lack of knowledge of schools Pedagogic knowledge Life experience Subject knowledge
Support	Family support Peer support University support

Table 5.7 Emerging Themes from Phase 1 Data Collection

In the next section I will summarise the phase 1 data collection and findings.

5.6 Summary

In this chapter I have illustrated how I coded the data collected from the first two focus groups, before the pre-service teachers went into school on practicum. By reading through the transcripts, codes were produced and a description of each code added to a codebook. Words, phrases, sentences and paragraphs were assigned to each code, using the description for reference. The codes were grouped into categories and the coding occurrences read again to check the category was appropriate.

Classroom presence, the ability to manage a class of pupils and develop respectful relationships, was for the pre-service teachers in this study as yet an unknown entity, because they had not experienced this before. Whilst some of them felt quite confident about this, others were not quite certain, but felt that they have to appear to be confident in front of the pupils. There was a difference in attitude between the genders, with females thinking male teachers were automatically more authoritative, whilst male boys could be threatening to a female pre-service teacher. As a consequence of this, female dress code was important to them. The more mature pre-service teachers were also more confident about their ability to manage a class of pupils, having more life experiences and (having possibly) raised children themselves. The pre-service teachers in this study had expectations about the type of teacher that they wished to be, based on their own educational experiences. They also had expectations about the school staff, particularly their mentor and expressed the qualities that they wished he or she to have. Several pre-service teachers had heard scare stories about negative aspects of teaching relating to both staff and pupils in secondary schools, which was making them feel fearful. All but one pre-service teacher were expecting the workload to be high and that it would be difficult at the start, because the first few lessons would be inadequate, but they hoped that they would be allowed to make mistakes. However there was an expectation that it would improve as time went on, as they began to master their teaching skills.
Based on their experiences during their undergraduate degrees, the pre-service teachers were expecting their peers to share resources regarding written assignments and planning lessons. They also expected university staff to be supportive if issues and problems arose. Emotive terms were used throughout the discussions, because for the pre-service teachers in this study, there were conflicting emotions. They felt both excited and apprehensive about the prospect of going into school.

These findings were used to form the basis of the prompts for the phase 2 data collection. In the next chapter, I illustrate the coding and findings for the phase 2 data collection.

Chapter 6 Phase 2 (Identification of Codes and Categories): Presentation of Discussion and Findings

6.1 Introduction

In the previous chapter I discussed the procedures for the phase 1 data collection, including the source of the data, the date of the data collection, the stage of teacher development and the composition of the focus groups. The phase 1 data collection informed the prompts for the phase 2 data collection, as shown in the methodology chapter. I explained how I analysed the data, organizing it into codes and then into categories. In this chapter I discuss the procedures for the phase 2 data collection, the composition of the focus groups, their stage of teacher development and the analysis of the data collected.

6.2 Data Collection

The second phase of data collection was carried out to explore the pre-service teachers' experiences of being on practicum at the end of their first placement. The prompts were developed from the phase 1 focus groups and the phase 2 data collection was designed to also identify the prompts that would be suitable to use in the phase 3 data collection. For the phase 2 data collection, the pre-service teachers who attended the phase 1 data collection were invited to attend focus groups arranged at the university, during lunchtime. This was a suitable time as the pre-service teachers were attending taught sessions between 9-12am and 1-4pm. Data collected in phase 2 took place on 28th and 30th January 2019 and 5th February 2019. Full details of the data collection processes are in the methodology chapter. Table 6.1 shows the phase 2 data collection.

Phase 2

Phase	Date	Stage of teacher development	Source of data	Type of data collection
2	28th, 30th January & 5th February 2019	Completion of placement 1 (65 days in school 1)	Pre-service teachers	Focus groups

Outcome: The data collected from the focus groups also provided research questions and prompts for phase 3 data collection.

Table 6.1 Table to Illustrate the Stage of Teacher Development and the Data Collection Methods used in the Phase 2 Data Collection

The composition of the focus groups 1b, 2b and 3b, by teaching subject specialism and initial focus groups are shown below. Of the 12 participants in the phase 1 focus groups, ten responded to my email to meet again. The two pre-service teachers who did not respond were geography and mathematics subject specialists. Due to prior commitments, three of the ten could not attend the first two dates in January and a third date had to be arranged to accommodate them. However, the English subject specialist did not attend. The January dates were selected because this was the first week back at the university from their first placement of 65 days duration. The pre-service teachers who met as focus group 1a, during the phase 1 data collection, were able to meet again as focus group 1b during the phase 2 data collection, minus pre-service teacher F. A third focus group had to be arranged as pre-service teachers E and D were unable to attend the focus group dates arranged in January, but D did not attend the re-arranged group. So, the pre-service teachers who met as focus group 2a during the phase 1 data collection, were able to meet again as focus groups 2b and 3b, during the phase 2 data collection, minus pre-service teachers B and D. Therefore there was no mixing of individuals from the original focus groups 1a and 2a, as the introduction of a new member to the focus group may have affected the group dynamics.

Focus group 1b		Focus group 2b		Focus group 3b	
Subject specialism	Previous focus group	Subject specialism	Previous focus group	Subject specialism	Previous focus group
Biology	1a	Modern languages	1b	Chemistry	1b
Biology	1a	Physics	1b	Geography	1b
History	1a	Physics	1b		
Mathematics	1a				

Table 6.2 Composition of Focus Groups 1b, 2b and 3b

The prompts used in focus groups 1b, 2b and 3b during the phase 2 data collection are shown in Table 6.3. All three focus groups were asked the same initial prompts, but further prompts were used to elicit further clarification of the discussion. The second column of the table shows examples of the types of data that emerged after coding the transcriptions.

Table 6.4 summarises the number of coding occurrences from each pre-service teacher and the focus group to which they made their contributions. Similar to the phase 1 data collection, the coding occurrences varied in length, so one could be a single word, a short phrase, a sentence or a paragraph, as the length of each occurrence was not recorded. However, the number does indicate the contributions that each pre-service teacher made to the discussion.

Focus group 1b	Examples of data collected	Focus group 1b follow up prompts	Focus group 2b follow up prompts	Focus group 3b follow up prompts
What are your feelings about your placement	Negative and positive emotion	J - Good - explain in what way C – why not helpful		What did you enjoy the most. You said it matched your expectations, what were they
How would you describe your relationship with your mentor	negative and positive mentor relations			How approachable were they
What about your relationships with other staff	Other teacher relationships, host teacher relationships.		I - you mentioned that the head of science was particularly helpful	E - you say it was open and a positive environment, is that related to the culture and ethos of the school
What about workload and work-life balance	Negative workload, work-life balance.	Was that what you were expecting		What sort of hours were you working. What about resources
Did you get in touch with your peers as you mentioned a WhatsApp group previously	Peer support.	Going back to something you said earlier about sharing resources, was that the same for all of you	What sorts of things were you using this for	So how did you use the WhatsApp group
Having completed the first placement are there things you would do differently next time	Behaviour, student relationships, next placement, school culture.	What about your relationships with the students Did you have the opportunity to get involved in extra curricular activities	G – So you weren't taking on board the feedback	So how about your relationships with the students
Is there anything further you would like to add				

Table 6.3 Table to Show the Prompts used and the Types of Coded Data that Emerged, with the Follow-up Prompts for Each Focus Group

Pre-service teacher in focus group 1b	Number of coding occurrences	Pre-service teacher in focus group 2b	Number of coding occurrences	Pre-service teacher in focus group 3b	Number of coding occurrences
A	92	G	113	E	64
C	140	K	68	H	52
L	135	I	85		
J	53				
Total	422		266		116

Table 6.4 Number of Coding Occurrences for Each Pre-service Teacher and Their Focus Group

6.3 Presentation and Discussion of Phase 2 Data

6.3.1 Phase 2 Coding

After reading through the transcripts of focus groups 1b, 2b and 3b, I began to assign words, phrases, sentences and paragraphs to codes, from each transcript in turn. The codes were assigned names that described their content. By reading through the focus group transcripts for a second time I was able to identify substantive statements that I had previously missed and also to create new codes, for example, 'kids hate school'. These are identified within each code description in the sections below. I also removed some codes that did not add anything to the data, for example, 'agreement in the group'. I also removed codes with different titles that contained the same reference, for example, 'done things differently' and 'hindsight' contained the same references as 'mistakes'.

As I assigned substantive statements to each code, I also created a set of notes or memos, which I was able to use as prompts in the phase 3 data collection.
Using Nvivo 12 software enabled the creation of a codebook, *literally* a document showing the name of each code created. To this I added a written description of each code, for reference, when assigning future coding occurrences. See Appendix 6 for an extract of the codebook.

Reading through the codes for a third time, I began to group similar codes together and gave them a category name. Then using the list of categories, I re-read through the statements assigned to each code and checked to see if the code could fit into the category. Where there were similarities between the codes, for example, 'manage behaviour' and 'positive discipline' these could be grouped together into a category e.g. 'behaviour' in this case. Differences between separate groups of data also began to emerge, enabling grouping of codes - for example, 'negative host teacher relations' and 'positive host teacher relations' into the category 'host teacher relations'. Some of the category headings were renamed at this stage, for example, 'behaviour management' was divided into two categories that were re-named 'behaviour' and 'children don't want to learn', because these more accurately described the codes they contained.

The alphabetical list of categories with a brief description of the category and the codes it contains are shown in the next section.

6.3.2 Phase 2 Categories

6.3.2.1 Behaviour (4 codes)

This category contains codes that refer to the pre-service teachers' management of pupils' behaviour. The codes assigned to this category are: manage behaviour; positive discipline; strict behaviour; and struggle with behaviour. One pre-service teacher was able to 'manage behaviour'. This code was created when the references assigned to the code 'behaviour management' were re-assigned to new codes that better fitted their description. An example quote for this code is: "*kids did misbehave, kids did challenge me and I handled it well, I felt".*

6.3.2.2 Children Don't Want to Learn (4 codes)

This category contains codes about children not wanting to learn and their removal from the classroom. The codes assigned to this category are: clashes with teachers; isolation; kids hate school; and practical schools. One pre-service teacher used the

term ‘clashes with teachers’ in relation to pupils not wanting to work. This code was created when the references assigned to the code ‘behaviour management’ were re-assigned to new codes that better fitted their description. An example quote is: “*quite a few classes had, there was like, clashes with teachers and things like that”.*

6.3.2.3 Communication (2 codes)

The codes assigned to this category referred to comments that the pre-service teachers made about staff responding to them. It consists of two codes; negative communication; and positive communication. The code ‘negative communication’ refers to six pre-service teachers’ comments about lack of communication, either school staff not communicating with them, or them not communicating with school staff. An example quote for the former is: “*they want stuff from you, but they don't reciprocate”.*

6.3.2.4 Exam Results (4 codes)

Codes that referred to exams or Ofsted were assigned to this category. The four codes are: exams pressure; GCSE results; less exams pressure; and Ofsted school status. For the code, ‘exams pressure’ two pre-service teachers felt there was a pressure in the school to obtain good exam results. An example quote is: “*it was just, kind of like, doing well in exams all the time”.*

6.3.2.5 Future Issues (2 codes)

This category contains codes that refer to the next placement and the progress that the pre-service teachers made or expect to make. The two codes are: next placement; and trainee progression. The code ‘next placement’ was created on a second read through of the transcripts. An example quote for this code is: “*I kind of wish it was my second placement so that I could go in with a bit more idea about what I was doing”.*

6.3.2.6 Host Teacher Relationships (2 codes)

Codes that referred to host teachers were assigned to this category. There are two codes; negative host teacher relations; and positive host teacher relations. An example quote for negative host teacher relations is*: "but because you had these meetings it was very difficult to get any sort of feedback or anything else any other time from members of staff".*

6.3.2.7 Lack of School Support (3 codes)

This category contains codes that referred to lack of support from the school staff. The three codes are: staff expectations; struggling with dyslexia; and unsupportive staff. An example quote for 'staff expectations' is:
"*it's just (that) they were expecting too much and they would pile things, on things, on things".*

6.3.2.8 Leaving Teaching (3 codes)

Codes that made reference to leaving teaching were assigned to this category. The three codes are: giving up; reasons to give up; and trainees given up. An example quote for 'giving up' is: "*I hope my second placement's better and if it isn't I'm just going to leave".*

6.3.2.9 Mentor Relationship (3 codes)

Any code that referred to the mentors was assigned to this category. The three codes are: mentor qualities; negative mentor relations; and positive mentor relations. An example quote for 'negative mentor relations' is: "*but my mentor was too busy doing other things to work with me on that".*

6.3.2.10 Negative Emotion (17 codes)

Codes that were negative emotions were assigned to this category. The codes are: challenging; chip on shoulder; demoralising; depressed; frustrating; guilty; joyless; prescriptive; put me down; regret; resentful of others; scary; shut me down; stress; tough; why this way; and worries. An example quote for 'demoralising' is: "*it was just this was wrong, this was wrong, this was wrong and it was very demoralising*

6.3.2.11 Negative Workload (8 codes)

Codes that referred to factors that were contributing to additional workload, or that were related to work in a negative way were assigned to this category. The eight codes are: bursary; catch up; from scratch; negative university work; pay; struggling to plan; time commitment; and timetables. An example quote for 'from scratch' is: "*she was struggling, by three weeks in, because they were making her do everything from scratch".*

6.3.2.12 Peer Support (5 codes)

Where the pre-service teachers referred to their peers, the codes were assigned to this category. The codes are: peer knowledge; peers share ideas; peers share resources; same boat; and social media. An example quote from 'peers share resources' is: "*if you need anything, we'd message each other and share what resources we had".*

6.3.2.13 Placement (2 codes)

The codes assigned to this category contained descriptions of the pre-service teachers' feelings about the placement and their expectations of the placement. The two codes are: placement description; and trainee expectations. An example quote for 'placement description' is: "*mine was really good".*

6.3.2.14 Plan and Execute (11 codes)

The codes assigned to this category were concerned with the planning and advice given for teaching as well as the teaching of those lessons. The codes are: advice on learning to teach; first week; lesson planning; mistakes; negative feedback; no feedback; positive feedback; student prior knowledge; teaching different from industry; teaching lessons; and teaching tips. An example quote for 'lesson planning' is: "*so lesson planning, basically it just took forever".*

6.3.2.15 Positive Emotion (8 codes)

When the pre-service teachers used terms that referred to positive emotions, the codes were assigned to this category. The codes are: enjoyment; feel welcome; freedom; liked the kids; loved teaching; lucky; positive challenge; and want your school. An example quote for 'enjoyment' is: "*I really enjoyed it".*

6.3.2.16 Resources for Teaching (6 codes)

Any reference that the pre-service teachers made to resources in a code was assigned to this category. The codes are: laboratory technical issues; peers share resources; positive university work; resources available; social media; and use prepared resources. An example quote for 'resources available' is: "*I was handed that memory stick and it's like, here's all your resources, roll with it".*

6.3.2.17 School Culture (7 codes)

Those codes that referred to the way things were in school were assigned to this category. The codes are: can change things; cannot change things; degree specialisms in science department; school not for me; staff are organised; staff culture; and staff know what they are doing. An example quote for 'can change things' is: *"if I get a future in teaching, I'm going to have to like, progress to a position where I can actually change things for the better*".

6.3.2.18 School Support (4 codes)

This category contains codes that refer to support from staff in the school. The codes are: host teacher support; mentor support; supportive staff; and well prepared for trainees. An example quote for 'host teacher support' is: "*all the host teachers were lovely as well, real easy to talk to".*

6.3.2.19 Student Relationships (3 codes)

Any reference made to relationships with pupils either inside or outside the classroom is assigned to this category. The codes are: extra curricular activities; negative student relationships; and positive student relationships. An example quote for 'positive student relationships' is: "*for the most part you got on with the kids".*

6.3.2.20 Teacher Tasks (2 codes)

The codes that were assigned to this category were about those additional tasks that were not teaching and preparation. The codes are: admin tasks; and marking books. An example quote for 'admin tasks' is: "*And lots of form filling out and lots of (big intake of breath) administrative stuff really".*

6.3.2.21 Work-life Balance (8 codes)

When the pre-service teachers referred to factors associated with having or not having a work-life balance, the codes were assigned to this category. The codes are: burn out; getting easier; illness; lack of sleep; wellbeing; work-life balance negative; work-life balance neutral; and work-life balance positive. An example quote for 'work-life balance positive' is: "*I'm not letting this completely take over my life".*

6.4 Issues Emerging from the Phase 2 Data Collection Process by Category

6.4.1 Behaviour

This category contains codes that refer to managing the behaviour of pupils in the classroom. One of the pre-service teachers, H, was not expecting to manage the behaviour of the pupils as well as he did, shown by this quote:

> *"The thing about my placement was it really built up my behaviour management skills, erm, more than I would have expected, I adapted really well to that and it's because of how that school was, so I appreciate that".*

For another pre-service teacher, the behaviour management policy of the school suited the way in which she liked to work as she said:

> *"But they have positive discipline, so it is a really, really lovely atmosphere".*

Pre-service teacher, I, found himself at a school that:

> "*It is seen and known as a strict school*".

