An exploration into the development of professional teacher identity of student teachers in Wales

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Declarations

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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This thesis is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by footnotes giving explicit references. A reference list is appended.

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Diolch yn fawr iawn i bawb.

Abstract

Using the Community of Practice (CoP, Lave & Wenger, 1991) as the theoretical model, the study explored the development of professional teacher identity during Initial Teacher Education (ITE). Narrative inquiry was used to obtain personal reflections of ITE experiences from eight student teachers as they came to the end of a variety of pathways to Qualified Teacher Status (QTS). The purposive sample consisted of mature and younger student teachers following an undergraduate, post-graduate or employment-based route to teaching.

The study focused on two research questions, namely:

- How do student teachers perceive their Professional Teacher Identity development during their initial teacher education?
- In what ways does engagement with the teaching community of practice during their initial teacher education affect student teachers' professional teacher identity development?

The use of narrative inquiry provided the opportunity to show the very personal, individualised nature of professional teacher identity development. Each student teacher's narrative is presented as a vignette to capture the richness of their journey and to make visible the process of analysis.

The thesis contributes to the field of teacher professional learning generally, and specifically to the area of professional teacher identity development, by drawing attention to individuals' pivot points that identify the relative influence of self and others. The data indicates that although there is movement between a student teacher's need to maintain their own identity and their desire to fit into the CoP, they each possess a personal tipping point where they feel comfortable. The study offers a diagrammatic representation of an individual's pivot that may scaffold the reflections of student teachers, their mentors and tutors to support effective professional teacher identity development during ITE.

The study also contributes to the field of Community of Practice within the context of ITE, suggesting that a combined CoP including both university and school partners would provide student teachers with a more cohesive experience as they progress from Legitimate Peripheral Participation (Lave & Wenger, 1991) to a more integral position within the teaching community of practice. This study indicates that considering the contexts as two separate CoPs creates conflict for student teachers as they navigate their way towards their professional teacher identity during ITE.

The study is of interest to those involved in teacher professional learning and providers of Initial Teacher Education generally; Wales is the context of the study, but the outcomes will resonate internationally for those involved in ITE provision.

Contents

CHAPTER ONE: INTRODUCTION

Introduction

This study explores student teachers' development of professional teacher identity during their initial teacher education (ITE). Focusing on a sample of student teachers undertaking their ITE through one provider in Wales, it considers their personal journeys towards a professional teacher identity, recognising how these are shaped by their own intended teacher persona and their interaction with the more experienced colleagues with whom they engage during their initial teacher education.

Although the context of this study is Wales, it will be of interest to providers of initial teacher education in other countries. It will resonate particularly with those who are experiencing reform in their provision for ITE or for education more broadly.

In order to explore the student teachers' reflections on their trajectory towards professional teacher identity, I use narrative inquiry to draw out personal and generic characteristics of their stories which I interpret to draw conclusions that contribute to the fields of professional teacher identity development and initial teacher education. In using Community of Practice (CoP) (Lave & Wenger, 1991) as a theoretical model, I recognise the relative influence of self and others on student teachers as they engage in schools and university. My study offers a contribution to the CoP model in relation to its use in ITE through consideration of a CoP that incorporates all participants involved in the initial education of student teachers. As my study was undertaken within a changing landscape for ITE in Wales, characterised by significant reform prompted by a review conducted by Furlong (2015), it was opportune to consider a CoP that brought together schools and universities in closer partnership to support student teachers, as this characteristic is a feature of the new approach to ITE in Wales.

To begin the chapter, I explain my personal rationale for the choice of research focus, relating to my professional experience in the field of ITE. I follow this section with contextual information regarding the national reform of education in Wales that forms the backdrop for my research. In so doing, I am afforded an early opportunity to draw attention to political shaping of the landscape in which my study was undertaken which becomes integral to some of the points I raise within the discussion chapter. Finally, I offer

an overview of the structure of my thesis, including a brief synopsis of the contents of each chapter.

Personal Rationale

The exploration of student teachers' development of professional teacher identity during initial teacher education is the realisation of a personal interest borne out of my experience as a teacher educator in Wales. The concept of becoming a teacher, and behaving and responding to school experiences in an appropriate manner, has been of particular interest to me as I have engaged with student teachers, their mentors and their tutors, for over two decades. I have often considered how student teachers develop their professional teacher identity, and to what extent the teacher community that they engage with supports this development.

During my career as a teacher educator, there have been many instances where it appears that individuals do not 'fit in' to the schools in which they have been placed, which has led me to consider the role community plays in the development of professional teacher identity by individual student teachers. I have therefore adopted Lave & Wenger's (1991) Community of Practice model as the theoretical model for my study, with particular interest in the concept that inexperienced individuals are able to participate on the periphery of a community with a degree of legitimacy (Lave & Wenger, 1991). I am interested to explore the extent to which student teachers are enabled to develop their professional teacher identity on the outer edge of the teaching community, and to explore whether it is only permissible to realise this identification if, or when, they show the potential to engage more significantly with the community over time. I am particularly interested in the concept of 'fitting in' as a potential key component of the process of professional teacher identity development, and the extent to which an individual's trajectory is shaped by more experienced colleagues within the community of practice (Lave & Wenger, 1991).

Through my involvement with student teachers following various routes towards Qualified Teacher Status over two decades, it also strikes me that student teachers' engagement with more experienced members of the teaching community of practice whilst on school placement may not be the only factor that impacts on their professional teacher identity development; there appears to also be a more personal element to this

process that results in every individual's professional teacher identity development being unique as it depends on their engagement with their teacher persona. Student teachers' development will vary according to the teacher identity they want to obtain and how their trajectory supports this aim at every stage. With this in mind, I adopt a narrative inquiry approach to my study, with the intention that the method's focus on the sharing of personal stories of professional teacher identity development may unpack the complexity inherent in the topic. Through narrations of lived experience, I aim to uncover shared characteristics within the very individual journeys of student teachers to support discussion regarding greater recognition of professional teacher identity development within ITE provision in Wales.

Although my exploration into the development of professional teacher identity of student teachers in Wales is of personal interest, it will add to national and international discussion relating to the most effective approach to initial teacher education to ensure optimum outcomes for the sector.

Context

International Context:

A paper prepared by the Organisation for Economic Co-operation and Development (OECD) in 2022 highlights the international context for my study. In considering the optimum characteristics at the core of 'successful educational systems' (Burroughs et al, 2019), the OECD recognised the importance of teachers having a 'well-developed Teacher Professional Identity' (Suarez & McGrath, 2022: 6). The authors consider that high quality teaching (Korthagen, 2004) relies on teachers being seen as 'autonomous professionals and not as simple executors of imposed agendas' (Suarez & McGrath, 2022: 7), and recognise that education systems that tend towards controlling teacher professionalism through a 'small set of success criteria' (Suarez & McGrath, 2022: 7) often miss the 'roles and values that teachers themselves consider the heart of their identity' (Suarez & McGrath, 2022: 7), hence limiting their effectiveness. Recognising that teachers' professional identity constantly develops in relation to the changes that occur within education systems suggests that focus on this aspect could 'strengthen teaching quality and teacher commitment' (Suarez & McGrath, 2022: 10), which in turn would improve standards within the education system.

To extend their study of teacher professional identity, the OECD recognised the importance of focusing on its development during initial teacher education. They identified the positive impact of 'personal and collaborative reflections…around their beliefs of the profession' (Suarez & McGrath, 2022: 13) as a significant contributory factor to the formation of a professional teacher identity which persisted into student teachers' teaching careers. Focus on professional teacher identity in initial teacher education is seen to 'establish understandings which can be central to the practice of teachers and their ongoing growth as they move into the profession' (Suarez & McGrath, 2022: 22).

Building on their idea of collaborative activity relating to professional teacher identity development, as identified within ITE (above), the OECD recognises that 'collective identity is part of teacher professional identity' (Suarez & McGrath, 2022: 17). However, they acknowledge a 'knowledge gap' (Suarez & McGrath, 2022: 17) in relation to what leads communities to 'generate greater identification and feelings of belonging and understand how to enhance collective professional identity' (Suarez & McGrath, 2022: 17). My research study therefore offers a timely contribution to an international focus on professional teacher identity development, as it recognises how student teachers' trajectory in this is impacted by their engagement in the teaching community of practice during their initial teacher education. The fact that I use narrative inquiry to collect data also brings the idea of student teachers reflecting on their professional teacher identity development into focus, providing some insight into the potential use of 'personal and collective reflections' (Suarez & McGrath, 2022: 22) in shaping their practice and beliefs.

National Context:

This study also has the potential to offer a meaningful contribution to the provision for ITE in Wales at a time of significant national change. The education reform that contextualises my research includes a 'range of interconnected issues' (Furlong, 2019: 579) including a new school curriculum and a new set of professional standards for teachers and leaders, which demand a 'fundamentally different conception of what, in the future, it will mean to be a teacher in Wales' (Furlong, 2019: 579). To address this re-conception of the characteristics required of a teacher within the Welsh education system, a review carried out by Furlong (2013) and the consequent process of re-accreditation of the Initial Teacher Education provision has focused on appropriately preparing student teachers

who are 'fit for purpose' in the 21st century. Furlong called for ITE that would 'allow and encourage the achievement of a new kind of teacher professionalism' (Furlong, 2015) that moves away from preparing newly qualified teachers who are 'merely fully practically competent on point of entry to the profession' (Furlong, 2015:12) to a more fundamental expectation that new entrants are 'prepared to be active professionals' (Furlong, 2015:12) who contribute purposefully from the start of their teaching career.

In Wales, only accredited bodies are able to provide Initial Teacher Education, which allows the Education Workforce Council (EWC) to regulate the number of providers and student teachers engaged in ITE at any one time. This provides a level of national control of quality and quantity of entrants to the teaching profession. To enact the recommendations of Furlong's review of ITE in Wales, the EWC's accreditation process (2017) for potential providers includes criteria that the ITE accreditation board believes will provide appropriately for the development of the 'active professionals' required for the future teaching workforce (Furlong, 2015: 12). Central to the vision for the new ITE provision is 'the recognition that high quality professional education necessarily involves a number of different modes of learning' to accommodate 'dimensions of teaching' that can be learned 'experientially' and 'intellectually' (Welsh Government, 2017: 4), thus both schools and universities need to be involved in supporting student teachers to become agents of change within the teaching profession. The steer of the Welsh Government during this period is clearly focused on 'reshaping both the purposes of education and the nature of teacher professionalism' (Furlong, et al, 2021: 61), and encouraging the newcomers (Lave & Wenger, 1991) to enact this change within the teaching community. In fact, Furlong recommends to the government that 'the implications [of the ITE reform] for the formation and subsequent growth of teachers as reflective practitioners are considerable' (2014: 62).

To complement the focus on experiential and intellectual synthesis, Furlong (2019: 582) recognises the value of student teachers finding 'the person inside themselves that is their teaching self' during their ITE. This resonates with BERA/RSA's (2014) review of international research evidence on high quality teacher education, which identifies the importance of a clear understanding of evidence about how student teachers learn to teach. As Nguyen (2008) suggests, a realistic and sophisticated understanding of

professional teacher identity construction becomes a key component of such education, as it is a fundamental characteristic of the journey to becoming a teacher. In including this thread in the accreditation process in Wales, Furlong recognises also the integral role that others play in supporting student teachers to 'engage in practical theorising' (Furlong, 2019: 582) as they develop their own professional teacher identity. To do this, they need to draw critically on 'diverse kinds of knowledge in order to develop valid teaching expertise' (Hagger & McIntyre, 2006: 158); this 'knowledge' must be research-informed rather than reliant on imitation or trial and error (Furlong, 2019: 584), which leads to the need for a 'new recognition of the importance of research amongst partnership schools' (Furlong, 2019: 585). It becomes clear to me that the Welsh Government may have taken the re-accreditation process (EWC, 2017) as an opportunity to 'interfere directly' in the detail of ITE (Furlong, 2019: 576) as well as the wider teaching community in Wales. By promoting a 'scholarly culture' in schools involved in provision for beginning teachers, rooted in the 'lived realities' of local settings (Furlong, 2019: 585) the Welsh Government recognised the potential that, in time, the culture of research-informed teaching could extend across the teaching community of practice in Wales. I pick this thread up in the Discussion chapter of the thesis.

In parallel with the development and enactment of the reaccreditation process in ITE in Wales, education professionals were involved in the co-construction of a new set of Professional Standards for Teaching and Leadership (Welsh Government, 2017) which are intended to set clear expectations about effective educational practice to enable practitioners to reflect on pedagogy, both individually and collectively. The Standards are inclusive of student teachers, newly qualified teachers and experienced teachers, with expected milestones for each stage of their career. The 'practice' promoted by the Standards aligns with both the Curriculum for Wales (Welsh Government, 2020) and the ITE accreditation criteria (EWC, 2017), and includes more explicit references to the characteristics of the 'active professionals' promoted by Furlong (2015:12) than the previous sets of Standards for Qualified Teacher Status (Welsh Assembly Government, 2009). In this regard, the Standards provide very clear expectations for the profession as a whole, although an interim evaluation of the impact of the Professional Standards for Teaching and Leadership (Welsh Government, 2020) reveals an interesting trend that

suggests that change to practice is coming from the teachers at the very beginning of their careers. In requiring the use of the Standards in both ITE and induction, student teachers and newly qualified teachers have been identified as the groups who are most familiar with them (Welsh Government, 2020: 5), and their efforts to achieve their benchmarks are having some impact on the settings in which they are working through engagement of mentors, senior mentors and external verifiers. Making attainment of the Standards at QTS and NQT benchmarks compulsory is likely to be the most significant reason for high engagement. In time, the expectations incorporated in the Standards may shape the common practices of all members of the teaching profession. As such, it may be suggested that the Welsh Government is involved in reification of new teacher practices that align with their vision for the future direction of education in Wales. I discuss this in more detail in the Literature Review and the Discussion chapter.

As ITE provision responds to the re-accreditation criteria provided by the EWC (2017), my own experience has shown that a more open relationship between schools and university partners is establishing itself which allows for honest reflection regarding effective support for student teachers. I recognise that working as equal partners is beginning to offer opportunities for further research into the interconnection between experienced teachers and student teachers and the impact this has on professional teacher identity development. Sharing individuals' reflections in this study on experiences during their ITE programmes has illuminated features of the relationship between experienced and inexperienced practitioners which may open an honest discussion within partnerships regarding sociocultural barriers to professional teacher identity development in order to seek ways to overcome them (Rogoff, 2003).

Within the national context, my research study offers contributions in considering the Community of Practice model in relation to the context for student teachers' professional teacher identity during their initial teacher education. For ITE providers in Wales, the focus on the creation of newly qualified teachers who will be the change-makers of the future national education system (Furlong, 2015) indicates the opportunity for professional teacher identity to become a key component of their provision.

Research Questions

Relating to the international and national context of my research study and my background interest in the development of student teachers' professional teacher identity within the teaching community of practice, I have devised two questions to focus my exploration into the professional teacher identity development of student teachers in Wales. They are:

- How do student teachers perceive their development of professional teacher identity during their initial teacher education?
- In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?

Structure of the Thesis

The thesis consists of 7 chapters, namely: Introduction, Literature Review, Methodology, Vignettes, Discussion, Personal Reflection and Conclusion. The following descriptions are designed to provide a brief overview of the contents and nature of each chapter.