However, two of the pre-service teachers did struggle with behaviour, as shown by this quote from C:

> "*And it's like you try and do your best for them but it's like, you know, you can only go so far and they would just be like, oh I'm not doing it anyway, throwing paper planes".*

For pre-service teacher, J, the behaviour was a struggle because:

> "W*hen the host teacher left, they went into substitute teacher mode and I was struggling to control them. But that differed from class to class and it just differed from week to week*".

So pre-service teacher J had issues with consistency of her approach.

6.4.2 Children Don't Want to Learn

In this category, the pre-service teachers referred to pupils who were reluctant to learn, something that was a novel experience for them. One of the pre-service teachers, I, placed in a school graded as Outstanding by Ofsted, found that the pupils didn't want to do so much work, as shown by this quote:

"*So there was like a clash between, erm, the pupils feeling entitled, that they should be given like, I don't know, (big intake of breath) they shouldn't have to do so much work".*

Another pre-service teacher, A, was struggling with one particular pupil who*:*

"For various reasons, he spent more time in isolation than in lessons".

Pre-service teacher, C, found that some of the pupils in his classes:

"*Really hate being there …ten percent did not want to be there"*.

He describes them as:

"*Boys with too much energy, you know, not interested in the work".*

However, despite having some issues with certain pupils, behaviour management was not a major issue for the pre-service teachers in my study on their first placement.

6.4.3 Communication

Any reference made by the pre-service teachers to communication with their mentors and host teachers was placed in this category. It included both negative and positive communications. Negative communication could include the mentor or host teacher not reciprocating, as shown by this quote from L:

"*They expect you to jump through their hoops, but then they are able to use the fact that we don't have a lot of free time, to basically use it as a 'get out of jail free card' to not do anything back in your favour*".

For pre-service teacher, C, he was frustrated by the mentor's lack of understanding, as shown by this quote:

"*It's like they don't know, they don't know that you don't know".*

Pre-service teacher L had appointed times to meet with each host teacher and his mentor, but found it difficult to get hold of them outside of those times. Whilst this set boundaries about the time spent with him, they were not accessible when he needed them, as shown by this quote from L:

"*The problem I had was, if it wasn't done for that meeting, there was a b……..g for not having it done, but then if I turn up to that meeting and not have any idea, I should have spoken to them during the week*".

Pre-service teachers, K, I and G, did not utilise their mentors as much as they should have done, and this is partly due to them wanting to try to do things on their own before asking for help, as shown by this quote:

> "*I know the feeling that you guys are saying, that if someone asks you to do something, you go right, ok, I want to prove that I can do this, so you'd go away and try and produce it on your own".*

Positive communication occurred when mentors were accessible at times when they were needed by the pre-service teacher, as shown by this quote from I:

> "*Whenever I emailed her she would always get back to me, saw her every morning and like had a chat to her".*

6.4.4 Exam Results

Any reference made to Ofsted, maintaining high exam grades and staff feelings about this were assigned to this category. Where pre-service teachers were in schools that sought to maintain high exam grades and their high Ofsted grading, they felt pressured to perform in certain ways, resulting in them copying their mentor or host teachers rather than being innovative or doing things the way they wanted to. This was the case for pre-service teacher L, who said:

> "*Any time you try and change anything, they say no, we do it this way cos we get really good grades, and they hide behind that".*

Another pre-service teacher C, he felt that for his placement school:

> "*Doing well in exams all the time…. was the main focus".*

Whereas by contrast, pre-service teacher J, whose placement school she claimed had "*bad"* GCSE mathematics results felt that:

> "*There was probably a bit more pressure than there had been in previous years*".

But that:

> *"The staff that I talked to, the everyday teacher, not on the leadership, it wasn't on their radar, not expecting it to be, because they were told just focus on doing what you do best and let us worry about the rest of it".*

So different school attitudes can make a difference to the way in which the pre-service teachers perceive the school culture and how they learn to teach.

6.4.5 Future Issues

When the pre-service teachers reflected on their progress on placement 1 or their thoughts about their second placement, these were placed in this category. For some of the pre-service teachers, they felt that they had not made as much progress as they would have liked to, shown by this quote from K:

> *"I went in there and nobody told me what my criteria for success were, nobody told me what good looked like (laughs) and I felt like, erm yeah, I don't know necessarily that I have progressed as much as I would have liked to in my placement".*

For pre-service teacher, H, the pupils' misbehaviour affected his progress, as shown by this quote:

> "*They'd joke around and talked while I was talking and stuff, which was affecting my progress".*

Reflecting on his first placement, G said:

> *"The list of mistakes I made could fill a book which is the point of the training year, but erm, part of me wishes I could have done a lot of things differently and so they would have gone that much better".*

For other pre-service teachers, that did make progress, E said:

> "*You realise how far you have come and I actually recorded myself quite near the beginning, on purpose, so that I could watch it at this point and it would give me some confidence (laughs) that I have improved. I don't really know, I've just had a really good experience I think and trialled lots of new things".*

Pre-service teacher I, also felt that he had made progress:

"In terms of how I progressed as a teacher, it was quite good that the school very quickly identified what my strengths were, like very quickly, and identified what I needed to work on".

Regarding their second placement, E considered that the strategies she had learnt would be able to be applied in her second school:

"I'm not very good on the spot (laughs) so I like to go through something, then reflect on it and think right, I've got that and that and now I know how to deal with those kinds of situations in the future".

For pre-service teacher H, having experienced the issue of pupils' misbehaviour he thought*:*

"If on my next placement, I think if the same thing happens, I can just tackle that. I feel a lot better about that sort of situation than I did before the placement".

Pre-service teacher C had found the whole placement 1 experience to be negative, and was frustrated because he said:

"*I like to do well and try hard*".

As a result, he felt that on his second placement he would be prepared to speak up and say:

"*Look if you keep doing it like this I'm not learning anything and I'm prepared to say no to people now. I'll say look I appreciate you want me to do things like this but it doesn't work for me, I've figured that out".*

For this pre-service teacher there is a sense of powerlessness, and that he has to conform to the way things are done by his host teachers and mentor, which does not suit him.

6.4.6 Host Teacher Relationships

The majority of the pre-service teachers had good relationships with their host teachers, as shown by this example quote from J:

"*All the host teachers were lovely as well, they were real easy to talk to, and again we had meetings with the ITT coordinator and all the NQTs every Wednesday".*

Despite not having time allocated on their timetable to meet with the pre-service teachers, many host teachers would provide valuable feedback about lessons and lesson plans, as shown by this quote from A:

"The other two teachers, after every lesson, they would give me five, ten minutes. After school I used to spend time and would meet outside after school with a couple of them".

Some host teachers would go beyond the five or ten minutes, as shown by this quote from pre-service teacher I:

"(*The Head of Science was) really good at chatting me through things, so if I was a bit confused about something I could always go to them, right can I do this, or should I do this or what should I be doing. It was really good he talked me through it at the time then or I'd send him an email and he'd get right back to me. So yeah, it was almost like having a second mentor in that case".*

Host teachers who were accessible whenever the pre-service teachers needed them were thus providing valuable support that made the placement a positive experience for the pre-service teachers.

Negative host teacher relationships were where the host teachers were not accessible when the pre-service teacher needed them, as shown by this quote from L:

"But because you had these meetings… it was, well you've got that meeting with us, we'll talk about that then".

For pre-service teacher K, getting any feedback from the host teachers was an issue, as shown by this quote:

"I didn't get feedback after the lessons for most of them, I think I have had feedback on (sigh) a handful of lessons in the whole time that I have been there".

Without feedback on her teaching, this pre-service teacher could only reflect on her own thoughts about the lessons, not those seen through the eyes of a professional

colleague, hence her feeling that she did not make sufficient progress on this placement.

6.4.7 Lack of School Support

The expectations of school staff were causing issues for two pre-service teachers, L and C. Both were overwhelmed by what they were being asked to do, as shown by this quote from C:

> *"Can you make sure you have done this assignment, can you make sure you have done this map and can you make sure you have given them some homework for that lesson, it was just continuous, just nonsense".*

When pre-service teacher L became ill, he was still being asked to provide work, as shown by this quote:

> *"Just send in this stuff that I hadn't done because I was ill and it had been over the weekend, but it was well you've had the weekend, but I had been ill over it, so I've not got this work done".*

Once on placement L also had issues with dyslexia, as he said:

> "*I never really had to deal with it at university because they said we'll not mark you for spellings and that was it, I never needed any more support than that. Then you go here and I had to learn to cope with it on top of an already massive workload".*

So for this pre-service teacher, correcting spellings became an issue that added to his workload.

Perceptions of a lack of support, was not being told what to do by their mentor or host teachers, as shown by this quote from C:

> "*My mentor would just turn round and say you need to change that, but not give me any advice how to".*

Whereas pre-service teacher K said that:

> "*I think I take the responsibility for a lot of the lack of support because perhaps I wasn't as good at asking for help".*

Asking for help was seen as a sign of weakness, whereas managing without asking signalled to the mentor and host teachers that the pre-service teacher was coping.

6.4.8 Leaving Teaching

Four of the pre-service teachers in this study, C, L, J and K, had considered leaving the course. Self-doubt, workload and negative feedback were some of the factors that caused them to consider leaving, as shown by this quote from C:

> *"I've got to that point erm at the moment I'm not really liking teaching from my previous placement and if this placement is bad, I'm leaving as well".* He also felt that: "*but for 25 grand I could be doing an easier job, less stress".*

There was also some discussion about those pre-service teachers who were no longer on the course, as shown by this quote:

> *"I'm surprised I was looking at how many people dropped out and apparently 30% of people drop out before Christmas and stuff like that".*

In reality, by Christmas, six percent (5/78 individuals) of the PGCE course had withdrawn. The requirement to have a second school placement enables those pre-service teachers who have experienced issues on their first placement to have another opportunity in a different school.

6.4.9 Mentor Relationship

The majority of the pre-service teachers in my study had a good, professional relationship with their mentor. The pre-service teachers wanted a mentor who would be accessible and support them to sort out problems as they arose, as shown by this quote from A:

> *"My mentor was great, do not get me wrong, if I had any issues I would just go and find him and that was that, sorted".*

The pre-service teachers felt that to build that sort of relationship with their mentor they needed to have some things in common, as A said:

> "*We are both quite sporty and we are both biologists, it worked really well".*

For pre-service teachers I and H, their relationship with their mentors was such that they: *"felt that we were friends and we got on".* The idea of becoming friends with their mentor implies an element of trust and that they could discuss problems as they arose. For pre-service teacher J, again the idea that they had things in common helped to build the relationship, as she said about her mentor:

> "*She was the same age as me, we've got lots of mutual friends and stuff so that was quite nice".*

Pre-service teacher E said about her relationship with her mentor:

> "*I felt like I could ask for anything and anytime I did ask for something, it was always regarded as quite high importance. Erm yes he was a really good role model to, like somebody to look up to".*

Pre-service teacher L knew his mentor wanted him to change his lesson plans, but he did not know how to do it. Once she realised this, and began to work with him on the improvements, he said:

> "*After we got past that point I felt we had a better relationship".*

For pre-service teacher C, he felt his mentor lacked empathy, which made him feel:

> "*I didn't have a connection with my mentor at all".*

6.4.10 Negative Emotion

The number of references to terms that convey negative emotion (43) was higher than those for positive emotion (15), reflecting the pre-service teachers' perceptions of this first placement. For two pre-service teachers, C and L, they used the term *"joyless",* to describe their placement experience. Pre-service teachers L, K and I experienced feeling "*stressed"* particularly regarding the workload. Pre-service teacher C was "*depressed"* and K was "*demoralised"* by the feedback from their host teachers and mentor. Pre-service teacher G describes feeling *"it put me down quite a bit"* in reference to some book marking which he was told "*was not up to scratch"*. Pre-service teacher L felt the school staff "*shut me down"* when he tried to make changes to his lessons, with his host teacher saying "*don't do it*". For one pre-service teacher, I, he felt "*guilty for taking time off to go (and) do something else*".

6.4.11 Negative Workload

The words or phrases used to describe the workload on this first placement are: "*killing yourself", "scary", "very exhausting", "snowed under", "crushed by it", "no time for yourself", "it's just too much".* The majority of pre-service teachers in my study were expected to make their own resources from scratch. Although there were resources available on the school databases, all except two pre-service teachers, J and A, were told not to use them, but to make their own. An example quote from L is:

> *"So I'll just take that slide with a method and a picture and put that in, and then it was but you are not creating your own resources and then they were saying well plan your own lessons".*

And as E said: "*but making your own lessons from scratch is hard".*

For pre-service teacher H, there were resources on the school database that he could look at, but could not use because:

> "*None of the lessons that they had were compliant with the new policy that they had implemented. So I could take the resources, like activities and things, but I had to plan my own lessons from scratch, make my own power-points and work to erm sometimes slightly different specification that was on the j-drive because that was out of date stuff sometimes".*

For G, L and K, who had both taken on board their full timetable straight away, they were struggling to keep up with their lesson plans. For G, this meant:

> "*I fell behind on my planning quite quickly, so I was churning out lesson plans that weren't as good as they should have been and they didn't have what they needed in (them)".*

He also added that with late lesson plans he could not get feedback on what he intended to deliver, so that his lessons were not as good as they should have been. For L:

> "*It snowballed … once things got out of hand it was really, really difficult to get back (on track)".*

The impact of this on the pre-service teachers was to make their lesson planning and finding resources to use, much more difficult and time consuming than it needed to

be. As a consequence some of them were working very long hours, which in the long term would be unsustainable, as this quote from K shows:

> *"I was in school until 6 o'clock, getting home at 7 and eating crisps while I typed, staying up until midnight and getting up again at 4am".*

For pre-service teacher C, he said:

> *"I do not think I should be working until about ten o'clock at night on lesson plans and stuff like that. It's just too much, it's ridiculous … and then you have got weekends as well".*

Three of the pre-service teachers in my study managed to incorporate some free time for themselves, as in this quote from H*:*

> *"Normally I would use my frees, then work 2-3 hours a night, planning lessons as well. I'd get the weekends off though".*

Pre-service teacher E:

> "*Got into school for about ten to eight or earlier…. when I got home I started doing extra work, but stopped that and tried to do it on the weekend",*

thereby making sure that she had some free time.

For pre-service teacher I, his workload was large with him spending much time working during the evenings and weekends, but he was concerned about the future when his timetable would increase:

> "*I'm looking at other teachers thinking how are you doing this? Because at the moment I am struggling to do 50%".*

6.4.12 Peer Support

The codes assigned to this category were any references made to peers helping one another either by sharing knowledge or resources, or just being available to chat. Pre-service teacher I, found it was useful to have a number of other pre-service teachers also placed at the school so that they could "*help each other with issues*" and that they were "*quite good at cheering people up"* when you had had a bad day. Peers were mainly used to share ideas, rather than resources, as shown by this quote from G:

"*There was only one other trainee at (my placement school), from (another) university and so we bounced ideas off each other pretty frequently".*

Another pre-service teacher K, kept in touch with three of their subject group peers by telephone, because they were placed at different schools. Talking to peers and sharing their experiences only tended to occur where there were several pre-service teachers at the same school, as shown by this quote from pre-service teacher I:

"*When we spoke, erm outside the school, erm how common like problems, like how often the same problems came up between us".*

However, this was reassuring to know that he wasn't the only one having that experience. Similarly, pre-service teacher E would look at social media, to see that:

"*At least I know we are in the same boat".*

However, she did not respond to all the different messages because she said:

"*I'm just too busy, I just don't have the brain space to consider that".*

Pre-service teacher I, used social media to share ideas with his peer group, whereas H used it to check university deadlines, but the majority of pre-service teachers in this study were not using it to share resources or to chat extensively on line, because they did not have the time.