Chapter 1: Introduction

This chapter serves to provide a personal and contextual introduction to the study. I introduce the research questions and indicate the methodology adopted to respond to them. In offering a rationale for the research, I explain my personal interest in student teachers' professional teacher identity development during initial teacher education. I contextualise the study within national reform in Wales to demonstrate how pertinent my research is as ITE programmes develop to prepare teachers that meet the changing demands of the profession they will enter. In so doing, I draw attention to the intention by the Welsh Government to use beginning teachers to influence the wider community of practice to become more aware of the 'why and how of teaching as well as the what' (Donaldson, 2015: 73). The chapter concludes with an explanation of the terminology used to describe various aspects of the initial teacher education provision in Wales, which will allow readers from beyond the nation to equate their own practices to those mentioned within the thesis.

Chapter 2: Literature Review

This chapter explores a range of relevant literature to allow me to analyse existing research and studies relating to the facets of my study into student teachers' professional teacher identity development in Wales. I consider the personal journey towards professional teacher identity within the context of the school and university settings in which student teachers engage in such development.

In introducing the conceptual framework that I have adopted for my research, namely the sociocultural nature of human development (Rogoff, 2003), I consider student teachers' professional teacher identity development, in relation to the social aspects of the culture in which such development occurs. I am drawn to Rogoff's theory as it recognises that 'people develop as participants in cultural communities' (2003: 3); they engage in the sociocultural activities that shape their societies, and are shaped accordingly. Neither the individual nor the community remains static, but both change continuously (Rogoff, 2003: 12). Later in the thesis, I explore the relationship between self and society through narratives with student teachers (Chapter 4: Vignettes).

Within the frame of sociocultural development, I adopt the Community of Practice (CoP) as the theoretical model for the study. The idea that the student teacher works at the periphery of the teaching community of practice, waiting to be accepted into the community by more experienced colleagues, resonates with my experience with student teachers who appear to 'fit in' when they are on school-based placement, or not. Associated with the idea of 'fitting in', I consider the need for student teachers to show aptitude for the reified tasks that Lave & Wenger (1991) refer to as they explore the Legitimate Peripheral Participation (LPP) of newcomers to the CoP (Lave & Wenger, 1991: 18). The reification of tasks becomes a thread that I follow through my re-presentation of individuals' vignettes (Chapter 4) and into the discussion chapter (Chapter 5). Through recognition of the wider use of the CoP as a theoretical model, I conclude that it is appropriate to use it to support my study of professional teacher identity development within the field of ITE, as it focuses on the context in which individuals attempt such growth.

Next, I explore the literature pertaining to professional teacher identity development, considering the personal and social influences that impact on an individual's trajectory. Focusing on both aspects allows me to explore the relationship between the development of a professional teacher identity and one's engagement within the community of practice: a student teacher will navigate their way towards a professional teacher identity that resonates with both the expectations of the CoP and the teacher persona they want to portray.

Finally, I present the literature pertaining to the research method I use for my study, namely narrative inquiry. I had not encountered this approach to qualitative research previously, and was interested to see whether it would be suitable as a method to capture the data that would respond to my research questions. Clandinin and Connelly (2000) suggest that narrative inquiry captures personal and human dimensions of experience over time, allowing individuals to represent their own stories. It is a method that recognises that personal stories are created within a social context, which resonates with my chosen conceptual framework of sociocultural development. Encouraging participants' personal reflection of ITE experiences through narrative inquiry allows me to explore the relative influence on student teachers' professional teacher identity development of, on the one hand, other practitioners within the CoP and, on the other, individuals' self-selected 'claimed identity' (Mishler, 1986: 243).

Chapter 3: Methodology

This chapter provides a description of the research design of my study, including an explanation of my personal journey towards this choice. In identifying the 'messy' (Connolly, 2007: 453) nature of narrative inquiry, I also acknowledge the power of encouraging student teachers to reflect on their individual professional teacher identity development in order to build a 'human knowledge' (Heikkinen, Huttunen & Kakkori, 2000: 1) through the 'plurality of small narratives' (Heikkinen, Huttunen & Kakkori, 2000: 1). The data collected through the chosen methodology allows me to consider the nature of professional teacher identity development of student teachers during their ITE. Through testing the a priori themes set out following my review of pertinent literature in the field, the data is coded to analyse recurring references provided by the narrators.

The chapter includes a reflective chronology of the pilot process which tracks my growing confidence as a narrative inquiry researcher. It charts my progress through two pilots to arrive at the approach adopted to carry out my narrative inquiry interviews with student teachers chosen by purposive sampling to represent the 'theoretical norm' (Delores & Tongco, 2007: 151) of the wider cohort.

The chapter concludes with a focus on the two passes of data analysis that led to the results I present in Chapter 4. I share my decisions relating to the approach to analysis through the two passes, justifying the process through personal reflection.

Chapter 4: Vignettes (Results)

This chapter takes the form of a series of eight vignettes that re-present the narrations of the participants of my study. Each vignette is organised in sections relating to my a priori themes, rather than in chronological order. Reflexive comments throughout the vignettes reveal my part in the narrative inquiry process, showing my interpretation of the stories told, and my reasons for coding particular parts of individuals' stories with my a priori themes. Analysing the data allows me to recognise the individual nature of developing a professional teacher identity as a student teacher during ITE, but also the similarities between reflections regarding the influences of self and others on that trajectory. In listening to eight individuals, I am able to 'personalise generalisations' (Gibbs, 2007: 57) drawn from my literature review with regards to professional teacher identity development within a CoP. Although my coding relates to a priori themes, I am also open to the potential for individuals' stories to dislodge my previously held understanding with data that will provide me with the opportunity for rich discussion.

Chapter 5: Discussion

This chapter allows me to consider the data provided by narratives in relation to threads from my literature review in order to discuss the main contributions and recommendations I will bring to the field of initial teacher education. The chapter is organised into four discussion points, which relate to my research questions: the first two points refer to the question 'How do student teachers perceive their development of professional teacher identity during their initial teacher education?', whilst points 3 and 4 are linked to the question 'In what ways does engagement with the teaching community

of practice during their initial teacher education shape student teachers' professional teacher identity development?'.

The discussion points are:

- The balance between influence of self and influence of others
- Professional teacher identity development in school contexts
- Challenges to the creation of one community of practice for initial teacher education incorporating schools and university
- Reification of teacher tasks

In considering each point, I synthesise my findings from the literature with the participants' narrated experiences to develop new thinking. Although the four points are considered separately, and sorted by research question, it becomes apparent that connections between the points deepen the discussion. By the conclusion of the chapter, I have drawn the discussion to a close to note my contributions and recommendations. My contributions are:

- Considering the relative balance between a student teacher developing their individual professional teacher identity whilst fitting into the teaching community of practice leads to a recognition that in negotiating meaning within the CoP, the student teacher pivots between influence of self and influence of others. For each student teacher, the pivot point is individual and changeable depending on the context. I offer a new model to charter the relative influence of self and others on individuals' development of teacher professional teacher identity in the form of a sliding scale of influence that can support professional dialogue between mentor and student teacher.
- A perspective on the comparative rate of change prompted by the newly accredited ITE programmes in Wales that could be useful in considering ITE partnerships in a wider context. In an attempt to avoid the situation of schools and universities within ITE partnerships expecting different dispositions from their student teachers, hence putting newcomers to the profession in uncomfortable positions as they try to 'fit in' with the expectations of both partners, one single community of practice for ITE could be developed. Co-construction of shared expectations could avoid reifications promoted by schools and universities conflicting, and establish the shared domain of ITE.

From my study, I propose two recommendations:

- That the development of a diagrammatic representation of a student teacher's individual pivot point in relation to influence of self and influence of others is piloted to consider its effectiveness in recognising personal journeys of professional teacher identity development.
- That the new ITE partnerships in Wales consider the explicit development of communities of practice that encompass both universities and partner schools.

Chapter 6: Personal Reflection

In this chapter I reflect on my effectiveness as a researcher throughout my research study, and consider in particular my use of narrative inquiry. I recognise my personal growth as a researcher and my growing awareness of the central part I play in my study as contributor to the narrations collected, both as facilitator and as analyst.

I also reflect on my methodological choices throughout the study. Having used narrative inquiry for the first time, I recognise the usefulness of the approach as a way of capturing the lived experiences of a small purposive sample of student teachers. I also acknowledge the way that my decision to use narrative inquiry shapes the data collected including the small number of narrations; the personal nature of the stories told; and how I am involved in them.

I conclude that as a narrative inquiry researcher, my understanding of student teachers' professional teacher identity development through their initial teacher education has altered, providing me with the opportunity to offer new contributions to the fields of ITE and professional teacher identity development.

Chapter 7: Conclusion

In this final chapter of my thesis, I summarise the journey I have taken in a reflective manner. I state my contributions to the fields of professional teacher identity development and the Community of Practice model within the context of ITE, and suggest further study in two main areas, namely the consideration of a shared CoP for ITE and the development of a diagram and an associated process of reflection to represent and

support the relative influences on, and support the development of, student teachers' professional teacher identity.

Terminology

Throughout my thesis, I refer to terminology that is familiar to individuals working within initial teacher education in Wales. In order to ensure that international readers are able to engage fully with my work, I explain the terms in this section and, wherever possible, associate them with vocabulary that may be used in other contexts. In so doing, I am aware that I may not capture all alternatives and that unfamiliar references may still appear throughout the text.

Student teacher: The term student teacher refers to an individual who is undertaking their initial teacher education, and represents their status as both student and teacher. Within the newly accredited ITE in Wales, the term accentuates the importance placed on academic activity (Welsh Government, 2017). Alternatives for this term include trainee, trainee teacher, beginning teacher, pre-service teacher and associate teacher.

Mentor: A mentor is usually an experienced member of the teaching community in which the student teacher is placed [see **Placement**]**,** who works alongside a student teacher to support their progress towards Qualified Teacher Status.

Tutor: A tutor is usually a member of the team providing initial teacher education (either a member of university staff or a senior staff member of a different school to that in which the student teacher is placed). The tutor's role is twofold: to support the student teacher by offering an external view of their progress, and to monitor quality assurance of the provision across schools.

Partnership Lead: The partnership lead is a member of the partnership leadership team who co-ordinates the activity of the partnership. This can be a member of university staff or school staff: the role is primarily a Quality Assurance role, working with student teachers, their mentors and tutors to enhance the provision and monitor progress. In the context of this study, I undertook this role within the ITE partnership.

School Placement: During an ITE programme, student teachers are required to spend time in school; in Wales, the Welsh Government requires that every student teacher must

have experience in at least two schools (2017). Although this placement activity varies depending on the route to teaching, all schools involved in ITE are confirmed as suitable by the ITE provider. For all student teachers apart from those who are following an employment-based route, the total number of days spent in schools is 120.

Routes to Qualified Teacher Status

Bachelor of Education with Qualified Teacher Status (BA QTS): This is an undergraduate route to teaching. Following three years of university input and school placement experience, the student teacher gains QTS and a Bachelor of Arts degree. Although the nature of the programme can vary between providers, the programme usually consists of three placements, one in each year, totalling 120 days by qualification.

Post-graduate Certificate of Education (PGCE): This is a post-graduate route to teaching. Student teachers must hold a relevant undergraduate degree to apply for this one-year full time or two-year part time programme. The programme consists of school and university input, and includes a proportion of Masters level credits, which aligns to the Welsh Government's desire to promote research-informed practice (Furlong, 2015). Programme design varies, but student teachers undertake placements in at least two schools during their PGCE.

Graduate Teacher Programme (GTP): This is an employment-based programme that allows student teachers to work within a school as a non-qualified teacher for the duration of their ITE, which is usually one year. The student teacher is supported by a school-based mentor and a university tutor, both of whom monitor progress towards Qualified Teacher Status. Student teachers are required to undertake a second school experience, which varies in length according to individual prior experience and current context. During the programme, the cohort of student teachers attends university to undertake a range of seminars provided by ITE tutors. In 2020, the Welsh Government replaced the Graduate Teacher Programme with a more robust salaried route to teaching in order to ensure that all student teachers completing their initial teacher education in Wales gain an academic qualification alongside QTS.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Within the literature review, I frame my study through the exploration of research to determine the context of professional teacher identity development within initial teacher education (ITE). I also explore the use of narrative inquiry within Education and other disciplines in order to establish its appropriateness for this study. The chapter includes closer study of literature relating to the Community of Practice as a theoretical model, professional teacher identity development within ITE and narrative inquiry as a research method. The chapter concludes with consideration of my research study into the development of a professional teacher identity by student teachers in relation to others' work in these fields.

The chapter begins with an introduction to the theoretical model adopted for the study, namely the Community of Practice (CoP). This model is applied to the context of initial teacher education, with due consideration to the *social* aspect of identity development. The place of Legitimate Peripheral Participation (Lave & Wenger, 1991) within the context of student teachers' professional teacher identity development and acceptance into the CoP of teachers is also explored. The conflicting ideas that a community of practice develops informally or can be artificially constructed to scaffold student teachers' professional teacher identity development are considered to reach the conclusion that, for the purpose of the current study, I recognise the CoP as a model rather than as a construct.

Whilst exploring professional teacher identity development of student teachers, it becomes very apparent that it is a complex, individualised process. The second section of the chapter focuses on the personal and societal aspects of professional teacher identity within initial teacher education in order to support my definition of 'professional teacher identity' as a personal understanding of an individual's place within a community of practice: a sense of belonging that is justified through professional application and social acceptance.

Finally, I consider literature relating to narrative inquiry, recognising its uses as a research method in various contexts and considering the nature of data it generates. Through such investigation, I recognise its ability to capture the reflections of individuals as they

complete their ITE in order to 'use personal experience to provide a closer view at the social reality' (Muylaert et al, 2014: 2) of student teachers developing their professional teacher identity within the teaching community of practice.

The conclusion summarises the Literature Review and frames the specific research questions in light of the body of information explored within the chapter.

Context

As explained in the Introduction, I was drawn to focusing on student teachers' development of professional teacher identity during their initial teacher education (ITE) following extensive personal experience in the initial teacher education sector in Wales. With a large number of the student teachers with whom I have engaged during twenty years as a teacher educator, it is evident that they believe that they learn more about becoming a teacher within the school setting than through university-based learning. They place a higher value on their interaction within the community to which they hope to belong than to the academic aspects of the programme. Since I started working in the field in 1998, ITE provision in Wales has progressively involved schools more in the planning and delivery of teacher education programmes and extended the proportion of school-based experience within provision. For example, within the Post-graduate Certificate of Education (PGCE), the relative proportions of school to university input have switched so that student teachers now spend two thirds of the programme in school and one third in university. Since Furlong's extensive review of the sector in 2015, as described in the introduction, ITE provision is offered by university/school partnerships which give schools 'leading responsibilities in key aspects of ITE programmes' (Furlong, 2015: 24) to ensure that there are very clear bridges between theory and practice to support student teachers' development.

In light of this personal experience, an important aspect of my study is to consider the ways in which student teachers' engagement with the school community shapes their professional teacher identity.

Theoretical Model – Community of Practice

To further investigate the nature of student teachers' involvement in school communities and its influence on the development of their professional teacher identity, I have

adopted the Community of Practice as the theoretical model for this study. The CoP is further contextualised within Rogoff's sociocultural development theory (2003), which I have adopted as the conceptual framework for the study. The Community of Practice model was first defined as a theoretical model by Lave & Wenger (1991: 98) within the context of a community of apprentice tailors. The model was devised to explain how participants developed themselves and their shared practice through engagement within the enterprise of making clothing garments, taking into consideration the interpersonal learning between masters and their apprentices as well as the valuable interchange between apprentices. Since its initial conception, it has undergone several iterations, which involves the CoP being considered as an informally created model and as a constructed context within which individuals can learn their trade or profession.

The section considers the Community of Practice (CoP) as a model that can be used to explore the complexity of interactions that occur between student teachers and their colleagues within the teaching community. I consider the theoretical model's application in the context of ITE, recognising its potential to encapsulate the varying relationships that a student teacher forms with others within the school and university context throughout their ITE programme.

Community of Practice

A Community of Practice (CoP) can be defined as an 'activity system' in which 'participants share understandings concerning what they are doing and what that means for their lives and for their communities' (Lave & Wenger, 1991:98). As explained in the preceding paragraph, the term 'Community of Practice' was coined by Lave and Wenger (1991) within the context of a community of tailors to attempt to explain the complex relationship between masters and apprentices. The practices relating to making clothing garments contextualised the interpersonal learning between masters and their apprentices as well as the valuable interchange between near peers also undertaking apprenticeships. To transfer this description to the context of teaching, the community of practice consists of mentors and tutors (the masters) and the student teachers (the apprentices). The practices in focus relate to teaching within the school system.

Within Lave & Wenger's original explanation of the Community of Practice, they did not stipulate whether a CoP should be created intentionally, or formed organically as

members interacted with each other within a shared enterprise. This allows consideration of communities of practice that are purposefully constructed as well as those that are informally created through shared working practices. This aspect is returned to later in the chapter. In either form, the model acts as a lens on the world that can 'perceive the structures defined by engagement in practice and the informal learning that comes with it' (Wenger-Trayner, 2015:3).

Characteristics of a Community of Practice

According to Wenger, a community of practice is cultivated when three elements develop in parallel: the domain, the community and the practice (1998). They can be characterised by a range of common features including: close working relationships supported by shared understandings of the domain; commitment to the 'enterprise' of the community of practice; and shared practices that are easily distinguished by members, but may not be recognised outside the CoP (Wenger, 1998:122). Although they have common features, communities of practice are not homogenous, as they can be affected by many external factors, including their size, their geographical spread, the mode of communication between members and whether they are recognised formally or not.

Communities of practice tend to be brought together by the domain or area of knowledge that defines the 'common ground' of its members (Agrifoglio, 2015:35). Individuals' commitment to the domain and their interpersonal relationships with each other are the 'foundation upon which the community evolves' (Agrifoglio, 2015:36) in order to develop and 'defend its core practices over time from extinction and obsolescent risks due to external factors' (Schiavone & Agrifoglio, 2012: 333). This suggests that the enterprise that contextualises the community of practice is of utmost importance to all members, acting as the motivation for all activity within the CoP. Wegner-Trayner (2015:1) recognises that members of a CoP appear to 'share a concern or a passion' for the enterprise that brings them together.

The domain that creates the focus of any community of practice generates commitment that leads to the development of 'sustained mutual relationships' between its members (Wenger, 1998: 122). These relationships are developed through effective interaction and communication, including professional dialogue and shared reflection. As members engage in the CoP, and work together to develop and share knowledge of the practice

(Hoadley, 2012), they can develop 'shared ways of engaging' (Wenger, 1998: 122) which allow them to 'share their experience and tacit knowledge in free flow' (Agrifoglio, 2015: 26) with the intention to learn to 'do it better' (Wegner-Trayner, 2015: 1). Communication between members is supported by the use of 'jargon and shortcuts' (Wenger, 1998: 122) that allow for 'rapid flow of information' (Wenger, 1998: 122) within the CoP. These are facilitated by 'specific tools, representation and artefacts' (Wenger, 1998:122) which are created and developed by CoP members to aid communication within the community of practice. The shared repertoire of practices depend upon common resources, including 'routines, sensibilities, artefacts, stories and vocabulary' (Rogoff, 2003: 28) that become 'local lore' (Wenger, 1998:122) through sustained participation and mutual understanding within a shared enterprise.

The domain of the community of practice generates associated work that is undertaken by the members. This practice is shared amongst the members, often in a hierarchical manner, to ensure that the enterprise is served effectively. More experienced members of the CoP may instruct and/or support newer members in the use of the tools, artefacts and language required to develop as competent participants within the enterprise. At the same time as ensuring that all members are developing competence in the activities that depict the community of practice, sustained practice can also lead to a 'fluid evolution of learning' (Brown & Duguid, 1991:41) that not only involves reproduction of expected activity, but also supports production of modified or new practices (Agrifoglio, 2015:37) that move the community of practice forward. As Hoadley (2012: 288) suggests, development can occur through co-construction between its members in pursuit of not only sharing knowledge, but developing practice. Hoadley does not suggest whether all members, including newcomers (i.e. the student teachers of the teaching CoP), are co-constructors, although there is nothing to indicate that less experienced members are excluded from such activity. In this regard, the way in which a CoP progresses through the actions of its members resonates with Rogoff's recognition that 'individuals both participate in and contribute to cultural processes' (2003: 10). The contribution that members make depends upon their experience and standing within the community; however, Rogoff suggests that any member can contribute effectively.

If the development of a community of practice depends upon its members, then it becomes apparent that there needs to be an awareness of the collective 'competence', which can be obtained through 'knowing what others know, can do, can contribute' to the whole (Wenger,1998:122). Such understanding of the community of practice allows it to develop a 'transactive memory' which involves strategic division of knowledge and labour amongst its members (Hollingshead, Fulk & Monge, 2002). The enterprise of a CoP can be served well through such consideration of the most effective way to deploy its members. It is apparent that this strategic activity is internal to the community of practice, based upon members' awareness of the 'sum of the actual and potential resources embedded within' it (Nahapiet & Ghoshal, 1998: 243). Considering the 'actual' (Nahapiet & Coshal, 1998: 243), it is important that current members of a CoP confirm an individual's claim to competence (Wenger, 2013) in order to ensure that the community consists of 'mutually defining identities' (Wenger,1998:122) that not only exemplify the CoP, but can be modulated through participation that follows the trajectory strategically planned by the members. With regards to the 'potential' resources within the community of practice (Napapiet & Coshal, 1998: 243), it is the role of the members to ensure that they enable such propagation of innovation (Sharratt & Usoro, 2003) to take their enterprise forward in the way that they have planned. Recognising that the community of practice is self-governing suggests that although external factors will inevitably affect the practices carried out by members, it is the community itself that decides how to develop the enterprise in the way that is deemed most appropriate. In fact, through members' constant assessment of the 'appropriateness of actions and products' Wegner (1998:122) believes that neither participants nor the wider communities of practice stand still; both the CoP and the individual develop in line with their own trajectory. Such growth must be supported by high levels of trust, shared behavioural norms and mutual respect and reciprocity amongst members (Sharratt & Usoro, 2003).

Reification of teacher tasks

As Wegner (1998: 122) suggests, the development of a community of practice depends to an extent on the continual assessment of the activity that characterises the enterprise of the CoP. Over time, it is recognised that the tasks that exemplify belonging to the community of practice will modify to suit the changing context of the domain, and as the

CoP matures, it develops long-term organisational memory (Lesser & Storck, 2001) that is composed of a shared, continuously expanding repertoire of ideas, commitment and memories (Wenger, 1998). However, although tasks alter over time, there is a tendency for the activities that demonstrate membership to a particular community of practice to become very important features of the practice, recognised as signifiers of belonging. Such activities that are attributed central status within the enterprise are known as reified tasks. The reified characteristics of a CoP provide a context where an 'intimate connection between knowledge and activity' can be achieved (Tennant 1997: 73). Reification is defined by Wenger (1998: 58) as 'the process of giving form to our experiences by producing objects that congeal this experience into thingness'. He recognises that 'reification occupies much of the collective energy' (Wenger, 1998: 59) of the CoP members, as reified tasks are seen as the conduit for communicating what it means to belong, by attributing 'an independent existence' to these 'meanings' (Wenger, 1998: 58). This means that, 'at the level of meaning, the process and the product are not distinct' (Wenger, 1998: 60). In fact, according to Wenger (1998: 67), reification 'always rests on participation' within the community before taking on a 'slight illusion of excessive reality' that consequently shapes the experience of participants within the enterprise of the CoP. In relating the notion of reification to the teaching CoP, it can be recognised that a student teacher is expected to demonstrate competence in a range of reified tasks that signify their potential to become more established members of the community.

Wenger (1998: 58) recognises that 'any CoP produces abstractions, tools, symbols, stories, terms and concepts that reify something of that practice in a congealed form'. Over time, or in different contexts, the reified tasks, and the expectations of their execution, can change or even disappear (Smith et al, 2017). These modifications occur through interaction between members within the CoP or across CoPs: members share information and experience, insight and advice as they help each other solve the issues inherent within the domain (Wenger, 1998), leading to alterations to the reified tasks that better serve the enterprise. Although external action can shape the reified expectations of the community, this must be 'reappropriated into a local process' (Wenger, 1998: 60) before it can become meaningful. To put this into the context of education reform as experienced during the period of this research study, it is evident that policy changes

initiated by the government and educational bodies has prompted consideration of the relevance of reified tasks to move the sector in the proposed direction. However, it is only through participation that any changes will be made to the practice of the community of practice (OECD, 2022).

For student teachers to be accepted by more experienced members of the teaching community of practice, their participation needs to demonstrate competence in the reified tasks that are valued as teacher tasks. In order to participate in the CoP, an individual needs to show their ability to engage effectively in the reified processes or devices that are the 'shared repertoire' (Smith, Hayes, & Shea 2017: 209) of the community. Wegner suggests that participation and reification are complimentary in nature, and cannot be considered separately, as 'they come as a pair' (Wenger, 1998: 62). The fact that these reified tasks can alter over time can challenge student teachers further, as they have to change their ways to maintain their competence in the opinion of more experienced CoP members.

Showing competence in reified tasks can be problematic, as although Wenger (1998) suggests that reification leads to tacit tasks being made explicit, this does not mean that the expectation is clear for newcomers (i.e. the student teachers). Experienced teachers may be looking for competent completion of tasks that the student teachers are not aware of, or different CoP participants may have differing expectations in relation to the same reified tasks. In some ways, the power of reification, including 'its succinctness, its portability, its potential physical persistence, its focusing effect' (Wenger, 1998: 61) is also its potential downfall. Newcomers may present themselves as competent because they are able to carry out reified tasks effectively without recognising the reasoning behind such actions. Experienced members of the CoP can become focused on reified teacher tasks at the expense of recognising student teachers more holistically or individually: the reification outweighs participation and leads to a lack of shared understanding of what being a teacher means in the current context.

Although reification can be recognised as a consequential feature of the focus on practice suggested by Wenger's description of the Community of Practice model, caution needs to be taken to not give reified tasks the 'status of objects' (Wenger, 1998: 59) in order to

avoid the situation where these become more dominant than the development of the community to serve the domain that led to the creation of the community of practice in the first place. Although the 'succinctness', 'portability', 'potential physical persistence' and 'focusing effect' of the reified characteristics of the CoP can be 'potentially enriching' (Wenger, 1998: 62), they can also be 'potentially misleading' (Wenger, 1998: 62): they provide a pattern for everyday participation, but can overshadow the main focus of the shared enterprise and limit innovation.

Through Wegner's description of reification within the Community of Practice model, the process is presented as a feature of CoP development. There is no reference to individual instigators of the reification, with the notion that the community is responsible for this process. The focus on the close link between participation and reification draws one's attention to the 'doing' of the members and the consequent habit-formation of tasks that exemplify competence within the practices that signify membership. This inevitability of reification almost personifies the process, suggesting that it happens naturally rather than through any conscious effort by any of the members. In taking the idea that members reify specific tasks, it is interesting to consider whether any member of the CoP is able to reify an activity, or whether it is only more experienced members who have the ability, and the right, to do so. This is of particular interest within the context of a study focusing on newcomers within their community of practice.

Sociocultural development

When selecting the Community of Practice as the theoretical model for my study, I was drawn to its resonance with Rogoff's theory of sociocultural development, which I adopted as the conceptual framework for the research. Rogoff's suggestion that 'people develop as participants in cultural communities' (2003: 3) resonated with my consideration that student teachers develop their professional teacher identity through their engagement with the teaching community of practice. Rogoff highlights the importance of identifying the importance of the community in individuals' development, suggesting that this can only be understood 'in light of the cultural practices and circumstances of their communities' (2003: 3). Her theory highlights that, as each community is unique, development of individuals' ways of thinking, remembering, reasoning and solving problems (Rogoff & Chavajay, 1995) will resonate with the specific

cultural requirements of their context. As these 'cultural processes […] often involve subtle, tacit, taken-for-granted events and ways of doing things' (Rogoff, 2003: 11), individuals may not recognise that their development is being 'guided by local goals, which prioritise learning to function within the community's cultural institutions and technologies' (Rogoff, 2003: 23). In other words, 'people are always functioning in a sociocultural context' (Rogoff, 2003: 28), whether they recognise this to be the case or not. In relation to the focus on student teachers' professional teacher identity development throughout their initial teacher education, the study offers an opportunity to explore whether individuals are aware of the sociocultural context on their personal choices.

The Community of Practice model has clear links to Rogoff's thinking on sociocultural development, as exemplified below. Rogoff suggests that participants within communities contribute to the 'processes involved in sociocultural activities at the same time that they inherit practices invented by others' (Rogoff, 2003: 52). This ensures that communities and their members change over time, with each generation using and extending the 'cultural tools and practices inherited from previous generations' (Rogoff, 2003: 52). Shared engagement in 'sociocultural endeavours' (Rogoff, 2003: 52) contribute to the transformation of the community through prioritising the practices that resonate with their vision for the future. This ensures that 'cultural communities continue to change, as do individuals' (Rogoff, 2003: 12). It is evident that Lave & Wenger's model shares the idea that activity within a community of practice is predicated by the sociocultural activities of the past, the present and the future; and that such activity will develop both the individual member and the CoP as a whole.

In considering student teachers' professional teacher identity development in light of Rogoff's theory, the community focus is clearly highlighted: 'human development is a process of people's changing participation in sociocultural activities of their communities' (Rogoff, 2003: 52). Rogoff sees human development as an integrated approach, where the 'cognitive, social, perceptual, motivational, physical, emotional and other processes are regarded as aspects of sociocultural activity rather than as separate, free-standing capabilities' (Rogoff, 2003: 237). In this regard, student teachers' professional teacher

identity development, with the varying components noted above, is contextualised through their engagement within the teaching community.

Within the context of this study, I consider the extent to which individual participants influence their community whilst modifying their personal practices to resonate with those expected by other members of the community in which they operate. I am interested to ascertain whether student teachers reflect on their initial engagement with the teaching community of practice as active participants who make a difference to the activity of the community. Although I anticipate that the student teachers involved in my study will recognise the need to learn the practices and values that are expected by their experienced colleagues, in order to resonate with Rogoff's theory of sociocultural development, it would be anticipated that there would be some opportunity for them to believe that they can contribute in a meaningful way to the enterprise of the CoP.