6.4.13 Placement

This category has codes that refer to the pre-service teachers' descriptions of their first placement and their expectations of the placement. Seven of the pre-service teachers used terms such as, "*really good", "wonderful", "mainly very positive", "good on the whole", "really great".* Pre-service teachers G, E and H, felt that the school had lived up to their expectations.

6.4.14 Plan and Execute

This category contained any reference made by the pre-service teachers to planning and executing lessons, together with feedback and advice from host teachers and mentors. All the pre-service teachers in my study had to produce lesson plans in advance and submit them to their host teachers and mentor for scrutiny and then

amendments could be carried out before the lesson was taught. The amount of time varied from person to person, most were submitting them 48 hours in advance, but for one pre-service teacher L, some of his lesson plans were submitted seven days in advance. Where the plans were submitted in sufficient time, they could obtain feedback, but for those whose planning got behind, for example pre-service teachers G, K, L and C, then they would then receive no feedback, as shown by this quote from K:

"I was submitting them at short notice, so getting no feedback on my lessons".

Some of the pre-service teachers got lots of feedback about their planning and teaching. In this example quote from G:

"They gave me lots of good feedback, usually within a day or two of doing the lesson because of schedules, scheduling conflicts. So I always got good feedback".

The lesson planning was time consuming, particularly where they had to make lessons and resources from scratch. An example quote from E exemplifies this:

"So lesson planning was basically, it just took for ever - and I'd try to shorten it down and say, oh you know, I'm getting better at it".

Pre-service teacher H commented about his planning:

"For 12 lessons it seemed really overwhelming, I didn't know how possibly I could plan for a full timetable, how I would manage that time".

Some pre-service teachers were shown how their mentor planned, for example in this quote from pre-service teacher I:

"*My mentor showed me a way that she plans and it is sort of by doing a medium term plan for all the lessons".*

So that they could see how to plan for many more lessons a week than they were teaching at that time. Some of the other pre-service teachers were not shown any lesson plans and relied on what they had been taught at the university, as shown by this quote from K:

"*The thing is, that because I have not seen any lesson plans other than my own since September … well of course I'm not getting positive feedback".*

For this pre-service teacher, she was not aware of what her mentor and host teachers wanted from her as she was not shown the standard they required.

Some of the pre-service teachers were given the freedom to try out new strategies and to teach in the way that they wanted to, to help them develop their own teacher identity. For example, pre-service teacher I was given what he called an 'open' scheme of work:

> "*Which was quite good because it gave me the ability to have a look at what the unit was, how much was in it and how I wanted to structure it, how I wanted to structure it for the students, which gave me a good sense of what sort of teacher I wanted to be and how I was going to do things".*

Having the opportunity to try out new strategies was one way in which the pre-service teachers could enhance their repertoire, as shown by this quote from A:

> "*I did actually end up going into an English lesson once because I wanted to do some debate with my year 9 about stem cells, and they were doing one with year 11. So I was like ah can I come in and watch and see how it works".*

The majority of the pre-service teachers in my study felt that the practicum was an important opportunity for them to become teachers and be allowed to make mistakes. Both pre-service teachers J and E felt:

> "*At the end of the day you learn by doing don't you".*

6.4.15 Positive Emotion

Two pre-service teachers I and H used the term "*enjoyment*" to describe their first placement, and pre-service teachers J and K said that they *"were made to feel very welcome".* The term "*freedom"* used by pre-service teacher A, because she had the freedom to teach in a way that suited her and was told by her mentor:

> *"Like there's the scheme of work, do with it what you will".*

Pre-service teacher C "*liked teaching the kids"* and "*liked being around the kids"* and for pre-service teachers L and H, *"the actual teaching was what I enjoyed most about my placement".* For pre-service teachers A and J, they felt *"lucky"* to have been to their placement schools and that it was just due to chance that they were sent there.

6.4.16 Resources for Teaching

Sharing teaching resources remotely was something that only two of the pre-service teachers in my study carried out as shown by this quote from L:

> "*So there were a few times when me and A were emailing each other back and forth about how to do certain things, like, well I've already taught that. I did this, but it didn't work, if you were to try that it might work, and we did that. God, we did that maybe once a week and would have a discussion about how we were doing things".*

Pre-service teacher A was the only teacher in my study to be given a set of resources to use, as shown by this quote:

> "*I was literally given a memory stick that had caboodle on it and I was told there's your resources, use that as a starting point for everything, if it's not on there don't worry about it".*

The situation was very different for pre-service teacher K, as shown by this quote:

> "*There was no scheme of work. I had a scheme of work for year 8 which told me in blocks of two weeks, 3 bullet points that I needed to cover over those two weeks and for year 9, 10, 11 and 12 I had no scheme of work".*

The lack of a scheme of work meant an increase in the workload for this pre-service teacher. For pre-service teachers E and H, resources were available on the school system, but as this quote from E shows they were not suitable to use:

> *"(The Head of Geography) had put in lessons but none of them were complete and they often they didn't come with instructions so, like little notes, do you know, to explain, cos some of it was not really clear what they wanted out of it and it was a bit rubbish to be honest".*

The majority of the pre-service teachers in my study were expected to produce all their own resources from scratch, as shown by this quote from C:

> *"My school had absolutely tons of resources, and then they were saying well plan your own lessons".*

The pre-service teachers in my study did not use social media to share resources, although they saw others asking and receiving help in that way.

6.4.17 School Culture

The school ethos or culture had an impact on the way in which the pre-service teachers were expected to behave. For pre-service teacher C, who described the placement school as "*prescriptive"*, he perceived the school culture as one that was driven by maintaining their Ofsted status and good exam results. He said about the school:

> "*And I just found it very (sigh) I don't know, just, not a school that I would like to teach in in the future".*

For pre-service teacher E, she perceived the school culture at her placement school to be very different to C's experience, as shown by this quote:

> *"You would see the headmaster and pretty much every member of SLT (senior leadership team) every single day, at least once and one came into your lessons so you end up building, it creates quite a nice atmosphere. You know every classroom door is open … so I think that creates a positive environment".*

6.4.18 School Support

For the majority of the pre-service teachers in my study, the host teachers were supportive and accessible, as shown by this example quote from H:

> *"Every host teacher erm was supporting me and giving me advice and was very friendly to me".*

Similarly, the majority of mentors were perceived to be accessible and supportive. The pre-service teachers in my study had expected to make mistakes and had hoped that they would be allowed to make them. So even when things were not going as well as they could have been, pre-service teacher I, felt his mentor was still being supportive, as shown by this quote:

> "*I knew that I wasn't going to be in trouble or like not seen as not doing as well as I should be".*

All the pre-service teachers in my study found the other school staff in their departments to be supportive, as shown by this quote from G:

"*It was great to have such a tight knit department which made working with them that much easier".*

The initial reception that the pre-service teachers received on their first entry into the school was also an indication of how welcoming the school would be, as shown by this quote from J:

"They had my observation schedule and they had my timetable ready when they were supposed to".

6.4.19 Student Relationships

The majority of pre-service teachers in my study wanted to build relationships with the pupils in their classes. This was part of the motivation for wanting to teach. For pre-service teacher E, this was a worry, as shown by this quote:

"I think I was worried about, do you know, not building any relationships".

But this was not the case and she did build relationships with her pupils.

For pre-service teachers I and G, their perceptions of the pupils changed over the duration of the placement, so that they were able to relate to them as individuals rather than one mass. As well as building relationships with the pupils, the pre-service teachers also needed confirmation that they were doing a good job, which would enhance their self-esteem and reinforce their identity as a teacher, as shown by this quote from K:

"*I know that my students progressed, I know that they got higher marks than the other top set … I know that they loved it, I know that they were so gutted when I left, they asked me, miss are you coming back to teach us next year. So I know logically, you know, learning took place, I know they loved the lessons".*

6.4.20 Teacher Tasks

Marking books and administrative tasks that the pre-service teachers carried out as part of their duties just added to their workload. The book-marking regime varied from school to school and pre-service teacher I said:

"*If I have got six classes, then over the week I can take three (sets of books) home that week and then the next week the other three (sets of books) so that they alternate and they get marked every two weeks. It would be great if I could mark them every week because there would be less to mark".*

6.4.21 Work-life Balance

One of the main issues arising from the first placement was the amount of work that was required in order to plan and prepare to teach lessons. Whilst their expectations that it would be hard had been realised, five of the nine pre-service teachers were working every evening and weekend, with no time for relaxation or a social life. One pre-service teacher L found that:

"If I took that time, if I went out to do one hour of shopping, I would feel that was one hour I couldn't sleep that night because I had to get something done".

Pre-service teacher K was working continuously, as shown by this quote:

"I actually got myself to a point where I was sleeping four hours a night, where I was working all the way through evenings and weekends, where I wasn't eating properly, because I didn't have time".

According to K*:*

"I dropped all of those things that gave me happiness and joy in my life, and actually by the end of SE1 (placement 1) I was quite miserable and you know, emotionally burnt out and I don't want to burn out".

Four of the pre-service teachers, J, A, G and H, in my study did manage to have some time off from working, as shown by this quote from J:

"I would have every Friday night and all day Saturday and maybe Sunday morning just, that would be that I could do what I want, I could go out for a drink, do something with friends like, and was not thinking about it. You need to give yourself that time".

Four of the nine pre-service teachers, L, C, K and J, had felt like giving up during the first placement.

6.5 Emerging Themes from the Phase 2 Data Collection

Table 6.5 below shows the emerging themes from the phase 2 data collection. The themes will be discussed in chapter 8.

Theme	Categories
Behaviour management	Behaviour Children don't want to learn
Emotion	Negative emotion Positive emotion
Relationships	Host teacher relationships Mentor relationships Student relationships
School ethos	Exam results Future issues Placement School culture
Support	Communication Lack of school support Peer support School support
Workload	Leaving teaching Negative workload Plan and execute Resources for teaching Teacher tasks Work-life balance

Table 6.5 Emerging Themes and Categories from the Phase 2 Data Collection

6.6 Summary

In this chapter I have illustrated how I coded the data collected from the three focus groups at the end of the first placement. By reading through the transcripts, codes were produced and a description of each code added to a codebook. Words, phrases, sentences and paragraphs were assigned to each code using the description for reference. By re-reading the transcripts I was able to amend the codes and add phrases and sentences that had been missed during the first reading. The codes were grouped into categories, with some of the codes being renamed, so that the references could more appropriately fit into the category. Findings were identified from the data.

The majority of the pre-service teachers had empathetic, supportive mentors and host teachers, who were accessible and would respond to the pre-service teachers' needs. Most of the pre-service teachers were able to develop good relationships with the school staff and the pupils that they taught. Managing pupil behaviour was not perceived as an issue. Three of the pre-service teachers had the opportunity and freedom to try out a range of teaching strategies and to develop their own teacher identity. Most of the pre-service teachers had to make their own resources and lesson plans from scratch, rather than use the resources available in the school, which added considerably to their workload. The workload was much greater than they had expected and in some cases became excessive, making the pre-service teachers socially isolated.

Some pre-service teachers found themselves in schools that were very different to their expectations. The pressure to maintain exam results and the Ofsted school status was at the forefront of teaching in some schools, making teaching prescriptive. Some pre-service teachers felt they were not allowed to teach in the way they wanted, so that they felt they did not progress as much as they would have liked. For the majority, the placement experience had been positive, but for two of the pre-service teachers the experience had been "joyless".

These findings were used to form the basis of the prompts for the phase 3 data collection, shown in the next chapter. In the next chapter I illustrate the coding and findings for the phase 3 data collection.

Chapter 7 Phase 3 (Identification of Codes and Categories): Presentation of Discussion and Findings

7.1 Introduction

In the previous chapter I discussed the procedures for the phase 2 data collection, including the source of the data, the date of the data collection, the stage of teacher development and the composition of the focus groups. The phase 2 data collection informed the prompts to be used for the individual interviews of the phase 3 data collection, as shown in the methodology chapter. I explained how I analysed the data, organizing it into codes and then into categories. In this chapter I discuss the procedures for the phase 3 data collection, the prompts for the individual interviews, their stage of teacher development and the analysis of the data collected.

7.2 Data Collection

The third phase of data collection was carried out to explore the pre-service teachers' experiences of their second placement school. The phase 2 data collection had identified the prompts used in the phase 3 data collection. Full details of the data collection processes are in the methodology chapter. The table below shows the phase 3 data collection.

Phase	Date of interview	Number of days in school 2	Source of data	Type of data collection
3	25/4	29	Pre-service teachers	Individual interviews
	29/4	31		
	2/5	34		
	3/5	35		
	28/6	62		

Outcome: Individual interviews allowed for the collection of rich data using prompts derived from the previous data collection phases.

Table 7.1: The Research Design Summary, Illustrating Dates, Sources, Methods, Stage of Development and Outcomes of the Three Phases of Data Collection.

The third phase of data collection was to explore the pre-service teachers' perceptions of their second placement school and took place during the fourth (w/c 22.4.19) or fifth (w/c 29.4.19) full week of their ten-week block placement. All the pre-service teachers in this study had started at their second placement school on 18.2.19 for two days a week, with a gradual daily increase, to being in school full time from 18.3.19. All the pre-service teachers in this study were invited by email to arrange an individual interview to suit their convenience. Three of the pre-service teachers in the phase 1 data collection, who did not respond to emails to attend the phase 2 data collection, were invited to take part in an individual interview to which they did not respond. One of the pre-service teachers from the phase 2 data collection failed to respond to an email invitation, but his personal circumstances were such that pursuing this further would have been difficult. Another pre-service teacher in both phase 1 and 2 data collection had agreed to be interviewed, but failed to respond to emails sent on four subsequent occasions. One pre-service teacher read the email invitation in June, and then agreed to be interviewed by telephone. The email arrangements and the interview schedules are shown below in table 7.2.

Pre-service teacher	Date of email invitation(s)	Date of interview	Location	Duration of interview
A	23.4.19	3.5.19	School	00.27.58
B	23.4.19/20.5.19			
C	23.4.19/20.5.19 /18.6.19 /25.6.19			
D	23.4.19/20.5.19			
E	23.4.19/20.5.19 /25.6.19	28.6.19	Telephone	00.23.30
F	23.4.19			
G	23.4.19	25.4.19	University	00.25.12
H	23.4.19/25.4.19	29.4.19	School	00.13.36
I	23.4.19	2.5.19	University	00.46.34
J	23.4.19	25.4.19	University	00.26.11
K	23.4.19	29.4.19	School	00.28.37
L	23.4.19			

Table 7.2 Date of Emails and Interviews for Phase 3 Data Collection

Table 7.3 shows the prompts used, examples of the types of data collected and the follow up questions for one of the pre-service teachers.

Interview Prompt Sheet for Participant A		
Prompts	Follow up prompts for A	Data collected
How are you feeling about your placement	How long does it take you to mark	Negative emotion, positive emotion
How is your relationship with your mentor	What sort of things is she helping you with	Mentor support, positive mentor relations
What about your relationships with other staff	So you only have one host teacher, do you know the rest of the staff. Any extra curricular activities	Other staff support, positive host teacher relations
	You said you were worried about big 16 year old lads, how has that been	Positive student relations, behaviour management
	You said you were walking into the unknown about your first placement, has this one been the same. You said you had lots of freedom at your last school, how does this compare	Different culture, challenging tasks, new systems, not for me
What about workload and work-life balance	What about lesson planning What about the assignment	From scratch, formulaic, planning, tried and tested, personal issues, assignments, time management
Did you get in touch with your peers as you mentioned a WhatsApp group previously	You said you exchanged resources before, how are you using it now	Online chat, share resources
How do you feel about the increase in your timetable		Hours of teaching, teaching more
Having completed the first placement are there things you would do differently next time	How do you feel TP1 prepared you for TP2 Do you think you will be teaching in 5 years time	TP1 preparation for TP2
Is there anything further you would like to add		

Table 7.3 Prompts used, the Follow-up Questions Asked and Examples of Data Collected for Pre-service Teacher A.