Communities of Practice as Creations or Evolving Organisations

In considering the Community of Practice model, I have identified that there is a possibility for a CoP to be created artificially to promote the positive context that can be achieved when it works well. As mentioned earlier (Community of Practice), Lave & Wenger's (1991:98) definition of a CoP allows for, but does not assume, intentionality. Wenger-Trayner (2015: 2) recognise that the CoP can evolve in order to provide a context for learning, or can evolve almost incidentally through members' interactions over time in relation to developing their practice. When Lave and Wenger first defined CoP as a model (1991: 98), it was considered to be a way of explaining how participants developed themselves and their shared practice through engagement within the enterprise. They considered that CoPs evolved naturally rather than being constructed, created artificially for a pre-considered reason. However, as the usefulness of the model grew, so too did a consideration that CoPs could be deliberately introduced in order to form a purposeful context for development. Such constructed CoPs create a clear tension with Wenger's statement that community of practices are 'informal structures' (Wenger & Snyder, 2000:139), as they are created intentionally. Notwithstanding any conflict with the original definition of the term, however, there is clearly some worth in considering artificial construction of a CoP. Acknowledging the supportive nature of a community of practice, along with the focus on a shared domain and a commitment to developing

recognised practices, its usefulness becomes apparent. Once it has been established, participants of a CoP are encouraged (or even expected) to collaborate and learn together in order to promote development of both themselves and their enterprise. With time, a CoP establishes itself as a 'self-organising' system (Sharratt & Usoro, 2003: 188) that can develop socially through negotiation to serve members' shared passion for the domain that binds them.

Although I consider the model of the Community of Practice as a naturally evolved, informal structure for the purposes of the current study, I am interested in the idea that a CoP that is constructed artificially can behave in a similar way to the organically formed model. In the context of teaching, the community of practice is historical, having been established for many generations. However, in the context of initial teacher education, constructed CoPs have been successful in supporting individual development of the student teachers involved in them. An important fact to note is that I have found little evidence through my own experience or through my literature review to suggest that communities have developed naturally within ITE, which may negate alignment to Rogoff's idea that in sociocultural development, both the individual and the society develop.

Communities of Practice in the Education Sector: Schools & ITE

Identifying that communities of practice can exist either as evolved or constructed entities, I recognise the importance of determining whether CoPs exist within the education sector. I establish that the Community of Practice model is apparent in the school system, which is significant to my study, as student teachers engage in this sector through school placements during their initial teacher education. It is apparent that the education sector is a suitable organisation for a community of practice, as it appreciates that knowledge is 'a critical asset that needs to be managed strategically' within 'social structures', bound by practitioners' 'collective responsibility' (Wenger- Trayner, 2015: 4). Within the school sector, the Community of Practice model allows for a direct link between learning (individual and collective) and performance that allows a common approach across the various facets of the organisation, including schools, sectors or departments. Through sharing with each other, practitioners can 'address the tacit and dynamic aspects of knowledge' that personify the domain (Wegner-Trayner, 2015: 4).

The explanation above suggests that the school sector is suitable for the Community of Practice model, as the organisation includes the main features required for a CoP, namely a domain (education), a community (teachers, support staff) and practice (teaching pedagogy). This simple explanation masks a more complex, multi-layered model, as practitioners within the school sector may operate within the community (or communities) of practice of their school, which operates within the CoP of its local education authority, which in turn operates within the school sector as a whole. These concentric CoPs may work in harmony, but it is equally possible for there to be differences that an individual practitioner will need to negotiate so that working within each community is comfortable. To potentially further complicate the situation for student teachers, their initial teacher education can involve experience in multiple schools as well as engagement with university-based input.

Within these concentric CoPs, each practitioner can learn from 'old-timers' or experts (Lave & Wenger, 1991:29) and from peers with similar experience. It is recognised that practitioners can even learn from 'newcomers' (Lave & Wenger, 1991:29), meaning that the potential for teachers to learn from each other is not limited by experience. The language choices 'old-timers' and 'newcomers' (Lave & Wenger, 1991: 29) seem dated in relation to current vocabulary for colleagues, although it is possible to associate the terms with the employees that they are used to describe. Peers developing professionally through activities within and across CoPs can lead to innovative development of methodologies that can spread through the sector and potentially become recognised as reified educational practices. In this way, the professional development has enhanced the community as well as the individual, resonating with Rogoff's (2003) idea that communities and individuals continually change in unison. To take this idea further, it may be possible for student teachers, as the newcomers in the community of practice, to innovate on practice that could be adopted by the school or even wider into the sector. If this is possible, then student teachers could shape practice within the school sector to incorporate ideas that they have gained from their university-based learning. To take this idea further, if the university input is shaped by government policy, then it is possible that centrally promoted ideas can eventually be integrated across the school sector through the innovative activity of student teachers. Within the context of educational reform in

Wales that is concurrent with this study, activity responding to the reports of Furlong (2015) relating to initial teacher education and Donaldson's (2015) review of the school curriculum may spread into the community of practice through the innovations of the newcomers to the profession.

Taking Rogoff's view of sociocultural interaction between all members of a society, and Lave & Wenger's explanation of the inter-relationship of old-timers and newcomers, this would be an acceptable occurrence. However, as the next section shows, the expected participation of newcomers is less integral to the community of practice, meaning that student teachers entering a school may be confined to the periphery rather than in a position where they can make a difference.

Participation within a Community of Practice

Participants within a CoP share in the social enterprise of the community and are actively involved in the activity that characterises it. A CoP will include participants at many levels of experience and expertise: individuals are recognised within defined roles that are often hierarchical in nature. Participants construct identities in relation to the communities they are involved in; participation shapes what the individuals do and how they interpret what they do in order to create a sense of 'belonging' (Wenger, 1998: 4). Each participant in a CoP 'finds a unique place' (Wenger, 1998: 75) that becomes 'further integrated and further defined in the course of engagement in the practice' (Wenger, 1998:75). Participation in a community of practice is 'contextualised, specific and concrete' (Tennant, 1997: 77), and therefore 'it is not easy to become a radically new person in the same CoP' (Wenger, 1998: 89), although changing roles will have a subtle effect on the individual and the community.

A community of practice is characterised by its social participation, which 'recognises our own deeply social nature as human beings' (Wenger, 1998: 3) and the central place of 'social participation' (Wenger, 1998:4) in developing the community. Participation is a 'delicate, active, social, negotiated, complex process' (Wenger, 1998: 49) which shapes the individual and the community: the 'transformative potential goes both ways' (Wenger, 1998: 56). This resonates with Rogoff's concept of sociocultural development (2003), where participant and society are both altered by the interaction. In order to move forward, participants engage in continuous negotiation of meaning, an 'active

process' that involves engagement of a 'multiplicity of factors and perspectives' (Wenger, 1998: 52). The negotiation involves not only current participants and activities, but consideration of historical perspectives and contextual influences. Although there is emphasis on social interaction, it is recognised that 'what makes engagement in practice possible and productive is as much a matter of diversity as it is a matter of homogeneity' (Wenger, 1998: 75): participants may not always agree, but a 'mutual accountability' (Wenger, 1998: 81) ensures that there is an 'interdependence' (Wenger, 1998: 45) that characterises the CoP.

Legitimate Peripheral Participation

Within a community of practice, members develop 'an expanding repertoire of participation schema' (Lave & Wenger, 1991: 18) in order to develop their practice – in effect, they continually 'learn to do it better' (Wegner-Trayner, 2015: 1). As mentioned in the previous section, it is expected that the community of practice will include individuals who are at different stages of competence within the shared practice. This suggests that it is possible for *less* competent individuals to belong to a CoP, meaning that the model could be further defined as a 'learning organisation' (Smith, 2003:4) where participants learn from each other and develop practice through their shared enterprise.

Previously, I noted the potential for student teachers to actively contribute to the community of practice through innovating on pedagogy that supports the enterprise. However, following further probing of literature, I recognise the need to consider a hierarchical nature in many communities of practice, suggesting the potential for power relationships that could limit the participation of other individuals. Lave & Wenger's model (1991) mentions newcomers progressing to full participation from their peripheral position, but Davies (2005) queries whether full membership requires movement towards the centre of the CoP, which she suggests implies a hierarchy. Inherent in Davies' argument is the consideration that newcomers are highly aware of the expectations of those who manage acceptance, and that those higher in the hierarchy can instigate acceptance or rejection, which may be borne out of an inherent attempt of the community to 'reproduce itself' (Lave & Wenger, 1991: 18). If the newcomer is accepted into the community of practice, there is an understanding that initial participation will be peripheral rather than immersed. However, there is a strong belief that newcomers learn

to talk not **from** talk (Lave & Wenger, 1991: 108-9), placing an emphasis on participation, albeit of a peripheral nature to begin. Although observation of practice is recognised as *part* of the process of initiation, it is only a 'prelude to actual engagement' (Wenger, 1998: 100) so that the newcomer is provided with a real sense of how the community operates. Considering this idea within the context of initial teacher education, the potential power of observation of effective teacher practice may be dissipated by the expectation that student teachers learn by doing rather than watching, as more experienced members of the CoP rush them to begin to teach before they are fully aware of the practices required, because that is an approach that has been reified historically by both school and ITE practitioners. Part of the ITE reform suggested by Furlong (2015) indicates a graduated release of dependence on more experienced others. This idea recognises the potential for student teachers to learn from reflecting on the activity of more experienced others rather than through their own teaching activity. This suggestion is in contrast to previous iterations of initial teacher education in Wales, where student teachers learn how to teach through teaching and reflecting on their teaching activity; the support from more experienced mentors being in the form of observation of the student teachers' practice, rather than student teachers' observation of their mentors' practice. Although this is encouraged in the newly accredited programmes being introduced at the time of this study, the approach has not yet been fully realised within the sector.

Although newcomers to a community of practice are encouraged to learn to talk not from talk (Lave & Wenger, 1998: 108-9), they are permitted to engage at the edge of the CoP. This is referred to as Legitimate Peripheral Participation (LPP), a term devised by Lave & Wenger (1991) to characterise the way that newcomers or learners practise the reified actions of the community of practice through 'modified forms of participation' (Wenger, 1998: 100) which are designed to give exposure to actual practice but with lessened intensity and/or risk (both to the individual and the CoP). It is anticipated that the learner will be supported and closely supervised by more experienced participants. As the CoP offers support and guidance as a way of drawing new members in through LPP, it also refines its practice 'to ensure that new generations of members' (Wenger, 1998: 7) will be enticed in, taking note of the learners' approach to the practice of the CoP. This suggests that although members of the teaching community of practice respond to the student

teachers' engagement at the periphery by making changes that ensure they remain in the CoP, the newcomers do not directly alter the practices in which they engage.

For LPP to be effective, it needs to provide access to three main dimensions of the CoP, namely mutual engagement with other participants; engagement with reified activities; and engagement with the negotiation of the enterprise (Wenger, 1998: 100). Learners are seen to gain competence through developing an 'expanding repertoire' (Lave & Wenger, 1991: 20) of actions that are required to satisfy the enterprise. They are encouraged to understand the purpose of the community through contextualised learning, acquiring the skills to perform within the community by 'actually engaging in the process through LPP' (Lave & Wenger, 1991: 11). Learners are provided access to the community by taking up 'participating roles in expert performance' and 'engaging in the performance in congruent ways' (Lave & Wenger, 1991: 21).

LPP could be considered as a probationary period for the newcomer, as it is not sufficient for the new learner to practise at the periphery of the community; they must also be granted sufficient legitimacy to be treated as 'potential members' (Wenger, 1998:101). The assumption of the members of the CoP is that learners will fall short of 'competent engagement' (Wenger, 1998: 100). However, as the CoP is keen to reproduce its membership by sharing their competence through a 'version of the same process by which they develop' (Wenger, 1998: 102), participation by the newcomer has to be 'epistemologically correct as it is acquired, shared and extended' (Wenger, 1998: 102). For student teachers, this means that they need to show the potential to undertake teacher tasks that are valuable to the community of practice: this could vary depending on the specific school values as well as the more generally held expectations of the teaching profession.

As a final consideration of the challenges of LPP for student teachers, it is important to recognise that many of the reified tasks of a community of practice are implicit in nature (Wenger, 1998), which makes it more difficult for newcomers to identify them and demonstrate the 'unmistakable signs of membership' (Wenger, 1998: 7) that are required for acceptance by the more experienced members of the teaching profession. To return to the suggested graduated release of dependence promoted by Furlong (2015), such

supported introduction and articulation of reified tasks could provide student teachers with greater opportunity to fully understand not only what they need to do to show competence, but to consider why.

Communities of Practice in Initial Teacher Education

As has been established earlier in this section, communities of practice operate effectively within the education sector, specifically within school contexts. In this section, the Community of Practice will be considered as a model within initial teacher education. It is recognised by Wenger (2001: 1) that 'communal activity is vital for pre-service teacher training to increase teacher professionalism': this community may consist of peers (student teachers), more experienced practitioners (school mentors and university tutors) and the wider teaching community.

In considering whether Community of Practice is an appropriate model through which to consider initial teacher education, I have already recognised that student teachers become involved in CoP activity during their school experience. When student teachers undertake school placement, they take their place at the periphery of the teaching CoP, learning through experience (Lave & Wenger, 1991: 109) in collaboration with each other and their more experienced colleagues. Through their active participation within a CoP, they aim to develop appropriate skills and understandings to establish themselves as functioning members of the teaching profession. Their progress depends upon their fellow CoP participants: if they are not deemed to be suitable (in the eyes of more experienced members), they will not move from the periphery, and may even be isolated from the CoP completely.

In contrast to the application of the evolved CoP model to the natural integration of student teachers into the teaching profession, several CoPs have been artificially constructed within ITE to provide a supportive context for student teachers. Some examples of such constructed CoPs include the Beginning Teacher Program in New York (Cuddapah & Clayton, 2011: 62), the Teacher-Learner Community in Arizona (Jimenez-Silva & Olson, 2012: 335) and the online Community of Practice for bilingual pre-service teachers in Kansas (Cho, 2016: 76). In each of these constructed communities of practice, it is evident that participation builds students' ability to 'take an active and responsible stance' for their own and their peers' professional development (Toom et al, 2017: 127).

Common to the developers of such CoPs noted above is the notion that student teachers' identities as teachers develop through collaboration with each other as well as with their more experienced colleagues. There is a recognition that peers can develop a wider understanding of their profession through such collaborative activity, moving from the specific schools in which student teachers practise on placement to 'a world that extends beyond our front door or national borders' (Hamilton & Clandinin, 2010: 1227) in order to encourage them to 'step out of national silos, single disciplines and taken-for-granted understandings' (Hamilton & Clandinin, 2010: 1227). In setting up such constructs, there is a hope that the student teachers will become 'professional agents' (Toom et al, 2017: 127) within the education sector and wider society. Although there is no evidence of examples of constructed CoPs in ITE in Wales, the accreditation criteria for new initial teacher education programmes (Welsh Government, 2017) encourages the development of networks where student teachers, their mentors and tutors reflect cooperatively to understand practice. It will be interesting to note whether such networks will enable student teachers to become 'professional agents' (Toom et al, 2017: 127), and whether their agency will be influenced by Furlong's promotion of 'a new kind of teacher professionalism' (Furlong, 2015: 7).

Jimenez-Silva & Olson set up the Teacher-Learner Community as they recognised the potential for student teachers to develop a 'sense of belonging' to a 'constant and safe community in which to develop relationships, provide empathy and support, share stories, scaffold work and provide feedback to each other, much like a family' (2012: 341). They believed that student teachers may thrive within a 'context of trust, safety and care' to facilitate development of 'knowledge, confidence and competence' (Jimenez-Silva & Olson, 2012: 342) by sharing 'personal and professional experiences' (Cho, 2016: 87) that contribute to 'the construction of their own understanding of educative issues' (Jimenez-Silva & Olson, 2012: 337). Jimenez-Silva & Olson considered that through collaboration and interaction within the CoP, individuals could be 'socialised into understandings and dispositions' (2012: 337) required of a teacher. This resonates with Cuddapah & Clayton's (2011: 64) understanding that central to participating within the CoP is the 'opportunity for individual and group constructions of practice in relation to their active creation of themselves as teachers' (Cuddapah & Clayton, 2011: 64).