The prompts were pre-determined based on responses in phase 1 and 2 data collection, but also arose out of responses during the phase 3 interview. An extract of the prompts used for one question can be found in Appendix 7A. Table 7.4 below summarises the number of coding occurrences from each pre-service teacher. Similar to the phase 1 and 2 data collection, the coding occurrences varied in length, so one could be a single word, a short phrase, a sentence or a paragraph, as the length of each occurrence was not recorded. However, the number does indicate the contributions each pre-service teacher made to the interview.

The number of coding occurrences from each pre-service teacher							Total number
A	E	G	H	I	J	K	
116	74	39	25	55	68	78	455

Table 7.4 Number of Coding Occurrences from Each Pre-service Teacher

7.3 Presentation and Discussion of Phase 3 Data

7.3.1 Phase 3 Coding

After reading through the transcripts of each interview, I began to assign words, phrases, sentences and paragraphs to codes, from each transcript in turn. The codes were assigned names that described their content. By reading through the transcripts for a second time I was able to remove codes which were superfluous and assign their content to another code, for example, 'not supportive' was removed and its content assigned to 'negative wider school staff'. I was also able to reassign the content of some codes, for example 'lesson planning' became a separate category. I also changed code titles that did not fully describe the data, for example, 'expectations from school' was changed to 'new systems'. These are identified within each category description in the sections below. There were no outliers, as all the data were coded, but some codes did not fit into a category, for example, 'introduction to school', and these remained as a code.

Using Nvivo 12 software enabled the creation of a codebook, *literally* a document showing the name of each code created. To this I added a written description of each code, for reference when assigning future coding occurrences. See Appendix 7B for an extract of the codebook.

Reading through the codes, I began to group similar codes together and gave them a category name. Then using the list of categories, I re-read through the statements assigned to each code and checked to see if the code could fit into the category. Where there were similarities between the codes, for example, 'confused' and 'daunting' could be grouped together into a category 'negative emotion'. One code 'lesson planning' contained a variety of references that were assigned to codes that more appropriately described their content, so that 'lesson planning' became a category. The alphabetical list of categories with a brief description of the category and the codes it contains are shown in the section below.

7.3.2 Phase 3 Categories

7.3.2.1 Adaptability (6 codes)

This category contains the codes that refer to the pre-service teachers' adapting to the new conditions at their second placement school. The codes assigned to this category are: challenging tasks; different culture; new systems; not doing as well; not for me; and trying new things. An example quote from 'challenging tasks' is: *"there are challenges involved with the school because of just the catchment area, as a lot of these kids haven't had the best start in life".*

7.3.2.2 Future (3 codes)

This category contains codes that refer to jobs and interviews as well as their future career in teaching and how the university course had prepared them for that. The codes assigned to this category are: jobs and interviews; teaching in future; and university course. An example quote is*: "I've actually got a job, I've been helping and speaking to the school that I am going to in September".*

7.3.2.3 Host Teacher Relationships (2 codes)

This category contains codes referring to both positive and negative host teacher relationships. An example quote is: "*the host teachers are all lovely".*

7.3.2.4 Lesson Planning (9 codes)

Assigned to this category are any codes that refer to lesson planning. The codes are: Easter break; formulaic; from scratch; getting faster; no repeats; planning; power-points; text books; and tried and tested. An example quote for 'from scratch' is: *"But I always found when I made it from scratch that I would know it better and could kind of tailor it myself, so it's just better".*

7.3.2.5 Mentor Relationships (2 codes)

This category contains codes that refer to both positive and negative mentor relationships. An example quote is: "*We have got a nice relationship and I can just ask her things".*

7.3.2.6 Negative Emotion (13 codes)

This category contains codes that refer to the pre-service teachers' negative feelings about their placement. The codes assigned to this category are: confused; daunting; guilty; intimidated; lost nerve; not enjoyable; not trusted; overwhelming; physically ill; restrictive; terrifying; upset frustrated; worry. An example quote is: "*I was feeling completely overwhelmed".*

7.3.2.7 Negative Support (4 codes)

Codes assigned to this category contain references referring to negative aspects of support. The codes are: negative host teacher relations; negative mentor relations; negative student relationships; and negative wider school staff. An example quote for

'negative host teacher relations' is: "*(my mentor) is SLT (senior leadership team) so it is a lot harder to get hold of her".*

7.3.2.8 Other Staff Relationships (2 codes)

Assigned to this category are codes that refer to positive and negative relationships with staff other than the host teachers and the mentor. An example quote is: "*I think I've probably spoken to a lot of the staff … It's a nice little community".*

7.3.2.9 Positive Emotion (4 codes)

This category contains codes that refer to the pre-service teachers' positive feelings about their placement. The codes assigned to this category are: coping; enjoyment; exciting; wonderful. An example quote referring to the expected increase in the timetable is: "*It's just, (I've) been feeling like I can do this, I can cope with this increase".*

7.3.2.10 Positive Support (10 codes)

The codes assigned to this category refer to positive support. They are: mentor support; online chat; other staff support; peer support; positive feedback; positive host teacher relations; positive mentor relations; positive student relationships; university support; and wider school staff. An example quote for 'other staff support' is: "*Cos obviously there's a load of support that you get right now, you get meetings like every week, you've got all these people".*

7.3.2.11 Resources (2 codes)

This category refers to resources for teaching. There are two codes assigned to this category: resources available; and share resources with peers. An example quote is: "*There is stuff on the system and usually I'll only take a couple of slides or anything from it at most, sometimes there is a worksheet".*

7.3.2.12 Student Relationships (2 codes)

Assigned to this category are the codes referring to positive and negative student relationships. An example quote is: "*I get on really well with the students".*

7.3.2.13 Teaching Practice (2 codes)

This category refers to comments about the second teaching practice and how the first teaching practice had prepared them for this. The two codes assigned to this category are: TP1 preparation for TP2; and TP2. An example quote is: *"there were observations first, but once I did start that teaching I could just get to it, like that, instead of just messing around doing starters, plenaries or whatever".*

7.3.2.14 Teaching Tasks (6 codes)

The codes assigned to this category refer to the tasks that were related to teaching. The codes are: behaviour management; extra curricular stuff; hours of teaching; marking books; subject knowledge; and teaching more. An example quote for 'behaviour management' is: "*I understand that the behaviour management, everyone is like, oh they don't teach you behaviour management, but you can't really teach behaviour management, you just have to be there and suffer through it, (laughs) and build your confidence".*

7.3.2.15 Work-life Balance (4 codes)

The codes assigned to this category refer to tasks that take up extra time and how the pre-service teachers were managing their time. The codes are: assignments; personal issues; recreation; and time management. An example quote for 'assignments' is: "*I've written the essay I just need to scan loads of books for the evidence, for the little bit to add".*

The code 'introduction to school' did not fit into these categories so remains a code. Four codes were assigned to a theme rather than a category and they are: host teacher relations; mentor relations; other staff relations; and student relationships and are discussed in chapter 8. In the next section I discuss the main issues emerging from this phase of data collection

7.3.3 Issues Emerging from the Phase 3 Data Collection Process by Category

7.3.3.1 Adaptability

In this category were placed those codes that referred to the pre-service teachers' ability to adapt to the second school placement. For pre-service teachers G, A and K, teaching lower ability pupils was a challenge, but it was more of a challenge for G as shown by this quote:

> *"There's been an interesting challenge, like I had a class this morning. I'd taken a lesson I'd used for a top set year 9 and adapted it for a second set, but the gap between top set and second set, for some reason is enormous, so it didn't quite work out. They still learnt something I think".*

Pre-service teacher G had moved from an Ofsted graded 'outstanding' school to a 'requires improvement' school, which meant moving from a school with the highest grading to the lowest grading, so his previous experience was of teaching higher ability pupils and therefore this was a new challenge. Pre-service teacher A found the challenge to be a positive one, as shown by this quote:

> *"Somewhat more challenging but in some ways, that's kind of nice, it makes it a bit more exciting, a bit more variety (laughs)".*

All the pre-service teachers in my study found the second placement school to be very different from their first placement school, as shown by this quote from A:

> *"It was a lot tougher the first few weeks because it's such a different culture from the last school".*

Pre-service teacher E was finding the second school confusing, because it was so unlike her first school, as shown by this quote:

"I think the school as well, the perception that I had of it before I went, it was completely different to what the school is actually like. So I think (laughs) that confused me as well".

For pre-service teacher I:

"It's really opened my eyes, the difference in schools. I wasn't expecting there to be such a difference from school to school …. I really thought it was going to be much of a much-ness, however, like the school that I am at is completely different".

Pre-service teacher H found his second school to*:*

"When I first came here, it was just so, so different from (my first school) and it was such a culture shock".

For these pre-service teachers having to learn a whole new way of doing things is exemplified by this quote from A:

"That was what was more overwhelming this time. Having to adjust, kind of what I just about knew, and edit it and change it for here".

Pre-service teacher E found that her second school placement did not help her develop because:

"I don't think the style of how they do things there is how I like to do things".

7.3.3.2 Future

Those pre-service teachers whom I interviewed during their second school placement were all either seeking employment as teachers or had already secured a teaching position. Their feelings about teaching as a career were positive, as shown by this quote from pre-service teacher I:

"I'm enjoying what I am doing. I think I have made the right decision to become a teacher".

However, they still felt that the following year would be very testing as shown by this quote from pre-service teacher A:

"I think the real test will be the NQT year, but I'm definitely enjoying it, definitely want that job, somewhere".

7.3.3.3 Host Teacher Relationships

All the pre-service teachers found their host teachers to be approachable and helpful when asked for support with resources or ideas for teaching. An example quote from J shows this to be the case:

> *"If I need anything they'll show me it and they'll pretty much let me get on with it"*

There was also the suggestion that as this was a second placement the pre-service teachers were allowed to be more autonomous because they were trusted to do a good job. For pre-service teacher K, who had experienced some difficulties with her initial second placement school, found that at her subsequent replacement school the host teachers were able to provide positive feedback, as shown by this quote:

> "*It has been a lot of positive feedback with some suggestions for improvement rather than criticisms, … unlike my first school".*

The only negative aspects of the host teacher relationships occurred because of their unavailability, due to their leadership duties, as shown by this quote from A:

> "*X (host teacher) is SLT (Senior Leadership Team) so it is a lot harder to get hold of her".*

7.3.3.4 Lesson Planning

Two of the pre-service teachers, A and K, were following the placement schools' format of lesson design, which they described as "*formulaic*" or "*rigid".* This meant that they had to copy that format for every lesson planned and taught. This was very different from what they had been used to at their previous placement schools. For pre-service teacher H, the way he planned lessons had also changed at this second school, as he said:

> "*There was the five-part lesson structure (at the first placement school) and here it's lots and lots of different layers of differentiation, it's differentiated by support and differentiated by task, erm and catering for specific students with specific needs".*

Over half of the pre-service teachers in phase 3 of the study were still writing lesson plans and making resources from scratch. As E said:

> *"It was sort of frowned upon, just to use the lesson on the E drive, but you could use it as, like a basis, and you could pinch bits from it, but then they would want you to put new ideas in and stuff".*

Where a pre-service teacher was given a timetable without any repeat classes, (for example, a repeat class would be where a pre-service teacher had two year nine classes being taught the same topic), then all their lessons would be different, as A said:

> *"But it does mean you are making things for every single lesson because every single group you have got is doing something different".*

As this was their second school placement, many of these pre-service teachers had a bank of resources from their first school placement that they could adapt, if they were teaching the same topics. However, for G, J, K and I, the time spent lesson planning and making resources were getting faster, as shown by this quote from J:

> *"Well my lesson planning has gone from being about 4 hours to maybe an hour to plan a lesson".*

7.3.3.5 Mentor Relationships

For the majority of the pre-service teachers in this study, their mentor was accessible and approachable and offered what they described as "good advice". Two of the pre-service teachers I and H, found that their relationships with their mentors were more formal than on their first placement and they described it as:

> *" A good professional relationship, I can rely on her for help and support".*

Issues that arose during the second placement were that mentors were less available than two of the pre-service teachers had expected due to their high workload, but this was not a problem because other staff members were available, as shown by this quote from pre-service teacher I:

> *"I am not afraid to ask any of the other senior members for help".*

For pre-service teacher E, her mentor did provide advice and she was able to describe him as a "*good mentor"* but she felt that she could not act upon his advice, as shown by this quote:

> *"I think I was being given the wrong advice by the mentor who, his style, the things that work for him, were very different to the things that would work for me in a classroom".*

This led her to become frustrated and feel that she did not progress as much as she would have liked.

7.3.3.6 Negative Emotion

More terms were used to describe negative emotion than positive emotion regarding the second school placement. For pre-service teachers, A, J and K, they used the term "overwhelming" in relation to the workload and the expectations from the school staff, as shown by this quote from A:

> *"This is a whole new system, a whole new expectation of how they want me to teach and what they want me to do, that was the more overwhelming part of this second time around".*

Pre-service teacher I, continued to feel guilty on his second placement, as shown by this quote:

> *"I felt guilty if I wasn't doing something, if I wasn't marking something or, you would get to Monday and you would get the guilt of, I probably should have marked those over the weekend".*

Reflecting on her second school placement, E said:

> "*In the end I didn't enjoy it very much".*

Pre-service teacher K felt "*intimidated"* by her mentor:

> "*She intimidated me so much that I didn't want to send her my lesson plans".*

So on their second school placement the pre-service teachers in my study were still using more terms to describe negative emotion than positive emotion.

7.3.3.7 Negative Support

This category contained codes relating to a lack of support from people. Host teachers' lack of support occurred when they were unavailable or didn't give feedback, as in this quote from E:

"I just wasn't watched as much, so I didn't end up getting as much feedback".

For pre-service teacher K, lack of support from her mentor led to her changing placement schools, as she says in this quote*:*

"The main issue at my original second placement was my mentor. (She) just didn't speak to me".

Nearly all of the pre-service teachers in my study, except J, were working with pupils who were more challenging than those they had been used to on their first placement and this may have been due to the classes that they were given to teach by the school, or due to the catchment area of the school. For pre-service teacher A, she said this about some of the big teenage boys she taught:

"They are more disruptive than my first placement, and there's been more than a few, like punches thrown, well, at the wall next to my head".

7.3.3.8 Other Staff Relationships

Being able to interact with the wider school staff is important for the pre-service teachers to develop a sense of belonging to the school community. Pre-service teacher I, found that social activities arranged for staff at lunchtime enabled him to get to know the wider school staff and feel accepted by them, as shown by this quote:

"They have a Friday lunchtime quiz, just for the staff, which is quite nice … just little things like that … it's a quite nice and friendly situation".

For pre-service teacher E, her experience was very different from her first school, in that whilst the department staff were "*friendly, supportive"* this did not extend to the wider school and she said:

"*People didn't say hello to you in the corridors in the morning",*

which didn't make her feel welcomed into the school community.

7.3.3.9 Positive Emotion

The codes referring to positive emotion are mainly concerned with "*enjoying"* the placement and *"coping"* with the workload.

7.3.3.10 Positive Support

All the pre-service teachers in phase 3 of the study made positive comments about their mentor. Being available and accessible was important and as A said:

> "*So she is always there, like if I text her in the middle of the night, you know, she will answer"*.

For pre-service teacher H, said he had a good professional relationship with his mentor and that:

> *"My lessons with her are really good because of how well we work together".*

Having host teachers and other staff who can be supportive was important, as shown by this quote from E:

> "*The humanities staff were all friendly, supportive, you know it was a sociable department but just in a different way (from my first placement school)*".

Receiving feedback on planning and teaching was important for K:

> *"Host teachers are all lovely, they have all been really good and you know where I have taught and I have got feedback, it has been balanced feedback*, *so it hasn't been all, you did this wrong, you did this wrong, you did this wrong".*

Pre-service teacher G referred to the feedback from his mentor:

> "*He has been really helpful in giving me constructive feedback".*

At this stage of their development as teachers, the pre-service teachers in my study found that the lesson plans they were submitting were adequate, as shown by this quote from J*:*

> *"The first couple that I did I sent to them, like cos they didn't know me, and there was like one amendment and then after that they just let me get on with it".*

Being accepted as part of the department made both pre-service teachers I and H feel like a teacher, as shown by this quote from I:

"So yeah I feel like, when I do speak I am heard and I'm not the weird trainee in the corner".

The smaller schools allowed the opportunity for the pre-service teachers to be familiar with the whole school staff, which when they are welcoming also helped the pre-service teacher be accepted as a member of staff, as J said*:*

"I've met the head once, like only in passing, but she's busy all the time, but I've met the head of school, like deputy head guy and heads of years and stuff. It's really, really nice".

Building positive relationships with the students was important to all the pre-service teachers in my study. As K said:

"*I enjoy the kids here and I am enjoying getting to know them as individuals".*

Pre-service teacher G said:

"I get on really well with the students. I think I'm too nice to them".

Three of the pre-service teachers, G, A and H, found that they were asking their mentor specific questions, rather than raising questions about general information, for example as shown by this quote from G*:*

"So now it is things like 'how do you do this practical', 'what's the best way to do that'. It's more like subject based and less like teaching and learning".

The pre-service teachers in my study belonged to social media groups with their peers, but only A and E were using it to chat about applications for jobs and to organize a social event over the Easter break, respectively.

7.3.3.11 Resources

The schools have resources available for staff to share and on the second placement three of the pre-service teachers were allowed to look at what was available. Pre-service teacher A would "*only take a couple of slides",* whilst pre-service teacher I, found:

"*But they are more than happy for you to use their power-points and to use their skeletons and what not."*

For pre-service teacher K:

"*One of the nice things they do here is team planning, so there is a bank of lesson plans which are on the shared area"* which she was able to use.

Of all the pre-service teachers only A was using resources from a drive shared with the science pre-service teachers, pre-service science teachers G, I and H did not use this resource at all.

7.3.3.12 Student Relationships

The majority of pre-service teachers in this study were able to form positive relationships with the pupils in their classes, despite their perceptions that the pupil behaviour was more challenging at the second placement school. This may have been due to them being given more challenging classes because it was a second placement, or it could have been that their school catchment area was different compared to their first school. They were also able to try out different behaviour management strategies as shown by this quote from H:

"*So for pupils in that class I would favour more praise and not be so strict".*

For pre-service teacher E, one particular class became quite challenging because:

"They were really a bit disgruntled that they had lost their old teacher"

but the advice she was given was to befriend the students, which she felt that she could not do because:

"It just doesn't work because then they don't respect you … there's no boundaries then".

So this experience left her feeling she was being given poor advice that would not work for her.

7.3.3.13 Teaching Practice

This category contains codes that refer to the second placement or reflections on the first placement. Four of the pre-service teachers in this study felt that: "*things are going really well"* on the second placement. Pre-service teacher G had managed to quickly settle into his new school and said:

"It's different, there are some aspects that are different that I like and some that I don't and I have adapted quite well, so I settled in really quickly. The department is great and my classes are – mostly good".

Pre-service teacher H was also having a good experience as shown by this quote:

"*And I've learnt so, so much from being here. I really enjoy it here as well".*

Despite feeling that she was not developing as much as she would have liked, pre-service teacher E said about her second placement:

"*Well it was good for most of the time".*

However, for pre-service teacher K, her second placement did not go well, due to her mentor (as previously mentioned in section 7.3.3.7) and she said:

"*I was on a different second placement that went terribly wrong and I asked to suspend my studies and return in September because I couldn't continue at the school where I was and luckily (my university tutor) was able to pull some strings and get me moved to here",* which she described as: "*here has been wonderful".*

So the change of placement school and more importantly, the mentor, enabled pre-service teacher K to continue rather than suspend her studies.

7.3.3.14 Teaching Tasks

Assigned to this category are the codes that relate to any aspect of teaching, for example, behaviour management, marking books and extra-curricular activities. Regarding behaviour management, pre-service teacher A was dealing with large, teenage boys' misbehaviour, and said:

"*So with those really big (boys), when they do get violent and they do here, they do, you are not on your own, ever, so that has been good".*

So although she described this as "*terrifying*" she was also able to say:

"*And in actual fact having been exposed to it has made it almost less so, because I know can deal with it".*

For pre-service teacher E, behaviour management at the second placement school was very different from the first placement school, as she said:

"So if you had an issue with behaviour you knew exactly what the protocol was to follow and it was always followed up, whereas that wasn't the case at (my second placement school)".

This led her to say:

"That was probably my weakest area, knowing exactly how to manage different behaviours".

Pre-service teacher J, had no issues with behaviour management at her non-state placement school, as she said about the pupils:

"But they are all really well behaved so they'll do anything that you put in front of them really".

Pre-service teacher H had said he wanted to: "*flex my muscles at managing behaviour",* at his second placement school. So that during the period of observation before he started teaching he observed the class teachers' managing behaviour and so when he started teaching he said:

"There are certain students that I know respond very well to praise and very poorly to punishment. So for pupils in that sort of class I would favour more praise and not be so strict".

Three of the pre-service teachers E, I and J, had the opportunity to participate in extra-curricular activities, such as after-school rugby enrichment or a mathematics lunchtime club.

One of the teachers' tasks was marking books, and pre-service teacher A found that every book for every class had to be marked every day, which was time consuming. She said about the amount of time she spent marking books each day:

"erm probably at least about 5 hours just on that, because probably by the time you mark it and then set the connect task, … depending on how detailed that task is that I set them to do. So that was the, that was the biggest hardest bit, when I got here".

After completing the last university assignment, at the time of the phase 3 interviews, the pre-service teachers' timetables were due to increase from 50% to 75% of a teacher's timetable. Although they all felt anxious about this increase, they felt they would be able to cope, as shown by this example quote from H:

"Initially I was like, oh that sounds really scary, I don't want to have to deal with that, I liked my 11 hour timetable. But with method 2 (assignment) coming along and increasing my workload anyway, I'm like it will be fine once method 2 has gone and I'll be happy to just have more lessons".

However, pre-service teacher E did not get to have the timetable increase, because:

"*My mentor said we are not going to do it".*

So she had to do as her mentor said because he did not want to disrupt any more classes, considering the pupils before the development of a pre-service teacher.

7.3.3.15 Work-life Balance

This category contains codes relating to assignments, time management and recreation. The last university assignment was due in at the same time as the first few individual interviews were conducted. One pre-service teacher, A, referred to the assignment and said:

"But it doesn't matter what exciting things you read it's sometimes, well I'm only doing this to do an essay, it might come in handy in the future, but at this point when you are still trying to pick up, you know, your art of teaching, well I'm having to do this, this and this, and this right now isn't that relevant to me".

Only pre-service teacher J had found the assignment to be of value, as shown by this quote:

"*That assessment essay that we have just written was quite helpful, it made me really think about my assessment for learning and trying to build that more into lessons, so that did help".*

After the first placement, some of the pre-service teachers in my study who had previously worked all the time, such as K and I, were now managing to have a more balanced approach to work and leisure time, as shown by this quote from pre-service teacher I:

"In terms of work-life balance I've fought to keep a lot more life in this time, maybe been a bit strategic with my marking, … that if I do have extra marking to take home, that I'll take it home, probably pick it up, a bit on Saturday morning and then go and enjoy the rest of my day. Like enjoy my Sunday and

then, on Sunday, maybe do a bit more marking, but not beating myself up over it".

Pre-service teacher E felt that:

"I was still having time, still making sure I went to the gym and like having my day off at the weekend".

And pre-service teacher J also found that:

"I'll give myself like Friday night and Saturday off and then just work Sundays".

7.4 Emerging Themes from Phase 3 Data Collection

The table below shows the emerging themes and the categories from the Phase 3 data collection. In the next chapter, I will discuss these themes.

Theme	Category
Emotion	Negative emotion Positive emotion
Relationships	Host teacher relationships Mentor relationships Other staff relationships Student relationships
Support	Negative support Positive support
Workload	Adaptability Lesson planning Resources Teaching tasks Work-life balance

Table 7.5 Emerging Themes and Categories from the Phase 3 Data Collection

7.5 Summary

In this chapter I have looked at how I coded and categorised the data collected from phase 3, mid-way through placement 2. By reading through the transcripts of the individual interviews, codes were produced and a description of each code added to a codebook. Words, phrases, sentences and paragraphs were assigned to each code using the description in the codebook for reference. By re-reading the transcripts I

was able to amend the codes and add phrases and sentences that had been missed during the first reading. The codes were grouped into categories and findings were identified from the data.

Culture shock affected all the pre-service teachers, as they found that their second school placement was totally different from their first placement school, something that the pre-service teachers in the study by Hobson et al., (2006) felt least well prepared for. The majority of the pre-service teachers had moved to a school with the same 'good' Ofsted grading. Only G and I had moved to schools with lower grades, whereas H had moved to a school that had one grade higher. Because the lead-in time to being in school on a full-time basis was considerably less than the first placement (11 days for placement 2, compared with 20 days for placement 1), they had to accustom themselves to the new procedures and protocols of the new school quickly.

Workload was still an issue, with over half of the pre-service teachers being asked to create their own resources and lesson plans, rather than use the resources on the placement school system. Some pre-service teachers felt that their lesson planning was getting faster and that they had a bank of resources from their first placement school that they could use. Some pre-service teachers found that the lesson planning was formulaic, something that one pre-service teacher liked but another felt it was too rigid. However, marking books on a weekly basis was time consuming. The Easter break had been used as a time to catch up on planning and marking and writing assignments. Those pre-service teachers who had been working excessively long hours, had managed to reduce this slightly in the second placement and those who managed to maintain a work-life balance continued to do so. The increase in their timetables to 75% after the final assignment was handed in appeared to be daunting to some, but others felt that they would be able to cope, particularly if it was more of the same, in other words having extra classes but teaching the same topics.

As with the first placement the pre-service teachers used emotive language to describe their feelings about the placement. Words such as 'confused', 'daunting' and

'overwhelming' to describe negative feelings were used far more often than words to convey positive emotion about the placement, such as 'coping' and 'enjoyment'.

The pre-service teachers described their relationships with key people, including their mentor, host teachers, students and other staff. For the most part, these relationships were positive and supportive. Mentors were accessible and would respond to emails and support with planning for pupils' needs. Host teachers provided positive feedback on lesson plans and teaching and were approachable. Where other staff acknowledged them or where their voice was heard in meetings, the pre-service teachers felt part of the school community. When mentors were unavailable or offering what was perceived as inappropriate advice this led to negative comments. One pre-service teacher's mentor would not speak to her and as no other mentor was available she was transferred to another school. Another pre-service teacher felt that she was not treated like a proper teacher by the staff and this was reflected in the way the pupils behaved towards her. Several of the pre-service teachers found student behaviour in the classes they were given to be more problematic at their second placement school. Only one of the pre-service teachers shared resources with their peers. One spoke regularly with her peers on the phone and a couple used social media to keep in touch and rather than exchange resources were using it to chat about jobs.

As with placement 1, placement 2 was for the majority of the pre-service teachers a positive experience. Only two pre-service teachers felt that they had not made as much progress as they would have liked. Whilst all twelve pre-service teachers started placement 2, five had left and not contributed to the phase 3 data collection. Of those five, two withdrew (one due to ill health) and three intercalated due to ill health. At the time of writing, two of the three who intercalated returned to the course.

Chapter 8 Discussion

8.1 Introduction

In the last three chapters, I showed how I created the codes and grouped the codes into categories. This was followed by a discussion of the findings by category and identification of the main themes that emerged from each phase of data collection. In this chapter, the findings are discussed in detail with reference to my Main Research Question: In what ways do a sample of university pre-service secondary teachers in England perceive and experience the practicum whilst learning to teach during their one year course? Each of the themes is reflected upon in relation to both the literature and the main research question to illuminate the key aspects that are important for the pre-service teachers in this study, ending with a chapter summary.

8.2 Main Issues Arising out of the Themes

Phase 1 Themes Data collection September 2018	Phase 2 Themes Data collection January-February 2019	Phase 3 Themes Data collection April-May 2019
Behaviour management	Behaviour management	
Emotion	Emotion	Emotion
Expectations	Relationships	Relationships
Knowledge	School ethos	
	Support	Support
	Workload	Workload

Table 8.1 Emerging Themes Across all Three Phases of Data Collection

As shown in the table above, some of the themes spanned all three phases of data collection, some across two phases and some across only one phase depending upon the importance of that theme to the pre-service teachers at that stage of their development as teachers.

The main perceptions and experiences appear to be related to the workload; adapting to the school ethos; and relationships with the school staff. The workload was much higher than any of the pre-service teachers in my study had expected and where they had to prepare lesson plans and resources from scratch it became much greater. Where the pre-service teachers in my study got behind with their planning, they received little or no feedback resulting in mediocre lessons. Marking books, administrative tasks and university assignments all added to the workload. Working seven days a week with little or no free time was perceived as inappropriate for their wellbeing and whilst the pre-service teachers in my study expected the workload to become less as time went on, it remained large during their second school placement, and that made them worry about coping with the subsequent workload in their NQT year.

Adapting to the school ethos was an important way for the pre-service teachers in my study to attain member status as legitimate peripheral participants (Lave and Wenger, 1991) in communities of practising teachers. However, in those instances where the rules were not explicit, some pre-service teachers struggled to conform, resulting in low self-esteem and low self-efficacy. For those who struggled to adapt, there was a perception that school staff expected too much and there was not enough time to complete the amount of work that was expected. In these instances mentor relationships did not develop well leading to a breakdown in communication and resulting in some instances where the pre-service teacher left the course. Where relationships were good, the pre-service teachers were able to develop as teachers and complete the course. In the next sections I will discuss each of these issues in turn with regard to the pre-service teachers' expectations and emotions in relation to each of these experiences and how they perceived them over time. I will also discuss issues about behaviour management and knowledge of the placement, but both of these themes were of less importance than initially expected.

8.3 Workload

Whilst 'workload expectations' had emerged as a category in phase 1, the reality of workload became an important theme across phases 2 and 3. All but one of the pre-service teachers in this study initially expected that the workload would be large, but most expected it to be manageable. Gray et al., (2017) refer to the pre-service teachers in their study expecting the practicum to be hard work, but the reality was much harder than they had expected, which was also something most of the pre-service teachers in my study experienced. This discrepancy between their expectations and the reality of teaching is described by Caires et al., (2010:17) as "*reality shock"* when they discover an unknown side of teaching. One of the most time-consuming aspects of the workload was lesson planning and preparation. All the pre-service teachers in my study were required to write lesson plans and share them with the host teachers and mentor in advance, in order that they could be provided with feedback on the planned activities and if necessary make appropriate adjustments prior to teaching the lesson. According to John (2006:489) pre-service teachers "*struggle to make sense of the cornucopia of decisions they have to make*" when planning lessons, and it is this that makes them time consuming. Some of the literature (Sağ, 2008; Hastings, 2010; Giboney Wall, 2016; Gray et al., 2017) refers to the tasks associated with the workload including lesson planning, but does not go into specific detail about whether pre-service teachers used the school's resources or made their own. Having access to the school's resources made lesson planning faster for the pre-service teachers in my study in line with those pre-service teachers in the Gray et al., (2017) study where their mentor shared resources with them. However, five of the pre-service teachers in my research at their first placement school were unable to use the school's resources and they had to develop their own resources from scratch, either because there were no appropriate resources available or that it was expected by the staff that they would make their own resources. This comment from pre-service teacher E is typical of their thoughts about using school resources, from phase 2:

> "*Whenever I would use a lesson or some of a lesson, the feedback I would always get was, use your own lesson (laughs) so".*

This insistence on making resources from scratch was ultimately the decision of the mentor and host teachers. According to Hastings (2010:211) mentors "*evaluate through the lens of their own experience"*, so it is possible that if the mentors in their own training were asked to make their resources from scratch they may well insist upon that from the pre-service teachers under their supervision. Furthermore, this activity could be considered to be part of the initiation of pre-service teachers into the teaching profession by both mentors and host teachers. Moving onto the second placement school, four of the pre-service teachers in my study were still expected to make their own resources from scratch, but this was made slightly easier because they had a bank of resources that they had copied from their first school placement and, for some of them, taught some of the same topics as at their first school. Fortunately, for most of them on their second placement the planning and preparation of lessons was becoming faster as they gained experience, which was what they had expected to occur.