Much like the apprentice tailors studied in Lave's research, within a constructed community of practice within ITE, student teachers can learn from their 'near peers' (2011: 132) within an informal 'arena for emotional processing' (Lave, 2011: 132). Student teachers are recognised as orientating 'towards each other in an empathic and mutually supportive manner' (Cho, 2016: 87), acting as 'peer advisors' who can 'validate one another's practices and mentor each other' (Cuddapah & Clayton, 2011: 70). Although this practice is generally positive in nature, allowing individuals to grapple with their 'conflicted selves' (Cuddapah & Clayton, 2011: 69) as developing teachers through talking through their concerns with others, there is a danger that occasionally, 'groupthink can become reified and endorsed' (Cuddapah & Clayton, 2011: 73). This 'groupthink' could conflict with the expectation of the community of practice if the student teachers' lack of sufficient experience means that they do not fully comprehend the practices or issues that they are discussing. In fact, the concern that such a group can 'sometimes lend legitimacy to negative assumptions and practices' (Cuddapah & Clayton, 2011: 68) could suggest the place for a more blended approach to CoPs within ITE, where teacher educators from university 'model the formal learning practices of a CoP' (Toom et al, 2017: 132) whilst allowing student teachers a 'third space' (Cuddapah & Clayton, 2011: 64) where they are able to discuss their experiences without being influenced by their school or university mentors.

Such 'novice teacher communities' (Meyer, 2002: 37) can offer an effective additional dimension to the mentoring process. Communities of practice for student teachers have been shown to offer a 'more multidimensional support experience [that is] not possible with a single mentor' from within the school context (Cuddapah & Clayton, 2011: 73), as they can alleviate the pressure for student teachers of 'being on the receiving end of a mentor-mentee relationship' (Cuddapah & Clayton, 2011: 71). This may suggest that *exclusive* CoPs for student teachers could be a more effective forum for professional development; however, this isn't the full picture, as student teachers also recognise the value of belonging to the informal community of practice within their school contexts. According to Cuddapah & Clayton (2011: 132) they 'appreciate the collective efficacy within the teacher community', although they are more likely to seek help as they 'mirror the practices of more experienced colleagues' (Cuddapah & Clayton, 2011: 64) rather than

contributing actively to the community. Taking Cuddapah & Clayton's viewpoint further could suggest that the student teacher primarily *takes* from a school's CoP whilst *actively contributing* to a bespoke community 'away from the politicised atmospheres of their schools' (Cuddapah & Clayton, 2011: 65). Although there appear to be benefits of encouraging multimembership of CoPs in schools and university, the challenges of such activity must be remembered. (This point is expanded upon in the section entitled Influence of Self.)

The examples of communities of practice for student teachers cited above have been *constructed for* students; I did not find any examples of evolved CoPs during my literature review. It is recognised that student teachers, particularly in the early stages of their trajectory, are egocentric in their approach to their professional development (Sheridan, 2013). They 'tend to be able to ask for social support for themselves from their peers, teacher educators and even pupils when facing challenges in learning to become teachers' (Toom et al, 2017: 128) but do not recognise their responsibility for the wider profession. The development of learning environments that promote 'intentional collective learning that aims to make a difference both at an individual level and for the entire student teacher community' (Toom et al, 2017:127) attempts to expand students' scope from *intra*personal to *inter*personal in order to transform students' views about professional learning' (Toom et al, 2017: 128).

In essence, a CoP existing within a 'learning environment that acknowledges student teachers' initiatives and facilitates co-regulated, inquiry-oriented collaborative learning' (Toom et al, 2017: 128) can be effective in supporting pre-service teachers' professional development, expanding their understanding of the teacher role through growing awareness of the collaborative aspect of teaching, which could prove transformative (Toom et al, 2017: 127). Whether the CoP involves peers only or, as Cuddapah & Clayton (2011: 73) recognise from their research, incorporates an 'integrated culture with teachers of various experience levels', the model can offer 'some of the best support for new teacher learning' (Cuddapah & Clayton, 2011: 73). Interestingly, I have not identified any examples of constructed or evolved communities of practice that incorporate teacher educators from both school and university contexts, possibly suggesting that the two partners in ITE provision do not consider themselves as a wholly homogonous community

at present. As ITE reform encourages a more equal partnership between schools and universities within Wales, it may transpire that such communities of practice will be constructed or will evolve in response to a move towards a more collaborative approach to provision.

Having considered literature relating to the Community of Practice model, it becomes clear that student teachers face several challenges as they engage within the school sector. I recognise that for student teachers engaged in developing their professional teacher identity, there is potential for growth or rejection at the hands of more experienced members of the teaching CoP that they are keen to belong to. It is evident that student teachers' professional teacher identity development takes place within a sociocultural context that shapes its trajectory. In the next section, I consider the personal and social aspects of developing a professional teacher identity in more detail.

Professional Teacher Identity

Identity is defined by Wenger (1998: 151) as 'a way of being in the world'. This simple statement encapsulates a more complex definition: negotiating the persona that an individual desires within the context in which they wish to belong is far more nuanced than the description suggests. However, I will use Wenger's definition to support my study, as in its simplest form, it expresses the notion of a student teacher striving to negotiate their position as a teacher within the teaching profession.

When exploring the concept of a professional teacher identity, I note that authors refer to teacher identity, professional identity, identity, or teacher professional identity: when citing others' research, I use the term that they have adopted, although my preferred term is professional teacher identity. In pursuit of a deeper understanding of professional teacher identity development, it is also useful to refer to fields other than education, as some features are similar across disciplines. Much is made of how individuals develop or acquire an identity, with some analysis of what it means to possess professional or teacher identity, but a universally agreed explanation is not readily available. This, in part, is due to the fact that 'the process of learning to teach is not only very complex but also very personal' (Pillen et al, 2013: 86), meaning that developing a professional teacher identity may be different for every individual.

According to Goldie (2012: 5), whose study involved medical students, professional identity consists of both tangible and intangible assets that impact on an individual's persona. He lists a person's social class, gender, prior attainment and membership to communities as tangible assets and includes one's internal locus of control, self-esteem, a sense of purpose, self-actualising skills and critical thinking abilities as intangible assets. Costello (2005) suggests that any deficit in an individual's tangible assets can negatively affect progress towards professional identity acquisition due to identity dissonance. Goldie (2012) extends his consideration of intangible assets by suggesting that these can change through interactions with others. This suggests that although individuals' professional identities will be shaped by such factors as their social class and prior attainment, their various interactions with others may lead to readjustments to their identity in order to fit in with the communities to which they belong or wish to belong.

Olsen (2010) expands on Goldie's observation by suggesting that an individual's professional identity is both a product and a process: it is a product of personal and professional interactions which is influenced by others through time. Olsen's definition is supported by Beijaard et al (2004: 108), who recognise that 'identity is not a fixed attribute of a person, but a relational phenomenon'. It is not a constant concept, as it is continually shaped by the individual's response to their environment and vice versa (Rogoff, 2003). The development of a professional identity can be seen to be dependent on both intrinsic, personal aspects and extrinsic, contextual aspects of an individual's professional experience.

Relating to identity development generically, rather than specifically relating to *professional* identity development, Wenger (1998) recognises the symbiotic relationship between an individual's participation in society and the development of an identity. He states that 'building an identity consists of negotiating the meanings of our experience of memberships in social communities' (Wenger, 1998: 145), where identity serves as a 'pivot between the social and the individual' (Wenger, 1998: 145). As such, an individual's perspective is 'neither individualistic nor abstractly institutional or societal' (Wenger, 1998: 145): it is, in fact, a complicated combination of these factions.

Influence of Self

According to Chong (2011) and others, a key factor in the development of a professional teacher identity is a close focus on 'an individual's set of internalised expectancies regarding his/her professional role' (Chong et al, 2011: 50) which, in the education context, forms a personal understanding of what constitutes 'being, thinking and acting as a teacher' (Akkerman et al, 2012: 229). In considering the personal aspect of developing an identity, Wenger recognises the importance of an individual having a clear recognition of their 'learning trajectory' that provides a way of identifying what 'matters and what does not, what contributes to our identity and what remains marginal' (Wenger, 1998: 155). Wenger suggests that as an individual participates in the community of practice (CoP) to which they belong (or wish to belong), their sense of trajectory allows them to engage in a way that encourages a 'negotiating of the self' (Wenger, 1998: 151), where they manifest themselves by what they recognise as 'familiar, understandable, usable and negotiable' as well as rejecting the aspects that feel 'foreign, unwieldy and unproductive' (Wenger, 1998: 153). In other words, the individual will participate in the community in a manner that they feel personally comfortable with, meaning that 'variations among members of communities are expected' (Rogoff, 2003: 12). Within the context of the teaching community of practice, this suggests that although individuals will need to develop attributes recognised as teacher characteristics in order to be accepted by the CoP, it is not expected that every teacher will be identical to each other, due to the influence of self on their professional teacher identity.

Wenger (1998) suggests that the process of becoming a 'certain person' (Wenger, 1998: 155) is continuous, and is made more complex through 'multimembership' to more than one community of practice (as mentioned in the Communities of Practice in ITE section). An individual will invariably belong to several communities simultaneously. Each CoP will demand different behaviours: some of these elements may be highly appropriate in one community but be inappropriate in another. For example, a student teacher will belong to a CoP of peers within a university setting at the same time as participating on the periphery of a community of teachers within their placement school (Lave & Wenger, 1991). In developing their professional teacher identity, they will need to recognise the different ways to behave in these CoPs in order to be accepted in each of them; this will

require an ability to absorb 'new perspectives' into their understanding of who they are (Wenger, 1998: 217) and accept them into their identity. According to Akkerman and Meijer (2001), as personal expectations are modified through experience, a student teacher will engage in a constant dialogue with his/herself in order to negotiate an 'I-position' (Arvaja, 2016: 393) that resonates with their current standing. According to Wenger, they will not be able to 'decompose' their identity into 'distinct trajectories in each community' (1998: 159) but will need to 'find an identity that can reconcile the demands of accountability [in each community] into a way of being in the world' (Wenger, 1998: 160). Although negotiation required to belong to multiple CoPs could be considered to be at the heart of the development of an individual's identity, it is also recognised that 'the careful weaving of the nexus of multimembership into an identity' involves a 'deeply personal dimension of individuality' (Wenger, 1998: 161). As such, student teachers continuously check their personal comfort with the expectations of the communities of practice with which they engage and either accept or reject these as part of their own professional teacher identity.

In order to widen my understanding of professional identity development, I refer to research relating to generic identity development. For example, Hermans, writing from a psychological perspective, suggests that as an individual engages in a community or communities of practice, they will recognise that although they have a 'multiplicity of relatively autonomous I-positions' (2003: 101), there are some that are more dominant or familiar than others. Building on the idea of familiarity, Erikson's work on identity recognises that individuals are confronted with a series of crises or 'turning points' (1968: 96) where they have to establish whether they are comfortable with their position in relation to the context in which they find themselves. These 'turning points' are signified by 'increased vulnerability and heightened potential' (Erikson, 1968: 96) that result in either a match or mismatch between their professional sense of self and the work context (Kira & Balkin, 2014). Sfard and Prusak (2005: 18) build on the idea of an I-position by considering that an individual may have two subsets of identity: actual (i.e. the individual's current persona) and designated. The designated identity refers to the expected outcome at some point in the future; this gives direction to actions and deeds

along an individual's journey, although it can also cause tension if their actual identity does not match their perceived trajectory towards their designated identity.

To bring this argument into the teaching context, Pillen recognises the crises mentioned by Erikson (1968) as 'internal struggles' throughout an individual's professional development, and particularly at the beginning of their career, that may 'challenge a teacher's personal feelings, values, beliefs or perceptions' (2013: 86/87). Through empirical research relating to the development of beginning teachers, she recognised that individuals consider whether aspects of their context fit with their understanding of self or not, recognising their relative comfort with the environment in which they are engaging. Such inner dialogue with themselves is seen to heavily influence their 'perceptions of who they are as teachers and the teachers they wish to become' (Pillen et al, 2013: 87).

Building on Erikson's suggestion that 'turning points' (1968: 96) can heighten potential of an individual, and aligning with Pillen's findings relating to teachers' 'internal struggles' (2013: 86), Arjava recognises through his study of pre-service teachers' professional identity development that although misalignment between self and context can be a negative experience, it can equally lead to 'transformational identity shaping' (2016: 394). This suggests that, for student teachers, the continual recognition of their own I-position in relation to the expectations of the communities of practice in which they engage can ultimately prove to be a positive way of developing a professional teacher identity that they feel comfortable with, even if they experience inner turmoil as they adjust to new encounters.

To consider the process (Olsen, 2010) of developing a professional teacher identity within the context of initial teacher education, Gee (2001: 111) suggests that individuals 'narrate' their 'core identity' as a teacher; the narratives consist of reflections on personal experiences, interests, values and beliefs relative to their professional self (Beijaard et al, 2004) that are 'reifying, endorsable and significant' (Sfard & Prusak, 2005: 16). Narratives relating to their interactions with other CoP members support student teachers' continuing interpretation of their emerging identity, as they aim to make sense of their own experiences in light of the expectations of the community in which they are engaged (Lawler, 2008). Sfard and Prusak (2005: 17) suggest that as individuals repeat 'identifying

narratives' they become so 'familiar and self-evident' that they can 'endorse or reject new statements...in a direct, non-reflective way' (Sfard & Prusak, 2005: 17). In relation to student teachers engaging with the teaching community of practice during their initial teacher education, this progress can be seen throughout their programme: their growing confidence in themselves as a teacher could be said to be due to their increasing familiarity not only with the expectations of the profession, but with their own 'I-position' (Hermans, 2003: 101). Wenger's (1998: 151) statement that identity is essentially not 'discursive or reflective' in nature could relate to the increasing speed with which individuals reflect on whether to accept or reject expected changes in their persona in relation to new expectations. In stating that identity is 'reified in a social discourse of the self and of social categories' through 'lived experience of participation' within communities, Wenger (1998: 151) could be recognising the growing ease with which individuals internally reflect on their trajectories as they engage in communities of practice.

Influence of Others

Having considered the personal aspect of professional teacher identity development, recognising the very individual manner in which student teachers interact with colleagues within the community/communities of practice, it is necessary to also consider how others influence an individual's professional teacher identity.

When considering the development of identity per se, it is evident from the work of researchers in the field of psychology and sociocultural development that the process is contextualised and shaped by the community (or communities) within which an individual participates, as 'individual and society are intricately woven, dynamically related in continual change' (Erikson, 1959: 114). Identity is considered a 'highly dynamic construct which changes as a result of individuals' interaction with others in the environment' (Tryggvason, 2012: 714). To expand on this idea, Sfard and Prusak (2005: 15) suggest that identity is 'man-made', in that it is 'constantly created and re-created in interactions between people'. As such, Sokol (2009) considers identity development as fundamentally a 'psychosocial task' (Sokol, 2009: 7), relying on an individual's position in society, their social interactions and their interpretations of their experiences (Sutherland et al, 2010: 455).