Added to the workload of planning and preparing lessons for teaching, were administrative tasks and marking books. According to Johnston (2016), experienced teachers' priorities are concerned with pupil learning, something that pre-service teachers do not initially concentrate upon, because they are concerned with being able to deliver engaging lessons. So, for most of the pre-service teachers in my study, the emphasis on assessment of pupil learning only occurred towards the end of their first placement and during their second placement. Kyriacou and Stephens (1999) found that pre-service teachers' assessment of pupils' learning, including marking books, took much longer than that of an experienced teacher. Similarly the pre-service teachers in my study found that book marking was very time consuming. For example, pre-service teacher A was spending up to five hours marking books on a daily basis in her second school placement. Pre-service teacher I, used the Christmas holiday to catch up on his book marking and lesson planning instead of enjoying a family reunion, as shown by this quote from phase 2:

> *"My mum drove, I marked books on the way"* and he continued:
> *"I remember making lesson plans as they were all watching a movie".*

Another addition to the workload were the university academic assignments and prior to going on placement about half the pre-service teachers were concerned about the added stress this would create on top of an already large workload. This is illustrated in this quote from D in phase 1:

> "*Working full time and having a family life … and then finding time to read three books … that is a challenge".*

All of the pre-service teachers in my study found that the assignments created an additional burden, which meant that some of them got behind with their lesson planning and marking. When this happened it affected their teaching as can be seen from this quote by G in phase 2:

> "*I was submitting lesson plans with really short notice, so I couldn't get the appropriate feedback and I'd end up delivering mediocre lessons".*

According to Hastings (2010) the failure to have lessons organised to meet deadlines, signalled to the mentor and host teachers in her study a lack of commitment by the pre-service teacher. Preparing lesson plans in a timely fashion is seen as a key professional activity (Johnston, 2010), demonstrating consideration for the workload and availability of mentors and host teachers. Those pre-service teachers in my study who failed to produce lesson plans in a timely fashion, perceived disapproval by the host teachers and mentor, leaving them feeling that the placement experience was "joyless".

In order to cope with the workload, the majority of pre-service teachers in my study experienced similar working hours to those of pre-service teacher J who, in phase 2 stated that:

> "*I used to get in (to school), half seven every morning, and then whatever meetings after school, then come home and have my tea and then I'd be working till at least half ten on a night, every day, and probably a full day either Saturday or Sunday, so it was quite hard".*

Research by Hobson et al., (2006) also found that the pre-service teachers in their study were working into the early hours, whilst the pre-service teachers in the Gray et al., (2017) study were spending between three and six hours after school planning lessons, which became increasingly stressful. Working such long hours is

unsustainable leading to exhaustion, as reported by other researchers (Kyriacou and Stephens, 1999; Chaplain, 2008; Caires et al., 2010; Durksen and Klassen, 2012; Gray, 2015). This was exacerbated in the case of pre-service teacher K who also lacked a scheme of work to follow. Her workload increased and she found herself working very long hours, as shown by this quote in phase 2:

> "*I was in school until 6 o'clock, getting home at 7pm and eating crisps while I typed, staying up until midnight and getting up again at 4am".*

She also said:

> "*I was teaching 5 lessons in a row on Mondays and more than once I planned all the way through the night on the Sunday night and then went in and taught and then went home to bed".*

Realising that she was having difficulties, pre-service teacher K did admit to her mentor that she was struggling, and the school's response is seen in this quote from phase 2:

> "*When I said I am struggling, I got told, OK we will take year 10 off you for now, and I went to the host teacher and she said, oh well we won't take them off you because, you know they need to keep the continuity, so we will team teach them, which ended up with her doing the starter and me doing the rest of the lesson, for two lessons. Then I was back teaching them full time again".*

Whilst K's working hours were excessive and the exception, the heavy workload experienced by most in my study left little time for relaxation or a social life. Given this was reported by pre-service teachers in England over 20 years ago (Kyriacou and Stephens, 1999) and is still occurring at the time of writing this thesis, it appears to almost be a right of passage to becoming a teacher. Attempts to mitigate this work-life balance were not always successful. Pre-service teacher I, who had reported feeling "*guilty*" when he was not doing work for school, decided to try and build in some time off one week, as shown by this quote from phase 2:

> "*I think there was one week I managed to build a system of, right, on my way home from work, go to the gym for an hour and then get home, crack (on), carry on marking books or lesson plans, but it got to a point where I was staying up till one o'clock of the evening and I was like, oh I can't be doing this. I've just got to go straight home, skip the gym out".*

So his attempt to build in leisure time was unsuccessful and he said:

> "*It got to the point where everything was just dropped. I worked 7 days a week, in essence".*

The ability to be able to cope with the workload varied between pre-service teachers and to a certain extent depended upon their expectations. Pre-service teacher L had not expected teaching to be any more work than his undergraduate degree, but faced with the reality of the workload it caused him to say in phase 2:

> "*It felt like you were being crushed by it".*

The discrepancy between his expectations and the reality of teaching may have been one of the factors that caused him to withdraw from the course. By contrast pre-service teacher H, was able to cope with the workload and to maintain a good work-life balance as shown by this quote from phase 3:

> "*I didn't work at the weekend, so if it was a bad week, I was always aware of the weekend coming up, so I had that to look forward to".*

The issue of workload has been a longstanding problem in teaching and my research confirms that this continues to be the case. Some attempts have been made to address this through national government policy. In 2015 the government announced a 'Workload Challenge' (DfE, 2015c) to address issues about workload for teachers, with workload identified as a reason for falling teacher retention in 2016 (Foster et al., 2016). In 2018, the Department for Education (DfE, 2018c) issued a report offering advice regarding managing workload for initial teacher training (ITT). One recommendation was to reduce the expectation that pre-service teachers develop their own lesson plans and resources for every lesson they teach, but concentrate more on evaluating and adapting existing resources. However, this was exactly the issue that pre-service T was having writing lesson plans - although he realised the importance of planning, he felt writing lesson plans was superfluous. This problem was also reported by the pre-service teachers in John's (2006) study, and confirmed through my research, as illustrated in this quote from pre-service teacher I, in phase 2:

> "*I felt that I was slaving over lesson plans that (I) didn't really need, they obviously needed to have the key points and how I was going to build the lesson and how I was thinking about the lesson, however, it did feel a bit like a useless exercise at times".*

However, by the second school placement his planning had got faster, partly due to his development as a more experienced teacher but also because he was using a different format of lesson plan, as shown by this quote from phase 3:

> "*So before, planning for 13 lessons a week that would be easily 13 hours taken up by lesson planning, so now it can take me up to, it depends if I am being slow on the day, it can take me up to 20 minutes to fill out this document, hand written to make sure I know what is happening and the rest of the time is now dedicated to my lesson planning, building a power-point and building a lesson. So, it's a lot more productive in terms of the amount of hours that I am putting into the lesson".*

This indicates that given a different format of lesson planning, as this example demonstrates, pre-service teachers are able to reduce the time spent planning and concentrate more upon the quality of resources. In the case of pre-service teacher I, this enabled him to adapt to his second school placement.

The longitudinal data collection showed that initially the pre-service teachers in this study had expected a large workload, but that had not prepared them for the reality of the workload being much greater than they had expected. There was an expectation that the workload would decrease on the second school placement, because they knew how to do things, but this was not realised, because the additional teaching tasks and university assignments just added to that burden. Some individuals were better able to cope than others and were able to maintain aspects of their social life, for some this just was not possible, leaving them feeling anxious about their NQT year. In the next section I discuss how the pre-service teachers in my study experienced and perceived the school ethos.

8.4 School Ethos

According to Caires et al., (2010) the school ethos has a significant influence on pre-service teachers' socialization, learning and socio-emotional adjustment, so the choice of school placements should be carefully selected. Whilst every effort was made by the university in this study to match the pre-service teachers to their placement school

and to be able to offer a contrasting school experience for the second placement, this was not always possible due to the shortage of school placements, an issue which also affects other universities in the HEI teacher training sector (Cater, 2017). The majority of pre-service teachers in my study were based at schools for their first placement that were graded by Ofsted as outstanding or good, with only one pre-service teacher at a school with a lower grade. For their second school placement, half of them were placed at a school with the same grade as their first one, so that a contrast was not always possible. Despite this, all the pre-service teachers in my study found that the second school placement was very different from the first one, as shown by this comment from pre-service teacher H, who had moved to a higher graded school:

> "*When I was told that I was going to get two contrasting placements I thought oh that's a nice idea, but I didn't think it would actually like happen, in such a way that the contrast would be this big, so in terms of my expectations of placement I didn't expect them to be this contrasting. However, it has been very beneficial for me to have them be so contrasting, so I am very grateful for that".*

Some of the pre-service teachers in my study perceived that the maintenance of exam results or the Ofsted status of the school were at the forefront of any teaching strategies that they were expected to use. Similarly Gallant and Riley (2014) found that too much emphasis on exam results left little time for pre-service teachers to experiment with teaching strategies, leading to conformity and uniformity, which accords with the perceptions of some of the pre-service teachers in my study. For pre-service teacher, C, he described his first school experience as "*prescriptive*" because he wasn't allowed to teach in the way that he wanted. Pre-service teachers A and E, had similar experiences on their second school placements, where there were no opportunities to explore other teaching strategies, leaving them feeling that they had not developed as much as they would have liked. Another pre-service teacher, L, also found that when he was told to change lessons he had planned, he reflected:

> "*The biggest thing about it that bugged me, was that they could not give me a valid reason why"*, to which C responded, "*well that's not how we do things, that's the reason".*

Having to conform to 'the way things are done' without understanding the reason why, is in accordance with Buckworth's (2017:372) findings, where she described

learning to teach as following "*unchallenged practices … in which educators derive the rules*". This also infers that the pre-service teacher is powerless and has no say in what they do. According to Rots et al., (2012) where there are discrepancies between the school culture and one's own beliefs then this is a challenge for the pre-service teacher to fit into the school culture. Indeed, having to comply with practices that were forced upon them made the pre-service teachers in Johnston's (2016) study aware of their temporary position in the school, and thus resulted in them being unable to fully become part of the school's community of practice. Four of the pre-service teachers in my study found themselves in a similar position on placement. This was partly due to an unclear understanding of what was expected of them, where their perception was that whatever they did, it would never be enough, because they did not know what to do. In those cases where it occurred on a second school placement, they were able to reflect on the success of their first placement and realize that this was a temporary setback. However, where those pre-service teachers experienced this on their first placement, they had nothing positive to reflect back upon and this subsequently may have influenced their decision to leave the course. According to Hastings (2010) mature, male pre-service teachers are more likely to leave the teaching course than younger female pre-service teachers because they did not fit into the school ethos. To some extent this is confirmed in my study given that four of the five leavers were male, albeit only two of them were mature. As Chambers et al., (2010) found, pre-service teachers' decisions to stay or leave the course are strongly influenced by the schools in which they have their placements.

The longitudinal data collection showed that the school ethos was something that the pre-service teachers in this study had not even thought about prior to going into school. It emerged during their first and second placements as they became familiar with the rules and ways in which to become a teacher in each placement school. All the pre-service teachers in this study found the transition to the second school placement difficult, some struggled to adapt to the new regime, but others were able to do so, which enabled them to fit into the school community and be accepted by school staff. Their relationships with the school staff, particularly their mentor, will be discussed in the next section.

8.5 Relationships with School Staff

Hobson et al., (2006) and Malderez et al., (2007) identified relationships with mentors, students, other teachers and family, as a core theme in their interviews with pre-service teachers in England. Malderez et al., (2007) found that the majority of pre-service teachers in their study spoke positively about their relationship with their mentor, which was also similar in my study. Across both placement experiences, the majority of the pre-service teachers in my study used positive terms to describe their relationships. A number of quotations illustrate this, for example:

"*I had a really good relationship with my mentor*",

"*My mentor was great",*

"She was very kind, very supportive",

"My relationship with her, fantastic".

Pre-service teacher J also found that she was able to have a good relationship with her mentor, as shown by this quote from phase 3:

"*She is really nice. She is my age, same sense of humour, so I've been really lucky both times".*

She uses the term 'lucky' because she perceives it as chance that she has had a good mentor relationship. Other researchers have also reported that the pre-service teachers in their studies referred to being 'lucky' with their assigned mentor (Hobson et al., 2006; Chaplain, 2008; Patrick, 2013; Gray, 2015). Given that there is no mentor accreditation and only DfES (2005) recommendations for mentoring in England, mentors are free to interpret their mentoring role as they feel is appropriate, and the perception is that the formation of positive mentor-mentee relationships was due to chance. Not all pre-service teachers in my study were as fortunate as J. For example, pre-service teacher K did not have a positive experience with her mentor in her second placement school, because her mentor would not talk to her, as she said

"*Every time I tried to engage her in conversation she shut it down completely".*

Whatever the reasons for the mentor's attitude, the effect on pre-service teacher K was to make her:

"*Physically ill at the thought of going into (school)".*

As a result she was preparing to withdraw from the course, but was able to change to a different school where she formed a positive relationship with her mentor and successfully completed the course. Problems with mentor-mentee relationships is a theme that also emerges from the literature. For example, Hobson et al., (2006:v1) found that 25% of their pre-service teachers reported problems in their mentor relationships, which is in agreement with the pre-service teachers in my study. In my research one reason for this was seen to be a lack of empathy and understanding from the mentor, as shown by this quote from pre-service teacher C in phase 2:

> "*They are not a very good mentor if they cannot put themselves in your position and appreciate that you don't really know what you are doing".*

As in Sheridan and Young's (2017) research, empathy is important for the development of a collaborative relationship and this did not develop in this case. Even in cases where the mentor did have empathy, this did not always benefit the pre-service teachers. In the case of pre-service teacher E, while she tried to act upon her mentor's advice as shown by this quote:

> *"He was a great mentor, I just think that's the only thing I would say, that the advice for a big, like, gruff man, with like, you know, it's just very different to me, what worked for him, obviously when he walked into the room there's a different presence to when I walk into the room".*

She also said:

> "*He was giving me advice that would work for him … but you know it didn't work for me".*

Indeed, Hobson and Malderez, (2013) found that some mentors wanted to produce clones of themselves and thought that only their approach was right. Similarly, Patrick (2013) found that mentors expected pre-service teachers to cooperate by responding to their advice because they positioned themselves as the experts with much to offer, whilst the pre-service teachers were the novices with everything to learn. The result was that learning became a one-way process, where the pre-service teacher made no contribution. In a similar fashion in my study, pre-service teacher E felt frustrated because she could not perform in the way that she wanted. This meant that she not only had to compromise her own professional values (Johnston, 2010), but had to defer to the advice of her mentor (Bloomfield, 2010).

This evidence also reinforces the temporary nature of the pre-service teachers' positions in the school and the power status difference between the mentor and the pre-service teacher (Rice, 2009). For pre-service teacher E, the same sense of community that she had felt at her first placement school, where staff including senior staff would say hello, did not exist in the second one, and she knew very few staff in the school as a whole. As a result she felt she was not able to develop a sense of belonging to the wider school community, which led her to feel that the school was not for her. This accords with Johnston (2016), who found that pre-service teachers had the role of peripheral participants in a subject department's community of practice because they do not belong to the central core of practice. However pre-service teachers cannot move to fully mature practice because they are only there for a short period of time. This does not allow for the development of relational bonds based on mutual understanding and shared enterprise that Lave and Wenger (1991) found in their workplaces. As a result pre-service teachers feel that they are always visitors to the department and school, leaving them feeling that they are not 'real' teachers. This was the case for E, who felt that:

"*I don't think the staff here treat you like a proper member of staff".*

Another reason for difficulties with the mentor-mentee relationship in my study was the lack of mentor availability, which varied from placement to placement. One example quote from L is:

"The only time I had with my mentor was one hour on a Friday".