Extending this idea, Wenger (1998: 149) states that identity is a 'negotiated experience' that involves an individual in memberships that allow them to relate the 'local and the global' in a way that provides them with 'a way of being in the world' (Wenger, 1998: 151). Wenger expands on his definition with a recognition that identity is 'a very complex interweaving of participative experience and reificative projections' (1998: 151). Considering the societal influence further, membership to a CoP (or several CoPs) can be seen as central to the development of identity: in essence, demonstrating the competence required to be accepted by the CoP leads to realisation of 'identity'. This reliance on a community's acceptance of the individual leads to a 'temporality of identity' (Wenger, 1998: 154), where an identity cannot be static but needs to continuously change in order to match the expectations of the community. In order for the individual to form an identity within a community, the community must have a place for the individual that 'does justice to the transformations of identity' (Wenger, 1998: 217). Within the context of initial teacher education, it could be suggested that it is worth a student teacher transforming their professional teacher identity only if the teaching community will accept them.

Expanding on this idea that the community must accept the individual's identity, it follows that other members of a community of practice will influence an individual's identity development. Any community of practice will consist of a variety of members, ranging from very experienced 'old-timers' (Wenger, 1998: 157) to newcomers, and possibly due to the range of experiences, as well as the variety of roles inherent within a CoP, there is likely to be a hierarchy of power. When entering a CoP as a newcomer, an individual will be influenced by the more experienced members, who exemplify the type of person that *fits* into the community: they are 'living testimonies to what is possible, expected, desirable' (Wenger, 1998: 156) within the CoP. Newcomers who participate at the edge of a CoP through Legitimate Peripheral Participation (Lave & Wenger, 1991) will be particularly aware of the need to develop into 'certain persons' (Wenger, 1998: 155) that resonate with what is expected by their more established colleagues. In contrast to the consideration of the previous section that individuals grapple internally with their comfort in different contexts, Goldie (2012: 641) suggests that newcomers may be 'influenced more by the categorisations of others than her/his own cognitions and emotions', with

'significant narrators' (Sfard & Prusak, 2005: 18) having the greatest impact on their actions. This would suggest that student teachers may be influenced more by colleagues such as their mentors or members of the school leadership team than they are by recognition of their own developing teacher persona. Individuals may quickly develop a keen understanding of 'what counts' within the CoP (Wenger, 1998: 156), even if this is at odds with what has been 'said, taught, prescribed, recommended or tested' (Wenger, 1998: 156) beforehand. To exemplify this within the field of initial teacher education, it is useful to consider how a student teacher engages with communities of practice involved in their programme. Their membership to the community of practice of the ITE provider will have prepared them in a theoretical way for the expectations of a teaching experience, but once they have 'actual access to the practice' (Wenger, 1998: 156) within a school context, they appear to adopt the practices that are deemed acceptable or desirable within the teaching community of practice, even if this clashes with the input they have accepted previously. This adoption is necessary for the student teacher to be accepted into the CoP; it is also important for the CoP itself, as it ensures the continuity of the expectations and reifications that signify the community. However, taking this 'simple' approach to the way that individuals engage in transformative action to fit into the community of practice does not allow for consideration of Rogoff's idea (2003) that individuals can change the community as the community changes the individual: that there is symbiosis between participants and the community. It also negates any suggestion that communities of practice can be influenced by *any* member, whatever their status, where even the newest additions to the CoP can change practice.

When considering the societal aspect of identity development within the context of initial teacher education, it appears that student teachers can be shaped by the communities of practice within which they engage, which creates layers of complexity when thinking about the different expectations that may exist between university and school communities. There is also a sense that student teachers' influence on the communities of practice are minimal, relating only to the need for a CoP to maintain its own expectations and reifications. It also suggests a rather passive approach to professional teacher identity development that does not offer any agency to the student teacher. To return to the reform within ITE and in the wider education sector within Wales (from 2017), the

challenges inherent in the Welsh Government's intention to use student teachers as agents of change within the teaching profession become apparent. For newcomers to a community of practice to be able to make changes to the established practices, it may be necessary for more experienced members to see the worth of the intended changes, or for other agencies, such as the inspectorate or the Education Workforce Council, to promote such change.

Development of Professional Teacher Identity within ITE

When individuals start their journey through initial teacher education (ITE), they will bring with them an image of the 'teacher' they would like to be. Student teachers may have a 'heterogeneous representation of what a teacher is' (Lenuta Rus et al, 2013: 318) which will have been influenced by teachers that they have engaged with in their previous experiences, whether as a pupil or a colleague. As Flores and Day (2006) recognise, the biographical history of each student teacher shapes the ways that they make sense of their experiences of teaching and learning. In effect, individuals' 'prior knowledge and beliefs act as a filter for interpretation of experiences' (Sutherland et al, 2010: 455) which results in a unique journey for each student teacher undertaking ITE.

Kingsley (2014) suggests that student teachers' beliefs of what constitutes good teaching come from their own school experience, whilst Arvaja considers that they rely on 'implicit predefined characteristics with the cultural typification or cultural ideal of a teacher' (2016: 397). To support professional teacher identity development, it could be argued that these preconceived ideas should be challenged through ITE, through both school and university experiences, to ensure that the teachers emerging at the end of the programme are authentic for the teaching profession that they are entering. Throughout their ITE programme, student teachers will (and should) experience a series of 'crises' (Erikson, 1968: 96) that signal changing alignment with their inherent beliefs about being a teacher: these 'internal struggles' (Pillen et al, 2013: 86) contribute to the shaping of their professional teacher identity. Within the context of the ITE reform in Wales at the time of this study, I sense that there is some political desire that student teachers will embrace any misalignment that they experience as they navigate their way between school, university and their own understandings of the teacher role to instigate close-to-

practice inquiry to progress their own professional teacher identity, whilst also shaping the communities of practice in which they engage (Furlong, 2019).

In Arvaja's view, through an effective ITE programme, student teachers are given the opportunity to construct a teacher identity that is 'congruent with their personal and professional sense of self and related values and ideologies' (2016: 400) through exposure to the complex 'multiple I-positions' inherent in the teacher role (Akkerman & Meijer, 2011: 308). To achieve this goal, Pearce & Morrison (2011: 49) believe that student teachers need to 'engage *consciously* in the construction of their professional identities' within a supportive context that includes 'pedagogical space to understand and synergise developing identities' (Atkinson, 1995: 1). Ibarra extends this idea by suggesting that student teachers need to 'experiment with their provisional selves' (1999: 164). The idea of consciously considering their professional teacher identity is recognised in Pillen et al's research (2013: 94), where they note that student teachers generally move from 'unconscious incompetence' to 'conscious incompetence' during their ITE experiences, as they become increasingly aware of the complexity of the teacher role and their own trajectory towards becoming a teacher. Working through the knots (Wagner, 1987) in their thinking about the role of the teacher – and the type of teacher they want to be - allows student teachers to develop a professional teacher identity that they are happy with.

Identifying the role that self-interpretation (Lawler, 2008) plays in a student teacher's professional teacher identity development, Flores & Day suggest that their 'pre-teaching' identities (2006: 230) are refined through reflection as they develop a more sophisticated understanding of themselves as teachers through educational experiences within university and schools. Zeichner & Liston (1987) recognise that the holistic nature of reflection means that it is a difficult approach for many student teachers, but their capability to self-reflect can be developed if supported by 'skilled teacher educators' (Timostsuk & Ugaste, 2010: 1569) who guide them to recognise and articulate their strengths and areas for development. Lawler (2008) identifies the positive effect of using narratives to help student teachers in their emerging identity development. However, according to Timostsuk & Ugaste, although guidance is necessary, it is significant to note that rather than referring to guidance to support their reflections, student teachers will

invariably reflect most effectively when they engage their intuition, emotion and passion (Zeichner & Liston, 1987) to consider their practice in relation to their beliefs, fears and motives for becoming a teacher.

In their work with student teachers, Zeichner & Liston (1987) recognise that emotion is an evident factor in the development of professional teacher identity during ITE and beyond. As individuals reflect on their experiences in relation to their recognition of themselves as teachers within the teaching community, they often experience tensions, where 'internal struggles between aspects relevant to the teacher as a person and the teacher as a professional' (Pillen et al, 2013: 86) cause a crisis of identity that they must resolve. These struggles are most pronounced when 'what is found relevant to the profession may conflict with the personal desires from teachers and what they experience as good' (Beijaard et al, 2004: 109). Within the context of ITE, 'identity dissonance' (Warin, 2006: 237) may manifest itself when student teachers receive feedback from others that does not resonate with their own understanding of themselves: when 'certain types of personal identities are validated or challenged by others' (Goldie, 2012: 644). As Goldie (2012) discovered in his studies with medical students, in such circumstances, although there may be a period of 'identity negotiation' (644), individuals do not readily change their behaviour if it means changing their self-perception (Goldie, 2012: 646). Within the context of ITE, this negotiation of identity throughout an individual's programme may be seen through changing behaviours to those that are more congruent with the teaching profession. This modification may require a balance between their growing personal awareness of the type of teacher they wish to be and their increased understanding of the expectations of the profession and their ITE provision.

As suggested by Pillen et al (2013: 94), developing a professional teacher identity is a progressive experience: student teachers move through stages of competence, from unconscious incompetence to unconscious competence, moving through the stages of conscious incompetence and conscious competence on their journey. The emotional impact of these stages affects individuals' ability to identify themselves as *teachers.* A study of three student teachers on a PGCE programme (McKerr, 2017) identifies distinct changes in individuals' perceptions of themselves along the timeline of the programme. McKerr concludes that early in their programme, student teachers may identify more

strongly as teachers than they do following their first school experience, in part due to a growing reliance of 'concrete day-to-day validation' of their status from others that erodes their 'internal frame of reference' (Goldie, 2012: 644) and also from their growing awareness of the complexity of the teacher role. Although most student teachers develop a more positive professional teacher identity as they near the end of their programme, Pillen et al (2013: 94) suggest that some only reach the 'conscious incompetence' stage by qualification, meaning that as they enter the profession as newly qualified practitioners, their teacher identities may not be completely formed or secure. Although both studies focus on small samples of student teachers, the precarious nature of a newly qualified teacher's professional teacher identity must be seriously considered in relation to Furlong's (2017) desire that student teachers will influence the teaching profession in Wales as they engage with close-to-practice inquiry to interrogate their own practice.

According to Timostsuk & Ugaste (2010: 1563), learning to teach is 'always the process of becoming: a time of formation and transformation'. Through study of pre-service teachers, they identified that developing a professional teacher identity can be a transformative experience: student teachers move through stages of change in their understanding of what being a teacher means. To expand on this idea, Sachs (2010: 157) identifies the need for student teachers to have a 'transformative attitude towards the future' both from a personal perspective and for the society in which they operate. The focus on society (or community of practice) can offer an opportunity to consider the transformational influence of newcomers on a community of practice: thus supporting Rogoff's sociocultural development theory (2003). Orchard and Winch recognise that for transformation to be possible, student teachers need 'a conceptual framework for their understanding and decision-making, an ethical orientation to their work, and an appreciation of how research bears on their practice' (2015: 33). This resonates with the context of ITE reform in Wales, and could give some credence to Furlong's (2017) idea that student teachers can influence the teaching profession in line with the intentions of the Welsh Government. However, as Pinto and Monteiro (2002) suggest, there appears to be a division between university input and experience within schools. As notions of teaching developed during the theoretical elements of teacher education can be perceived as removed from the real world of teaching by experienced teachers as well as

by student teachers themselves, the latter must demonstrate the resilience and intelligence to make the links and defend their positions to the former as well as themselves. Notwithstanding the possible conflict noted by Pinto and Monteiro (2002), Sachs (2010: 158) suggests that transformation occurs on a personal and community level: it is achieved 'individually and collectively', supported by others within, and outside, the teaching community.

Any transformation is complex, and this is apparent in ITE: student teachers must 'embrace learning *in the role* of a teacher whilst supporting the learning of others' which necessitates 'acknowledging that being a learner is part of and separate from [their] identity as a teacher' (Livingston & Di Nardo, 2016:19). Being aware of the complexity of developing a professional teacher identity, as well as being open to the challenges along the journey, can directly contribute to individuals' development as resilient and reflective teachers (Livingston & Di Nardo, 2016:23).

Professional Teacher Identity and Professional Standards

It is evident that acquiring a professional teacher identity is complex and personal in nature. It is also clear that defining what constitutes a professional teacher identity can be challenging. This may be due to a complex range of changing priorities, including those of the teaching profession, the societies that they serve and the intentions of the government that oversees developments. The continually changing combination of these aspects shapes what characterises 'effective practice' at any one time, and this alters which features are desired to demonstrate professionalism within the teaching context. Furlong et al (2000: 4) recognise that 'being a professional is a deeply contested term', meaning different things to different groups and at different times. What is recognised by Hoyle and John (1995: 104) is that to be a professional involves 'a voluntaristic commitment to a set of principles governing good practice, and the realisation of these through day-to-day professional activities' which inter-links knowledge, autonomy and responsibility. It is the continual changes to what, and who, constitutes these three elements that 'alter the nature of teacher professionalism itself' (Furlong et al, 2000: 6) and lead to the need to 'construct a new generation of teachers with different forms of knowledge, different skills and different professional values' (Furlong et al, 2000: 6).

One way to make sense of this complexity is to focus on training student teachers to deliver the curriculum rather than developing their ability to deal with complex classroom situations (Edwards & D'Arcy, 2004: 149). This approach can result in student teachers identifying with the *technical* aspects of their profession, meaning that they 'cannot swim farther or deeper' (Bakhtin, 1981: 162) into the pedagogy relating to their role. The complexity of taking a holistic approach to the initial education of teachers has historically led to the development of competency-based approaches, which can not only become too unwieldy to be useful but can also allow for the 'fragmentation of the role of the teacher' (Korthagen, 2004: 74). In adopting competency approaches to demonstrate the ability to qualify as a teacher, the influence of published teacher standards or competencies can also be significant in shaping student teachers' understanding of what is expected. Student teachers may latch onto the statements provided for Qualified Teacher Status and aim to evidence these through their practice. However, as the competencies themselves may be interpreted in relation to the values, principles and assumptions that individuals possess (Sachs, 2012), even this scaffolding does not ensure consistency. As such, attempts to 'standardise' professionalism through the use of competencies could be said to be problematic, or even in vain.

Against the backdrop of education reform at a national level, the most recent teaching standards for Wales, the Professional Standards for Teaching and Leadership (Welsh Government, 2017), aim to provide a more holistic view of the 'values and dispositions' (Welsh Government, 2018: 2) necessary for effective teaching. The five main standards, namely pedagogy, leadership, collaboration, professional learning & innovation, aim to shape the profession in the direction of travel prompted by educational reform. They are designed to support teachers to 'be the best you can be' (Welsh Government, 2018: 1) whilst reflecting practice that 'is consistent with the realisation of the new curriculum' (Welsh Government, 2018:1). The Welsh Government is proud of the fact that the new standards have been designed 'with the profession, for the profession' (2018: 4), which indicates that experienced members of the teaching community of practice have been able to include the essential requirements for the profession. However, co-construction by teaching practitioners across Wales is only part of the creation, as the recommendations of reviewers such as Tabberer (2013), Furlong (2015) and Donaldson

(2015) have also been woven into the standards. As such, for beginning teachers, evidencing the standards in order to gain Qualified Teacher Status (QTS) involves them aiming to shape their practice in accordance with the expectations of all parties involved: experienced teaching practitioners, teacher educators, advisors, inspectors and government representatives. This is an exceptionally complex task.

Researching professional teacher identity has identified the complexity of the concept and the myriad ways in which it can be defined. My definition of Professional Teacher Identity is:

A personal understanding of an individual's 'place' within the teaching community of practice: a sense of belonging that is justified through professional application and social acceptance.

The definition encapsulates the complex act of balancing personal and societal influences on one's developing professional teacher identity in such a way as to allow student teachers to belong to the teaching community of practice whilst feeling personally comfortable with the way in which they are in the world.

Narrative Inquiry

Narrative inquiry can provide balance between individual stories and wider generalisations. As such, the method provides an opportunity to 'use personal experience to provide a closer view at the social reality under investigation' (Muylaert et al., 2014: 2), namely student teachers' professional teacher identity development during their initial teacher education.

Having identified references to narrative and narration throughout my review of literature pertaining to Community of Practice and professional teacher identity, in this section I explore foundational literature that connects narrative inquiry to the main themes of my study ahead of considering how the method is incorporated into my methodology in the following chapter (Chapter Three: Methodology).

When defining the composite parts of the term narrative inquiry simply as: narrative – an account of connected events, and inquiry – asking for information (Oxford Dictionary,

2002), it becomes apparent to me that the method can potentially seek to find out about individual lived experiences in relation to pre-considered themes.

Telling stories is recognised as a natural way to express oneself. As Czarniawska suggests, 'The narratives of the world are numberless. Narrative is international, transhistorical, transcultural: it is simply there, like life itself' (2004: 1). Clandinin and Connelly (2000) suggest that narrative inquiry is an umbrella term for a research method that captures personal and human dimensions of experience over time, which takes account of the relationship between individual experience and cultural context. The emphasis on personal experience is also recognised by Etherington, who states that narrative inquiry is an approach that can 'systematically gather, analyse and represent people's stories as told by them' (2000: 2). The *personal* representation of experience is a significant characteristic of the approach; in fact, according to Andrews et al (2008), narrative inquiry is based firmly on the premise that humans come to understand their lives - and make sense of them - through story. It is a method used by individuals to provide 'insight that [befits] the complexity of human lives' (Josselson, 2006:4).

Narrative inquiry does not deal with historical 'facts' or recounts but, as Bochner (2007:203) recognises, stories collected through this method relate to 'knowledge *from* the past' rather than 'knowledge *about* the past'; that is, there is an acceptance that storytellers will construct their stories for a particular audience within a specific context (Riessman & Speedy 2007:428). This means that narratives focus on the *meanings* that individuals *ascribe* to their experiences (Andrews et al, 2008), so what is shared is an interpretation rather than an historical recount of verifiable facts. As narrative inquiry allows a shift of emphasis from 'what actually happened' to how study participants 'make sense of what happened' (Bryman, 2008: 582), the research approach lends itself to studies of a personal nature and, although the development of a professional teacher identity during ITE is not recognised as a traumatic event, student teachers can use narrative to create reasonable order out of individuals' personal experiences (Moen, 2006: 2) as well as aiming to understand the behaviour of others (Zellermayer, 1997). Moen (2006:8) recognises that representation of events by the narrator create 'inevitable gaps between reality, experience and expression', which are further compounded by the researcher's own interpretation of the story provided. This leads to a narrative that

includes both the researcher's and the subject's viewpoints: a multivoicedness (Moen 2006:6).

Although Josselson (2006) highlights the individual nature of narrative, Bruner (1984: 980) suggests that stories are rooted in society, experienced by individuals in cultural settings. This suggests that narrative inquiry, although concerned with individual stories, can offer some perspectives on communities. Heikkinen, Huttunen and Kakkori (2000:1) identify that 'human knowledge' can be recognised as a 'plurality of small narratives, local and personal in nature, that are always under construction'. It is this aspect of narrative inquiry that is particularly appealing to me in respect of my study: the ability to gain insight into people's perspectives in order to build an understanding of the wider context of the community in relation to a topic of 'social relevance' (Bauer, 1996:11). Collecting narratives relating to individual student teachers' development of professional teacher identity may offer a collective perspective on the topic whilst maintaining the individual nature of each student teacher's personal story.

Using Narrative Inquiry to explore themes relating to Community of Practice & Professional Teacher Identity:

As suggested in the introduction to this section, when reviewing literature relating to Community of Practice (CoP) and professional teacher identity, having found several references to individuals' use of narrative to make sense of their own place in the world (Wenger, 1998), I wanted to further understand ways in which the approach has developed to support such activity.

Labov's work (1972) identifies that narrative inquiry usefully focuses on personal experience through the recounting of significant events in temporal order: his model sees narrative as '*recapitulating* the told in the telling' (Mishler 1995:92) rather than *reconstructing* the told in the telling or making a telling *from the told*. Labov's approach involves matching a sequence of clauses to the sequence of events that the narrator infers in order to allow them to express their perspective of a series of events. The structure provided by Labov allows a researcher to consider the various viewpoints of the same events through comparison of the narratives told to one or more recipient. His model involves systematic 'textual' analysis to generate an 'interpretation of the perspective and claimed identity of the narrator/s' (Andrews et al, 2008: 29).

In comparison, Ferrara's approach to narrative inquiry (1994) focuses on the perceived personal identity of the person providing the narration. Individuals speak about personal experiences, but it is recognised that 'a particular personal, social, cultural and political identity is claimed' (Andrews et al, 2008: 29): everything that is said by the narrator functions to 'express, confirm and validate the claimed identity' (Mishler (1986:243) which is shaped by their assumptions regarding the interviewer's beliefs (Andrews, 2008: 71). Ferrara's approach supports the notion that all narration is recognised as being highly selective, as the narrator reconstructs the past for the purpose of the present telling in order to show themselves as the person that they want to be within the current context. Bruner extends this idea (1990) by suggesting that there is a conflict between canonical narratives (linked to normative cultural expectations) and personal narratives ('real' experiences). Although narrative may be seen as a way for respondents to share real life stories, there is an inherent tendency for narrators to aim to present canonical narratives, moulding their telling to 'fit' the expected experience so that between the researcher and the narrator, a 'truth' is co-constructed (Pring, 2000: 251) that is close to what both expect to hear. This can be particularly noticeable where the narrator and the researcher inhabit different roles within the same CoP, as is the case in my study, where I am a teacher educator, and each narrator is a student teacher. The hierarchical relationship between the researcher (an old timer) and the narrators (newcomers) (Lave & Wenger, 1991) may add to this tendency to tell an expected story. The emphasis on normative cultural expectations resonates with the Community of Practice model in promoting characteristics that are representative of membership.

In further considering the influence of the context in which narrative inquiry activity takes place, the researcher may also be selective in what they 'hear' as, if context is a focus for their study, they may be 'particularly alert to social and political factors', which may affect the ongoing interaction between interviewer and participant (Andrews et al, 2008:49). The analysis of data collected through narrative engagement is also open to interpretation: experience-centred narratives lend themselves to controversy, particularly if the researcher is aiming to draw 'human meanings' (Andrews et al, 2008: 49) from the study, as the researcher is likely to select detail that links to what they hope to find.

Narrative inquiry can be used to collect data relating to engagement within communities of practice, providing viewpoints on the 'cultural currency' (Squires, 2008: 45) of the context of the study. Focusing on individuals' stories can draw out characteristics of the community to which they belong. Significantly, there have been several studies (including Gabriel, 2000 and Brown, 1998) that demonstrate that stories told by individuals can relate to the organisation. Gabriel's study concludes that, within the organisation that was the context of his study, there is a 'nostalgia' relating to inter-relationships between management and staff members that bears more relation to historical situations than the current position. Ontologically, an objectivist standpoint could be suggested, in that the social order of the organisation has led to the continuation of expected behaviours over time. In considering the teaching community of practice in such a way, it could be possible to consider the CoP as an objectivist society, where student teachers are expected to behave in particular ways in order to develop the expected professional teacher identity. From this viewpoint, the *community* sets the expectations rather than the constituent members (Lave & Wenger, 1991).

Within the context of my study, I am particularly interested in the notion that individual stories may be useful in identifying characteristics of a society or community, specifically the development of a professional teacher identity within the teaching CoP. As Wertsch (1991: 203) identifies, a person is 'irreducibly connected to her or his social, cultural and institutional setting', suggesting that through collecting individuals' stories, I may learn about the culture and society within which my participants engage. Linking this idea of individuals and society being connected with the sociocultural foundation of narrative inquiry, Moen (2006:2) states that 'society…has a continuous influence on the individual … and vice versa'. Reference to the sociocultural aspect of narrative mirrors Rogoff's (2003) recognition of the symbiotic relationship between an individual and the community in which they operate, suggesting that narrative has a natural place in bringing the individual and their community together. However, Moen warns against analysing narratives in a way that allows for 'individualistic and societal reductionism' (2006:4), recognising the importance of considering the importance of balance between personal and societal acceptance.

Building on the notion of the person and the community, I need to consider whether using small stories to build big stories (Manstead & Wetherell 2005) is appropriate, as there may be a danger that personal viewpoints 'built from often deeply contradictory and fragmented patchworks of cultural resources' (Wetherell 2005: 170) may be forced together to create a generic 'whole' that is not necessarily a coherent representation of all the parts. Considering the personal nature of narration, Gibbs (2007) suggests that there is every possibility that individual 'small stories' can dislodge the 'big stories' or canonical narratives by offering a completely different viewpoint or approach; this could simultaneously enrich the overall commentary at the same time as making it less straightforward.

Using narrative inquiry to engage with student teachers to discover their journey towards professional teacher identity seeks to illuminate (Mishler, 2004) the nature of such development from personal perspectives. As such, individual narratives may provide information that will be acceptable to the community of practice and resonate with anticipated themes. However, as authors such as Gibbs (2007) suggest, individuals may also share personal stories that 'fail to resonate' within the CoP (Gready, 2008:141), depending on the extent to which individual participants 'fit' with the assumed roles that they are expected to play. This dissonance could serve to dislodge the generalisations (Gibbs, 2007: 57) gathered from other participants.

Conclusion

In this chapter, I have reviewed a range of literature relating to the main aspects of my study: the Community of Practice model, professional teacher identity development and narrative inquiry. This activity allowed me to consider existing research in the fields to which my study will contribute as I answer my research questions, namely:

- How do student teachers perceive their development of professional teacher identity during their initial teacher education?
- In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?

My review has revealed connections between the Community of Practice model, professional teacher identity development and narrative inquiry that confirm my research decisions. I can conclude from my review that it is appropriate to use narrative inquiry as a method to explore the lived experiences of student teachers in order to better understand the personal and societal influences on their professional teacher identity development throughout their initial teacher education. The details of my research design are outlined in the following chapter.

Exploring the idea that a student teacher aims to balance their personal expectations of the teacher they want to be with the profession's expected characteristics of the teacher they will accept within the community of practice has become a priority to me. From my literature review, I recognise that a 'focus on self' Bullough & Gitlin (2001) is central to the development of a professional teacher identity, and realise that 'who you are as a person has a profound influence on […] who you will be as a teacher' (Bullough & Gitlin, 2001: 45). I also appreciate that developing a professional teacher identity is a very complex process, as 'becoming aware of the implicit assumptions that frame how we think and act is one of the most challenging intellectual puzzles we face in our lives' (Brookfield, 1995: 2). However, my review of literature has also stressed the importance of the influence of others during a student teacher's professional teacher identity development. Using the Community of Practice as my conceptual model provides a focus on the importance of individuals *fitting in* with their colleagues, demonstrating the characteristics that signal belonging to the community. The particular combination of 'social, cultural, political and historical forces' (Rodgers & Scott, 2008: 733) that bear upon each individual's professional teacher identity development impacts on their trajectory. Student teachers' involvement in, and response from, the community of practice in which they experience their initial teacher education will shape their development. As Lave (1996: 5) states, 'changing participation in the culturally designed settings of everyday life' constitutes the learning necessary to acquire a particular identity that is more than 'solely the collecting of skills and information' expected by the CoP but involves 'formation of a certain personality' (Wenger, 1998: 215) that is accepted by the more experienced members of the teaching community. Focusing on student teachers' engagement with the teaching

community of practice will ensure that my study will provide data to reveal how the influence of others impacts on individuals' professional teacher identity development.

Reviewing literature relating to professional teacher identity development reveals the complexity and individuality of the process, highlighting that articulating how an individual develops professional teacher identity is highly challenging. Studies using narrative inquiry as the research method have shown the potential for this approach to allow individuals to share their personal stories in such a way to demonstrate how they interpret their various experiences within the teaching community of practice in relation to the development of their professional teacher identity during their initial teacher education. Each student teacher will have experienced a 'unique trajectory' (Gee, 2001: 111) towards their professional teacher identity, that I will aim to capture through narrative inquiry, encouraging individuals to 'tell others and themselves who they are' (Holland et al, 1998: 3). The ability for narrative inquiry to capture not only the individual lived experiences of student teachers but to collect generalisations about the community in which they engage suggests that the method will provide the data I require to answer my research questions whilst not losing the individual narratives of my participants.

My literature review reveals that my study offers new contributions to the fields of initial teacher education, professional teacher identity development and the Community of Practice conceptual model.

Considering the development of professional teacher identity of student teachers as they near the completion of their ITE is not entirely new, but previous studies either relate to the transition between ITE and the first year of teaching, as it is recognised that this involves a 'sudden and dramatic experience' (Flores & Day, 2006: 219), or focus on chronological stages within an ITE programme in order to track changing self-perceptions. My decision to focus on the point at which participants complete their ITE programme allows them to reflect solely on the experiences that they have gained as a student teacher rather than considering their transition into the teaching profession. Of course, it is not possible to ignore the personal experiences of participants that occur outside the programme of study (before they begin the programme, for example) and the significant impact of these on professional teacher identity development (Akkerman & Meijer, 2001).

Reflections on the programme in its entirety highlight the aspects of provision that are most significant to the participants in the study, and this allows me to recognise characteristics that are key to identity development from their viewpoints.

Using Communities of Practice as the conceptual model to consider the development of student teachers' professional teacher identities in relation to the established communities with which they engage is not wholly new. Several research projects have included the *construction* of a community of practice to support peers within ITE, for example in American studies by Cuddapah & Clayton (2011) and Jimenez- Silva & Olson (2012). However, my review of literature has not shown any studies including use of the CoP as a *model* to consider the extent to which 'fitting in' to the teaching context shapes student teachers' professional teacher identity development. The study that most closely resonates with my own is that of Jones (2005), who considered the socialisation process of newly qualified teachers into the community of practice of secondary schools in England.

Narrative inquiry has been used in many studies relating to the development of identity, but it does not appear to have been used widely within the context of student teachers' professional teacher identity development. I have not found many other studies using narrative inquiry as a reflection tool for student teachers to consider their professional teacher identity during their initial teacher education. Although narrative inquiry is used by Farnsworth (2010, 2012) in studies relating to identity development of pre-service teachers in Canada, her main focus is on the way that student teachers develop a *social* identity within community-based learning rather than a *professional* identity. I can therefore offer narrative inquiry as a suitable approach to support reflection on professional teacher identity development within the context of student teachers' initial teacher education.

The next chapter explains the methodology that I adopted for my study following this review of literature concerning Community of Practice, professional teacher identity development and narrative inquiry.

CHAPTER THREE: METHODOLOGY AND RESEARCH DESIGN

Introduction

This chapter justifies the research design that I developed for my study through an evaluative account of my decision-making journey. It is divided into four main sections: Introduction, Research Design, Methodological Limitations and Conclusion.