According to Hobson et al., (2008) one of the key factors having a major impact on pre-service teachers' placement experience is having staff both available and supportive. Malderez et al., (2007) also found that a minority of pre-service teachers who recalled difficulties about their relationship with their mentor, often cited that mentors were just not available. Gut et al., (2014) found that where mentors in the USA were given sufficient time to mentor pre-service teachers, they were able to develop good relationships. Time and availability are therefore important to the mentor-mentee relationship. However, in my study the amount of time that the university stipulates a mentor should give to their pre-service teacher is only one hour a week (Trainee

Rough Guide, 2018-19) and, if this is adhered to, may not be sufficient time to develop a good relationship. In practice, however, good mentors are available at times other than the stipulated meeting time. A final problem with the relationship with the mentor is that while, in accordance with Hudson (2017), relationships work when they are based on trust, are non-judgemental and supportive, this can become problematic when mentors also have to judge the pre-service teachers' performances.

In some cases, wider support than that from the mentor may be available within the school and Hobson (2009b) recommends that pre-service teachers are not solely reliant on their mentor but are integrated into the wider school and professional community. For the pre-service teachers in my study, the mentor was not the only person to whom they could turn for advice and support. Both the host teachers and other members of the school department were perceived as being both available and accessible for the pre-service teachers in my study. Typical positive comments by some of the pre-service teachers from phase 2 include:

"*After every lesson they would give me five, ten minutes";*

"Every host teacher was supporting me and giving me advice".

Feeling that they can approach staff and that they are accessible shows that those pre-service teachers were developing their own network of professionals to whom they could look for support. In addition having a voice in the department and knowing that your opinion was valued was also seen as important, as illustrated by this quote from pre-service teacher I, in phase 3:

"When I do speak I am heard and I'm not the weird trainee in the corner".

Being able to contribute and feeling a valued member of the team, enhanced the pre-service teachers' feeling of belonging and their acceptance into the school community of practice (Johnston, 2016).

One way to gain acceptance is by taking on extra-curricular duties. Rots et al., (2012) found that by adopting this strategy pre-service teachers could be included in a team and that this provided a coping strategy to help them be accepted into the school community. This was something that pre-service teacher E tried to do, as indicated by this quote from phase 3:

"I started off doing rugby enrichment, just an after-school club and that was quite good because I was taking the girls aside and doing something with them".

However, the enrichment only lasted for a few weeks before being stopped and this also removed her access to the wider school community and feelings of being accepted.

The longitudinal data collection included the pre-service teachers expectations of school staff prior to going into school. They had hoped for a warm welcome, particularly from their mentor, whom they expected to be interested in them and their development. For the majority of the pre-service teachers in this study, their first placement experience was exactly what they expected and they were able to build good relationships with staff. However, two of the pre-service teachers struggled to build positive relationships, particularly with their mentor, leading them to perceive their placement experience as joyless. As these pre-service teachers no longer participated in the study, I was unable to gather data about their second school placement. Moving to the second school placement, the majority of the pre-service teachers were able to build good relationships with school staff, except for one pre-service teacher where this was not the case, and only a move to a new school prevented her from leaving the course. The importance of the mentor in making the placement a success, or otherwise, cannot be underestimated and should not be left to chance.

In the next section I discuss how becoming involved in extra-curricular activities also contributed to positive behaviour management, as well as how the reality of managing behaviour differed from the pre-service teachers' expectations.

8.6 Behaviour Management

For two pre-service teachers in my study, getting involved in extra-curricular activities enabled them to not only develop relationships with other members of the school staff but also with the pupils as well. For pre-service teacher A this also helped her with

behaviour management because it enabled her to build her relationships with pupils, as shown by this quote from phase 2:

> "*You could sort of control it (behaviour) a bit more cos they had seen you as much more of a person, instead of that person at the front who just talks at them and I think that helped".*

Prior to going on placement pre-service teacher A had expressed concern about her ability to have authority in the classroom, due partly to her petite stature, but also because she and another female pre-service teacher felt that female teachers were perceived by pupils to have less authority than male teachers. This accords with Klassen and Chiu's research (2010) which found that female teachers perceived themselves to be less able regarding classroom management skills than did the male teachers in their survey. This perception also caused female teachers to be more stressed and anxious than male teachers. In my study this did not materialise for pre-service teacher A on her first placement, but on her second placement she was threatened physically as well as verbally by pupils, which was also reported by some of the female pre-service teachers in Chaplain's (2008) study. Her own perception was that although initially she had felt very concerned and anxious, repeated exposure to that type of abuse had subsequently allowed her to become habituated to it, and with supportive staff on hand she was able to manage it.

Several pre-service teachers in my study felt that they had not been as firm with their behaviour management as they should have been on their first placement, but by the second school placement they were able to use their experience to judge the level of management required and when it was appropriate to hand out sanctions. A quote from pre-service teacher, H, regarding the pupils in his classes shows how his perceptions of the pupils changed over the duration of the placement:

> "*Each class was a mass rather than individuals and as I taught them more, they just started to become people and I could relate to them, by the time that I had finished my placement".*

This accords with Hobson et al., (2006:xi) who reported that 36% of the pre-service teachers in their study considered the ability to develop constructive relationships with pupils a key strength and that it also made them feel positive about their placement

experience. Similarly Durksen and Klassen (2012) consider that both the school climate and the relationships are important because they influence the pre-service teachers' commitment to, and engagement with, teaching. Thus building relationships with the pupils was important to the pre-service teachers once they were in school, because working with the pupils and being in the classroom were perceived as the best things about the placement.

The longitudinal nature of this study showed that the female pre-service teachers were initially anxious about managing behaviour, particularly that of big, teenage boys, which was realised on the second school placement for pre-service teacher A. For the majority of the male pre-service teachers, they expected that behaviour management would not be an issue for them. However, there were a few issues regarding behaviour management that were raised after the first placement by three of the pre-service teachers. By the time of the second school placement, all the pre-service teachers had gained more expertise in managing behaviour and were feeling confident about their ability to manage their classes.

8.7 Knowledge

Each pre-service teacher in my study had a different experience of being in school prior to the start of the course, and this had affected their expectations of the school placement. I had expected that the more school experience they had undertaken, then the more realistic their expectations of teaching would be, but this was not the case. This is in agreement with the findings of Hobson et al., (2009a) that the amount of prior experience was not an indicator of which pre-service teachers would stay or leave during their training. Pre-service teacher L had not only completed one day a week in a secondary school as part of one of his degree modules, but also went back into his old secondary school to carry out some lesson observations. In contrast, pre-service teacher G had spent one day observing lessons in a sixth form college and pre-service teacher H had no prior observation experience. However, prior experience does not appear to be a guide to becoming a successful teacher. Both pre-service

teachers G and H completed the course successfully, while pre-service teacher L left the course.

Another knowledge-related factor influencing commitment is maturity. Gut et al., (2014) found that more mature pre-service teachers, over 25 years of age, that had experienced a different career prior to teaching, were more committed to a career in teaching, because they approached teaching from a different perspective, compared to those pre-service teachers who had enrolled onto a teaching course straight after their undergraduate degree. However, in my study while half of the pre-service teachers were over the age of 25 years, a third of them left the course, which contrasts with the findings of Gut et al., (2014). My research findings are more in accordance with other researchers (Hastings, 2010; Lin et al., 2016) who found that the mature pre-service teachers who were unsuccessful in their teaching course, had naïve expectations of the amount of time required to produce quality lessons, which was an issue that some pre-service teachers (e.g. C) in my study also struggled with.

The pre-service teachers' prior knowledge was also related to their undergraduate or postgraduate qualifications. Each pre-service teacher was unique in that, even when they were going to teach the same subject, their educational background was different. For example, both A and L were preparing to teach science, but specialised in biology. However, A had a degree in biomedical science, whilst L had a degree in marine and freshwater biology. At degree level, the subject content is very specialised compared with the school curriculum, so whatever subject specialism the pre-service teachers were training to teach, the subject content of their degree would be very different from the school curriculum. When pre-service teachers do not have secure subject knowledge of the school curriculum, they have to teach themselves the subject knowledge before they can teach their pupils. Du Plessis et al., (2015) found that novice teachers (those teaching in their first teaching post) that were assigned to teaching subjects or levels that they were not trained for, were not prepared for the reality of teaching these. The same was also true for those pre-service teachers in my study who were teaching curriculum topics that were significantly different from their own knowledge and understanding. In these instances, the amount of time and effort

required to learn a new topic and then consider the most appropriate way to teach it, only added to the workload burden.

The longitudinal data collection showed that prior to the first school placement, all but one of the pre-service teachers who left the course, had stated that they were concerned about their lack of subject knowledge. However, this was not raised as an issue in the phase 2 and 3 data collection, probably because the majority of the leavers had not contributed to those data. The majority of pre-service teachers in this study did not mention subject knowledge as an issue, except for one physicist who claimed that his knowledge of biology was negligible and he was not looking forward to teaching that.

8.8 Summary of Key Findings in Relation to the MRQ

Pre-service teachers in this study initially expected that workload would be large, but the reality was much greater than they had expected. Much of this discrepancy was related to writing lesson plans, marking pupils' books and writing university academic assignments. The reality of workload impacted negatively over time on their work-life balance. Whilst they expected the workload to ease on their second placement, this did not occur, leaving them feeling anxious about the workload they would experience as a NQT.

The school ethos was something that the pre-service teachers in this study did not consider prior to going into school on placement. However, once in school, adapting to the way of working as a pre-service teacher, to fit in to that particular institution, became a major factor in their development and acceptance in to the profession. Transition to a second placement school was made more traumatic because they held the expectation that it would be similar to the first school. Successful adaptation was a key factor in a successful first and second placement.

Anxieties regarding behaviour management were not realised when the pre-service teachers went into their first placement school. Although there were a few issues, they were not perceived as major obstacles. The second placement school was

perceived to be more difficult in managing behaviour, but all except one of the pre-service teachers in this study felt confident about their ability to manage classes. Having a substantial amount of prior school experience should have enabled the pre-service teachers to have realistic expectations of being a teacher, but this was not an indicator of who would complete the course or leave. The more mature pre-service teachers in this study mostly struggled with the amount of time required to plan and prepare for teaching on their first placement, but this was something that became faster on the second school placement, as they became more experienced and had resources available from their previous school placement.

8.9 Summary

In this chapter I have discussed the findings that were important to the pre-service teachers in this study in relation to the literature and my main research question: In what ways do a sample of university pre-service secondary teachers in England perceive and experience the practicum whilst learning to teach during their one-year course? The longitudinal nature of the data collected showed that the workload was much greater than expected and remained so throughout the study, even though the pre-service teachers became more adept at planning lessons. The school ethos was not even considered for discussion prior to going on placement, but adapting to the rules and workings of each placement became a real challenge, to which some were able to meet that challenge but for others it became overwhelming. They all hoped that they would have positive relationships with school staff, particularly their mentors, and for some this was exactly what they got on both placements. This was perceived as luck, and that having an effective mentor was due to chance. For those who were not so lucky, the relationship became difficult as the pre-service teachers struggled to understand what was being asked of them and could not fulfil their mentor's expectations. In the next chapter I discuss the purpose and relevance of my study and how these have informed my MRQ and SRQs.

Chapter 9 Conclusion

9.1 Introduction

In the previous chapter I discussed the research findings in relation both to the literature and my Main Research Question. The purpose of this longitudinal, small-scale, interpretive study was to focus intensively on the expectations, perceptions and experiences of pre-service secondary teachers on practicum in secondary schools in the north of England. By collecting these data I aimed to examine how their perceptions changed as they developed more teaching experience and how that influenced their ability to remain on the course and to pursue a career in teaching. In this chapter I discuss the boundaries to this study, draw conclusions related to my main and sub-research questions, outline my reflections upon the research process and identify recommendations for teacher training and for future research.

9.2 Boundaries of the Study

It is important to acknowledge some of the boundaries of this study. The pre-service teachers in this study were enrolled onto a secondary PGCE course at one university in the north of England. Whilst the course may be similar in content to other university PGCE courses, because the government determines the core content of all ITT courses (DfE, 2019b), there were likely to have been differences due to the location and characteristics of the schools involved in the practicum. Overall, however, while the results from this research, whilst authentic for this group of pre-service teachers, may not necessarily reflect the perceptions and experiences of others on PGCE courses elsewhere, there may well be some resonance for other pre-service secondary teachers on this course and their teacher educators.

One constraint is that the number of pre-service teachers who volunteered to take part in this study was small compared to the total number on the PGCE course as a whole. However, in terms of age, the pre-service teachers in this study mirrored the PGCE cohort as a whole, with similar numbers aged over and under 25 years of age. On reflection, as the sole researcher for a part-time doctorate, having 12, nine and

seven volunteers for each of the phases of data collection, respectively, were manageable numbers. I recognize that more and differing perspectives could ideally have been included to obtain a more holistic view of the practicum, such as the perceptions of the mentors of the pre-service teachers involved in this study, but time constraints prevented me from pursuing this line of research. Furthermore it may have been illuminating to include the perceptions of pre-service secondary teachers from a variety of institutions rather than one university, but the research for a part-time doctorate of Education necessitated it to be small-scale. Finally, the reliability of the responses provided by the pre-service teachers may have been influenced by my presence and what they thought I wanted to hear (Liamputtong, 2015c), but I have taken steps to address this by collecting multiple sources of data, accounting for my own positionality, acknowledging limitations and meticulous record keeping. Having outlined the boundaries to the research, in the next section I discuss the sub-research questions and how they informed my main research question.

9.3 Sub-research Questions

SRQ1 - How has the government policy in England attempted to address the training of pre-service secondary teachers since 2010?

The primary aim of my first sub-research question was to examine the changes to ITT provision that had been brought about by successive governments in England since 2010, in order to address the shortfall in recruitment onto secondary teacher training courses. Despite using large bursaries to attract potential undergraduates into secondary teaching, for many subjects there remains a shortage of suitable candidates. According to See and Gorard (2019) this shortage is a direct result of conflicting government policies. Understanding the background to teacher training recruitment informs the reader of the challenges associated with HEI recruitment onto teacher training courses in the light of increasing competition from schools for the same pool of applicants. It also highlights the importance of retaining each pre-service teacher recruited, so that they can successfully become a newly qualified teacher. By exploring the literature about their perceptions and experiences of the practicum, I was able to

identify some of the factors that were likely to be of concern to the pre-service teachers in my study.

SRQ2 – What are the main issues relating to the practicum as identified in the literature?

The purpose of this literature review was to explore other researchers' findings about pre-service teachers' experiences and perceptions whilst on practicum. Whilst the research in this area was vast, I decided to limit it to topics that resonated with my own experiences as a teacher educator visiting pre-service teachers on placement and in discussion with their mentors. Understanding how teachers become teachers, their needs and expectations, what they require to be accepted into the profession and their reliance upon others, enabled me to develop a sense of what was important to developing teachers and may have resonance with the pre-service teachers in my study. This led to the third sub-research question, which was about the best way to research this topic.

SRQ3 – What is the most appropriate way to research these issues?

This third sub-research question involved selecting the appropriate methodology. I chose an interpretivist paradigm because I wanted to explore peoples' perceptions and reflections of experiences. This was a longitudinal study because data was collected three times, over the course of one year with the aim of identifying changes in perceptions and experiences. It was a small-scale study because the number of participants was 12 or fewer. It was qualitative because I selected focus groups and individual interviews as a means of gathering data about their experiences and perceptions of the practicum.

SRQ4 – How do pre-service teachers report their experiences and perceptions of the practicum at three points during their training year?

From the three phases of data collection the pre-service teachers' concerns were mainly about the workload, behaviour management, school ethos and relationships with school staff, particularly their mentors. On their first placement they experienced a reality shock, in that they discovered an unknown side to teaching,

particularly that the workload was greater than they had expected and, whilst they became more adept at planning lessons, marking pupils' books and other administrative tasks together with university assignments, kept the workload high on their second school placement. All the pre-service teachers expressed concerns about the prospective workload in their NQT year. Whilst there had been some initial anxiety about behaviour management, mainly from the female pre-service teachers, for the most part this did not materialize on their first school placement. All the pre-service teachers found their second school placement to be more challenging in terms of behaviour management, but most were able to successfully meet that challenge. All the pre-service teachers experienced a culture shock when they moved to their second school placement, because they had expected it to be the same as their first school. Being able to adapt to the new regime was a struggle for those who perceived the experience to be restrictive, leading to stagnated development for them. For some the practicum was a positive experience, building good working relationships with their mentor and being accepted into the school community, but for others it was a demoralizing experience with the perception of poor mentor relationships and a lack of acceptance by the school community. These findings were then able to inform my main research question.

9.4 Main Research Question

MRQ In what ways do a sample of university pre-service secondary teachers in England perceive and experience the practicum whilst learning to teach during their one-year course?

What this research highlights is that the workload for pre-service teachers is very large, particularly where mentors and host teachers insist upon making resources and lesson plans from scratch. Specifically, it has identified that whilst the pre-service teachers were expecting it to be a large workload, the lived experience had an impact on work-life balance. Other tasks such as marking books and the addition of university academic assignments were added burdens that made the workload even higher, so that they got behind with their planning, which led to a lack of feedback and mediocre lessons. The majority of the pre-service teachers in this study worked long hours and

some excessively so, resulting in a lack of wellbeing and no social life. Their relationship with their mentor was crucial to a successful practicum. An effective mentor can buffer the stress of the practicum and provide a supportive, empathetic role model. Research indicates that pre-service teachers should ideally also be part of a community of practice where situated learning occurs (Lave and Wenger, 1991), but in reality the requirement to fit in can be a struggle, because there are unwritten codes of practice within the school setting. Where these unwritten codes occurred, this contributed to the practicum being perceived by pre-school teachers in this study as a demoralizing experience.

My research shows that going into school on practicum was perceived as a reality shock, because initial expectations did not match the reality of teaching. Moving to a second school placement was also a culture shock, because everything was different and the pre-service teachers had to adapt quickly to the new regime. The practicum should be an opportunity to try out new strategies and to experiment, but when the pre-service teachers were prevented from doing this, they perceived the experience as prescriptive and having to conform to the edicts of those in power (Buckworth, 2017) so that they did not develop. For many the practicum is a stressful experience and one from which some pre-service teachers do not survive to enter the teaching profession. In my study 41% of the pre-service teachers did not complete their training course, compared with 19% of the whole cohort.

9.5 Recommendations

The significance of this research is that it highlights a number of factors that can influence the efficacy of the practicum for pre-service secondary teachers. The following recommendations are based on the premise that attending to these factors will result in more positive practicum experiences and outcomes for pre-service secondary teachers, as well as helping to address the issues of non-completion of training and subsequent teacher retention. With these factors in mind the recommendations have been developed for key stakeholders involved in secondary teacher training, including ITT coordinators, mentors and teacher educators.

Recommendation 1: Pre-service teachers should have access to schools' resources so that they can evaluate and adapt them for specific classes. The need to address the issue of workload is a significant finding in this research and in the research of others (Hobson et al., 2006; Sağ, 2008; Caires et al., 2012; Hastings, 2010; Gray, 2015). Where mentors and host teachers insisted upon pre-service teachers making their own resources and lesson plans, it involved them spending at least one hour per lesson plan and often much longer initially. This meant that they would be working every evening and for some each weekend as well. By using the school's lesson plans and resources, they can concentrate upon the content of the lesson and adapt it for the needs of specific classes.

Recommendation 2: Pre-service teachers should have a phased introduction to lesson planning, jointly planning with the mentor in the initial stages. Those pre-service teachers that struggled with planning were often unsure of how to progress, so scaffolding could be used to support their planning. Jointly planning with the mentor (Sağ, 2008; Gray, 2015) enables the pre-service teacher to understand the judgements that an experienced teacher makes and how they select the appropriate resources to use with a particular class. It enables the pre-service teacher to discuss and develop an understanding of the thinking processes behind the choices made.

Recommendation 3: Mentors and host teachers should not expect pre-service teachers to write detailed lesson plans for every lesson that they teach. Many of the pre-service teachers in my study perceived that they were writing detailed lesson plans that were superfluous, something that is reflected in the work of other researchers (John, 2006; Johnston, 2016; Trevethan, 2017). By concentrating on a weekly sequence of lessons, planning would still be carried out, without the lesson plans being required for every lesson.

Recommendation 4: Teacher educators should reinforce the message of workload reduction in their communication with partnership schools. ITT coordinators, school mentors and host teachers may not be aware of the recommendations for workload reduction for pre-service teachers as outlined by the DfE (2018c). This message needs

to be communicated at the start of the practicum and reinforced throughout by visiting teacher educators.

Recommendation 5: Reduce the workload by reducing the university academic assignment burden. The assignments add to the workload burden because they occur at the same time as the pre-service teachers are carrying out teaching tasks on placement. This could be addressed by moving the assignment submission dates to those periods of time when the pre-service teachers are based at the university.

Recommendation 6: Senior school management need to be aware of the attributes of an effective mentor and the factors that are most conducive to support pre-service teachers on their practicum when selecting mentors for their role. Many of the pre-service teachers in this study felt 'lucky' to have an effective mentor, because it was largely a chance occurrence as confirmed by evidence from other research work in the English school system (Hobson et al., 2006; Malderez et al., 2007; Johnston, 2016). The role of the mentor is a crucial one in the development of pre-service teachers and cannot be left to chance. Senior leadership teams in school need to select mentors that are appropriate for their role and provide them with appropriate training.

9.6 Reflections on the Research Process

9.6.1 Participant Recruitment

From a total number of 78 pre-service secondary teachers recruited onto the PGCE course, 12 took part in the phase 1 data collection process, nine in the phase 2 data collection process and seven in the phase 3 data collection process. Recruitment was difficult with little to offer in terms of rewards, other than the prospect that the findings may support future PGCE students. Although none of the pre-service teachers in my study officially left the course until April or May of 2019, those who did leave the course chose not to participate in my study either in Phase 2 in February and/or in Phase 3 in April. It is difficult to know how to overcome such poor recruitment without the knowledge of why people are not interested in taking part. However, the small number of participants made it more manageable for me, as a part-time researcher.

9.6.2 Focus Group and Interviews

Arranging the phase 1 focus groups was difficult because the university had no process for providing me with student email contact details, which was why I resorted to contacting them in small groups to ask for volunteers. In retrospect this may have been a better way to contact them, rather than by email initially, as this meant that I was making the initial approach through face-to-face contact. The first focus group was willing to discuss issues that were important to them, with a few prompts to keep them on track, so that was good practice for the second focus group. By the time of the phase 2 data collection, I felt that the pre-service teachers were comfortable being in their groups and discussing issues in front of me because a trusting relationship had developed by then, which continued into the phase 3 data collection.

9.6.3 Coding the Data

Coding was a very lengthy process with much reading and re-reading of the transcripts. My first steps to code the data from the first focus group 1a involved coding sentences or phrases that were responses to the prompts I had used, which was not appropriate. Fortunately my supervisor was able to provide me with an exemplar template that showed me how to code appropriately. As a result I recoded all the data and was then able to identify the categories and themes that emerged. Nvivo provided a useful tool to code and categorise the data, rather than using a paper-based approach because one could highlight and then move sentences and phrases into the codes. However, it was not useful to identify the themes, because I needed to view the overall picture and for this I used a paper-based approach. As I coded the data I used the memo tool in Nvivo to create memos that were used as prompts for the phase 2 and phase 3 data collection.

9.7 Future Research

Several suggestions for future research have been developed from the findings of this study. The first suggestion is from the finding regarding workload. Further research could be carried out to investigate whether workload reduction is being implemented in the placement schools in partnership with this university. If this is the case, then differences in the impact of the reduction of workload on pre-service teachers' attitudes towards teaching as a career could be explored. A second suggestion is from the finding that the mentor relationship with the pre-service teacher is a crucial one. Research could be carried out to investigate whether mentors were aware of the mentoring and coaching guidelines and if, and how, they are applying them to their own role. The perceptions of the mentors by the pre-service teachers could also be considered in more detail to provide a more holistic view of this process. A third suggestion comes from the finding that successful pre-service teachers are engaged in legitimate peripheral participation and as they develop become part of a community of practice. Exploration of this process would elicit further information on why and how this operates in some schools and not others, so that successful modeling of good practice could take place.

9.8 Conclusion

In this chapter I have discussed the boundaries to this study, explaining that whilst the data collected were specific to the pre-service teachers and location in this study, there is a much wider resonance with both pre-service teachers and training providers in different situations. I explained how the sub-research questions informed my main research question and drew conclusions related to these. I identified a number of recommendations based upon my findings that may go some way to enhancing the practicum experiences of future PGCE students at this university. I discussed my reflections upon the research process and suggested areas for future research.

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Appendices

Appendix 1

Extract of Teaching Standard 8: Fulfil Wider Professional Responsibilities

Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

Source:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf [Accessed: 13/12/17].

Appendix 2

ETHICAL PROCEDURES FOR RESEARCH AND TEACHING

PERMISSION TO PROCEED WITH RESEARCH: ETHICAL APPROVAL

Name: Programme of Study:

Name of Supervisor: Date Approved by Ethics Committee: Reference Number:

Janet Gibbs EdD Doctor of Education

Sarah Jones and Nigel Wright 5th September 2018 20172018597

Research Area/Title: Student teachers' expectations and experiences of being on placement in secondary schools in England

Appendix 3
Participant information sheet

The aim of the research project is to look at your expectations regarding the placement and to explore your perceptions of the placement experience.

The purpose of this research is about trying to improve the PGCE student experience and understanding your experience will help me to do that. I hope that the self-reflection process will help you to develop your teaching, but also will help me to prepare students in future cohorts. Just as you are studying for your PGCE, I am studying for my EdD and would like to use the data I collect from your experience to form part of this.

This would involve you in an audio recorded 30-minute focus group at the university, with others on the course, to look at your expectations of the placement, before you go into school on 20th September. This would be followed up with an audio recorded 30-minute focus group or an individual interview at the university, after you have been on placement and when you return to the university from 28th January. Depending on what I find out from the focus group and interviews, I might need to do a final round of individual interviews in June 2019, but this will only be with a few of you.

Any information recorded will be anonymised, by giving yourselves and any persons or places mentioned a pseudonym. The data will be held securely in my university Box and will be password protected and then destroyed after I am awarded my doctorate. Only I will have access to the data. My role as a researcher is separate from my role as a tutor on the course. Any issues relating to the course should be taken up with the relevant subject leader.

As a participant in this research, you are agreeing to not disclose publicly, information discussed during the course of the focus group or interview. You will also agree not to talk about material relating to this study with anyone outside your fellow focus group members and myself.

You are free to withdraw from the research at any time, without adverse consequences and any information gathered until such time, will be destroyed.

I will provide you with a transcript of the recording to check that it is an accurate version of events.

If you are willing to participate, please sign and date the consent form.

Appendix 4

Consent Form

[Template Consent Form for participants when interviews are a research method]

FACE ETHICS COMMITTEE

CONSENT FORM for INTERVIEW

I, ……[the participant writes his/her name here]…… of ……[participant's

address]……

Hereby agree to be a participant in this study to be undertaken by Janet Gibbs and I understand that the purpose of the research is:-

To explore my experiences of being on placement.

I hereby declare that

1. the aims, methods, anticipated benefits and possible risks/hazards of the research study have been explained to me.

2. I voluntarily and freely give my consent to my participation in such research study.

3. I understand that aggregated results will be used for research purposes and may be reported in scientific and academic journals.

4. I understand that individual results will not be released to any person except at my request and on my authorisation.

5. I understand I am free to withdraw my consent at any time during the research, in which event my participation in the research will immediately cease and any information obtained from me will not be used.

Signature: …….. Date: ……

The contact details of the researcher are: Janet Gibbs j.gibbs@hull.ac.uk

The contact details of the secretary to the Faculty of Faculty of Arts Cultures and Education (FACE) Ethics Committee are:
Jo Hawksworth, Research Office, Faculty of Arts Cultures and Education (FACE), University of Hull, Cottingham Road, Hull, HU6 7RX. tel. 01482 466658. Email: j.hawksworth@hull.ac.uk

[Template Consent Form for participants for other research methods that are not interviews or surveys/questionnaires – there must be a separate consent form for each research method]

FACE ETHICS COMMITTEE

CONSENT FORM *for focus groups*

I, ……[the participant writes his/her name here] of …[participant's address] ……

……
……

hereby agree to be a participant in this study to be undertaken by: Janet Gibbs and I understand that the purpose of the research is:-

To explore my expectations regarding my placement experience.

To explore my experiences of being on placement.

I hereby declare that

1. the aims, methods, anticipated benefits and possible risks/hazards of the research study have been explained to me.

2. I voluntarily and freely give my consent to my participation in such research study.

3. I understand that aggregated results will be used for research purposes and may be reported in scientific and academic journals.

4. I understand that individual results will not be released to any person except at my request and on my authorisation.

5. I understand that I am free to withdraw my consent at any time during the research at which time my participation in the research will immediately cease.

Signature: …….. Date: ……..

The contact details of the researcher are: Janet Gibbs j.gibbs@hull.ac.uk

The contact details of the secretary to the Faculty of Arts Cultures and Education (FACE) Ethics Committee are: **Jo Hawksworth**, Research Office, FacFaculty of Arts Cultures and Education (FACE), University of Hull, Cottingham Road, Hull, HU6 7RX. tel. 01482 466658. Email: j.hawksworth@hull.ac.uk

Appendix 5
Extract of Codebook for Phase 1 Data Collection

EXPECTATIONS

Nodes

Name	Description	Files	References
BEHAVIOUR MANAGEMENT		0	0
classroom presence		0	0
appearance		2	25
authority		2	9
female teachers		2	9
stature		1	14
student relationships		0	0
children dont want to learn		1	1
children want to learn		2	3
dealing with kids		1	27
dont like you		1	1
respect		2	12

Appendix 6
Extract of Codebook for Phase 2 Data Collection

placement 1

Nodes

Name	Description	Files	References
admin tasks	Lots of form filling out	1	1
after week one	Crack on with it, gave me freedom and were happy	1	2
agreement in the group	Anytime someone agrees with a comment from someone else	1	47
behaviour management	Boys not interested in the work and cannot sit still, shouldn't be there, don't want to be there, one kid spent more time in isolation than in the class but still had to do the test, class went into substitute teacher mode after host teacher left, one week struggling next good as gold, child staring at you – I hate you	1	11
can change things	Want to change things for the better, be optimistic that you can	1	2
cannot change things	Pessimistic way of looking, you cannot change things because the teachers are terrified of parents, ofsted, yes men who want a quiet life	1	2
catch up	Once things got out of hand difficult, snowballed, difficult to get back in the bag	1	3
communication	No idea how to get that across, mentors don't know that you don't know, if no idea should have spoken to them during the week	1	3

Appendix 7A

Extract of Table of Prompts for Phase 3 Data Collection

	E	G	K	I	H
How are you feeling about your placement	What was it that was so different	You said you wished your first placement was your second, so you could learn from your mistakes, how is this different What other challenges have you found	Do you think you now know what good looks like	You say good, in what ways	What is different here from your first placement

Appendix 7B

Extract of Codebook for Phase 3 Data Collection

Individual interviews

Nodes

Name	Description	Files	References
EMOTION		0	0
Negative emotion		0	0
confused	One trainee confused with the advice being given from mentor.	1	1
daunting	To move up to a 75% timetable	1	1
guilty	One trainee who felt guilty on tp1 also felt guilty on tp2 for not working all the while.	1	1
intimidated	One mentor intimidated trainee so much, she didn't want her to see her lesson plans	1	1
lost nerve	One trainee intimidated by mentor lost her nerve.	1	2
not enjoyable	In the end I didn't enjoy it very much.	1	1
not trusted	Questioned by mentor and head of year when giving a child a detention	1	2
overwhelming	The expectations from the department about how they want me to teach and what they want me to do. Starting off with a full timetable would be overwhelming. A few weeks before Xmas it was really horrible and I wanted to quit, but C talked me through it and speaking to other trainees everyone felt like that. After Xmas you can see light at the end of the tunnel. I was feeling completely overwhelmed, but am not feeling as much of that now.	3	4
physically ill	Didn't want to get up in the morning and face going into school.	1	1
restrictive	It's a bit restrictive in that I would like to try this but it won't fit in with this ethos and this school.	1	4
terrifying	Dealing with angry male students who are violent.	1	1