In considering my approach to the study of student teachers' perceptions of their development of professional teacher identity, I recognised through an extensive review of literature that the design needed to allow for both personal, individual responses and societal perspectives. I decided to use narrative inquiry (NI) to collect data from student teachers at the end of their initial teacher education (ITE) programme and to look for specific themes within the data to provide a wider perspective of the sample's professional teacher identity development within the teaching community of practice.

My design had to aim to answer the research questions of my study, namely:

- How do student teachers perceive their development of professional teacher identity during their initial teacher education?
- In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?

The research methodology needed to provide data that could be analysed and discussed in order to provide contributions to the fields of initial teacher education, professional teacher identity development and the Community of Practice model.

Focus of study: context

My research design was devised to allow me to engage with student teachers as they reached the end of their initial teacher education (on achievement of qualified teacher status), focusing on their reflections of the lived experience of developing their professional teacher identity throughout this journey. As explained in Chapter 2, I chose sociocultural development (Rogoff, 2003) as my conceptual framework, as it resonated with my particular interest in the context of student teachers' professional teacher identity development 'as participants in cultural communities' (Rogoff, 2003: 3). I felt that this interest would be explored effectively by participants in the study narrating their

reflections on experiences following completion of their initial teacher education programme.

My interest in the way that the teaching community influences student teachers' professional teacher identity development led to my adoption of the Community of Practice (Lave & Wegner, 1991) as the study's theoretical model. Although when referring to the teaching community of practice, I mean the teaching profession in general, this is qualified with the caveat that I am aware that every school, and even every class, could also be considered as a separate community of practice. For student teachers, their engagement with the teaching CoP is characterised as teaching placements in schools for extended periods of experience [See Chapter 1 for further explanation of the characteristics of ITE in Wales]. As participants reflected at the end of their ITE programme, narrating their personal stories gave them some freedom to speak about their experiences in a relatively unstructured manner, allowing them to refer to their place (Wenger, 1998) within the teaching community of practice, whilst also indicating how different contexts and other CoP members had shaped their professional teacher identity development. Within my study, I wanted to test the extent to which they perceive they are enabled or inhibited to develop their professional teacher identity through their engagement with the teaching CoP. As it had become a significant question following my literature review and my experience as a teacher educator [See Chapter 1], I also wanted to ascertain whether the students in my sample perceived 'fitting in' with other members of the community of practice as an important factor in the development of professional teacher identity and to recognise what constituted as 'fitting in' for them. In essence, I was interested to find out whether 'fitting in' was a significant factor in student teachers' professional teacher identity development, so my research design needed to provide data that could answer this query.

Research Design

Within this section, I explain and justify the research design for my study into the professional teacher identity development of student teachers during their initial teacher education. In order to do this in a systematic manner, I use a modified version of Saunders et al's (2007) research onion to show the layers of decisions undertaken in designing my research methodology.

To demonstrate and justify my research design, I use a series of sub-headings that focus on particular elements of the decision-making process to organise this section.

Research Philosophy

Within the context of my experience in the field of initial teacher education, when considering my research design it was important to recognise any personal or professional assumptions that impacted on the choice of methodology and the interpretation of data. Before embarking on the study, I acknowledged my involvement with the community of practice in which it is contextualised. This allowed me to accept the benefit of personal involvement in the field as a potentially positive aspect of the study, but also to highlight the potential for me to make assumptive analyses based on my own experiences. As Cohen, Manion & Morrison (2011: 15) recognise, 'individuals' behaviour can only be understood by a researcher who shares their frame of reference (i.e., understanding of the individuals' interpretations of the world around them from the inside not the outside)'. This supports research undertaken by researchers from within the same community of practice as their participants. However, I recognise that I do not have the same role within the CoP as my participants, and as such the hierarchical nature of our relationship will undoubtedly affect the study. Also, although all participants in my study are student teachers in the same institution undertaking programmes that lead to Qualified Teacher Status, they have different relative experiences and viewpoints that are borne out in their personal stories of development of a professional teacher identity.

Research Approach: Personal Ontological Stance

For my research study, I have adopted a constructivist stance, meaning that I am interested in understanding the focus of my study better rather than seeking to explain it to others. Inherent in the adoption of a constructivist stance is my belief that individuals can be active within any experience, demonstrating self-control and agency (Given, 2008), as highlighted in Rogoff's sociocultural development theory (2003). In relation to the social aspect, I recognise my alliance to social constructivism in my understanding that 'everything is determined by an intersection of politics, values, ideologies' (Given, 2008: 116), as this aligns with the Community of Practice model (Lave & Wenger, 1991) that contextualises my study.

In considering my ontological position, I recognised the view held by Grix (2004: 58) that research must be based on an honest appraisal of the researcher's ontological assumptions for several reasons, including to understand the interrelationship of the key components of the research; to avoid confusion when discussing theoretical debates and approaches to social phenomena; and to recognise others' positions whilst being able to defend their own viewpoint. I also found resonance in David and Sutton's converse view (2004) that, as the researcher formulates her methodology, she uncovers how her perceptions of human nature impact on the approach she consciously adopts to reveal social truths. Interpreting their view into my own context by considering that I may listen to participants' narratives in a way that is biased towards my personal ontology I recognised the need to state my personal ontological stance from the outset, as this would definitely shape my methodology decisions.

In justifying my ontological position, I have to acknowledge that I found it challenging to commit immediately. As I studied the literature regarding the Community of Practice theoretical model, I grappled with the objectivist idea that the teaching profession could be seen as an established culture with its own pre-determined characteristics that newcomers have to adhere to in order to 'fit in'. However, I decided that I was happier to see the teaching CoP through the lens of the constructivist approach, as an ever-changing organisation that develops through negotiated agreements of its participants. When considering objectivist versus constructivist approaches, I became aware that the implied simplicity between these two positions belied a far more complex picture. Through my review of relevant literature, I came to an understanding that an organisation or culture can appear to have the potential to 'exist' regardless of its participants: it can be considered that there is an objective reality to it. The constraints provided by the characteristics of the organisation – in the case of my study the teaching community of practice – can become internalised by its members so that they are 'socialised' to competently complete reified activities of their role. The achievement of reified activities permits members to fit in. Taking this view could have led one to believe that there is an objectivist angle to consider. However, adopting an objectivist approach would have ignored the important symbiotic relationship that exists between participants of the

community of practice and its ongoing development, and is why I adopted a constructivist stance.

Research Approach: Participants' Ontological Stances

As the research considered the individual stories of student teachers as they developed their professional teacher identity throughout their initial teacher education, it was important to acknowledge that the participants' ontological viewpoints would not necessarily mirror my own. The data gathered revealed that although the majority of the participants appeared to align with the constructivist idea that they could make a difference to the community of practice in which they were developing their professional teacher identity, some student teachers recognised an objective quality to the community more keenly than others. As such, I was sensitive to references to the fixed nature of the community of practice and to recognition of an individual's impact on the practice of the community in order to recognise the participants' ontology.

Research Strategy

In relation to my ontological stance, my research design followed a qualitative methodology so as to aim to better understand individual examples of the experience of developing professional teacher identity within the teaching community of practice from a sample of student teachers at the end of their initial teacher education. Although adopting a qualitative methodology may suggest an inductive approach (Hyde, 2000: 82), my decision to devise a priori themes based on my literature review meant that my research was deductive in nature, an approach that Hyde suggests is more aligned to quantitative research methods (2000: 82). When considering the appropriateness of a deductive approach within a qualitative methodology, I was reassured by recognising that other researchers within the field of initial teacher education had adopted a similar approach. For example, Siwatu's study (2011) of preservice teachers' self-efficacy used a priori themes that reflected the variables identified in the literature review that preceded the research activity. The interview data generated through the study was coded in relation to the a priori themes devised by Siwatu. Similarly, Beighton's 2019 study into the effectiveness of work-based learning for Further Education student teachers was based on a hypothesis that he tested through a series of interviews. As I was interested in seeking to explore whether student teachers' reflections on their professional teacher identity

development during initial teacher education included themes that I had identified from my literature review, I was happy to adopt a deductive, qualitative methodology to aim to answer my research questions. [See Appendix 1: Ethical Approval]

Devising a priori themes allowed me as a researcher to form informal theories before testing them through research: I recognised the potential to use the knowledge gained from my literature review to form a priori themes as a way of focusing the data collection. The following table shows the a priori themes I have devised. To support my use of the a priori themes, I considered key vocabulary or aspects of narratives that could signal reference to these themes, as shown in the second column. The final column explains my processing of the a priori theme from the sources I explored through my literature review:

A priori theme	Key vocabulary/aspects	Explanation/Sources
Influence of self	Motivation Experiences Confidence Work ethic	My definition of Professional Teacher Identity refers to the *personal understanding of an individual's 'place' within the teaching community of practice* (see p.51). The definition recognises the need for an individual to be comfortable with their place in the CoP. My recognition of the importance of 'self' was shaped by Arvaja's concept of an 'I-position' (2016: 393), negotiated through an individual's experiences within the CoP. Pillen et al also resonated with me in their recognition that 'the process of learning to teach is …very personal' (2013: 86).
Influence of others	Others may include teachers, mentors, university tutors, other students (recognising positive and negative influence)	Within the context of a Community of Practice, student teachers' trajectory towards qualification will be shaped by other members with whom they engage. Recognising Wenger's (1998) consideration that a student teacher's Professional Teacher Identity development is negotiated through their interactions with other members of the CoP, I wanted to explore who the participants recognised as 'others' who influenced their trajectory – either in a positive or negative way. In essence, I was

		interested to hear who each participant mentioned as 'significant' (Sfard & Prusak, 2005: 18), and how they had influenced their development. My interest in school-based and university-based contexts of ITE is reflected in the vocabulary I was anticipating in narrations: personnel from both are anticipated.
Progression/development	Confidence Teacher persona Soft skills Understanding of the type of teacher you want to be Finding your own style	I consider that as student teachers develop their Professional Teacher Identity, they progress in their understanding of the teacher role (and the teacher they want to be) as well as their competence in teacher skills. Working from the periphery of the CoP (Lave & Wenger, 1991), student teachers gain confidence in their own teacher persona as they understand more deeply what teaching is. Hagger & McIntyre (2006: 158) recognise that this involves drawing on 'diverse kinds of knowledge' that I hoped would include reference to both practical experience within the school context and theoretical thinking from university input.
Recognition of different settings and dynamics	Knowing your place Not standing out Belonging	During my experience as a teacher educator, I recognise that some student teachers find it challenging to adapt to different schools. This sometimes leads to student teachers struggling to progress. During my review of literature, I identified with Wenger's idea that each participant within a CoP 'finds a unique place' (1998: 75) that becomes 'further integrated and further defined in the course of engagement in the practice'. This statement resonates with Rogoff's recognition that an individual's development can only be understood within the context of the community in which they are engaging (2003: 3).
Moments	Specific significant events that aid or hinder	Based on the work of Erikson (1968), who spoke about 'crises' involving conflict between the

	professional teacher identity development Symbiosis between individual and society	influence of self and others, Pillen's work on the 'internal struggles' (2013: 86) experienced by student teachers informed this theme. I altered the focus from only considering 'crises' to incorporate more positive events that were seen as significant to the individual. I was interested in the types of event that would be narrated by each student teacher.
Legitimate Peripheral Participation	Working on the edge of the teaching profession Recognising one's place as a student teacher	The term Legitimate Peripheral Participation was created by Lave & Wenger (1991) to legitimise the modified activity of newcomers (in this context, student teachers) as they develop competence in the enterprise of the CoP (teaching). With this a priori theme, I was keen to identify to what extent the participants recognised their position at the edge of the teaching community, and their reflections on their need to demonstrate potential in order to progress.
Reified tasks	Demonstrating competence in the execution of teacher tasks	My interest in reified tasks grew from the idea that newcomers needed to show competence in teacher tasks. My understanding before undertaking the narrative interviews was that these were 'practical' teacher jobs (as suggested by Lave & Wenger (1991) in relation to their Community of Tailors). My expected vocabulary therefore centred around such teacher activities; I was keen to identify whether the participants realised the need to master these in order to be accepted by more experienced members of the CoP.

Table 1: Overview of A Priori Themes

Although adopting a deductive approach to my research, I recognised the need to cater for the individual nature of the development of professional teacher identity that had been highlighted through the literature review, accepting that it may not be wholly possible, or useful, to draw generic conclusions to the study. Each participant would

reflect on their individual experience during their ITE programme, providing their own interpretation of the reality of professional teacher identity development. As such, they would be confirming Scotland's view that 'reality is individually constructed; there are as many realities as individuals' (2012: 11). In considering adopting a deductive approach, I was also aware that, as stated by Mares (2014:2), 'some philosophers deny that we can know anything a priori' and recognised that this was particularly pertinent within the context of individuals' reflections on lived experiences. In essence, although I formed a priori themes and shaped my prompts and probes during interviews around them, I anticipated that there may be elements of the student teachers' stories that did not resonate with what I had pre-considered. [See Appendix 3: A Priori Themes]

In considering my research methodology, I recognised that the design also needed to be suitable to purposefully draw attention to the social and personal factors inherent in professional teacher identity development through analysis of the student teachers' reflections. As Cohen, Manion & Morrison (2011: 15) recognise, social scientists 'understand, explain and demystify social reality through the eyes of different participants' in order to allow the individuals to define it within the 'historical and cultural contexts' that they inhabit (Creswell, 2009:8). Devising a priori themes ahead of carrying out my research provided a way to unpick the complexity of individual narrations, allowing me to draw out data relating to engagement within the teaching community of practice and the influence of self and others within professional teacher identity development.

Research Strategy: Narrative Inquiry

With the conviction that I wanted to explore the lived experiences as told by student teachers in relation to the development of their professional teacher identity development, I designed my research study around the use of narrative inquiry. As identified during the literature review, I was drawn to narrative inquiry as the method is recognised as a co-construction of story (Moen, 2006: 8), where participants share their personal stories with the researcher, who in turn adds their interpretation to create a multi-voiced narration. The co-creation of the narratives is recognised as a feature of narrative inquiry and adds to the richness of the outcome. I recognised its potential to encourage individuals to share their stories of professional teacher identity development

that I could collect and analyse against my a priori themes (as listed above). Narrative inquiry offers a research method that captures personal and social dimensions of experience over time, hence providing me with data that would respond to my interest in student teachers' professional teacher identity development within the context of the teaching community of practice.

Adopting narrative inquiry allowed me to capture the myriad responses from individuals participating in my study, encouraging student teachers to express their reflections on their professional teacher identity development, whilst also allowing me to draw some generic recognised characteristics of the process. As Bochner (2007) recognises, narrative inquiry allows the collection of individual stories from student teachers' pasts, rather than focusing on factual references about their past; the narrations are more concerned with the individuals' *interpretation* of their professional teacher identity development than objective facts. As my study was conducted at the end of student teachers' initial teacher education programme, it was evident that their reflections were interpretations of their journeys rather than factual accounts of their progress. The nuances of their reflections, including references to the support or otherwise of other members of the CoP and their personal beliefs and aspirations, formed the richness of the outcome of my study.

Although narrative inquiry enabled the generation of data that would respond to my research questions, in choosing the method, I acknowledged that it has some limitations. Primarily, the method has been identified as 'messy' (Connolly, 2007: 453), due to the fact that it incorporates many individual stories that can dislodge generic considerations. However, within the context of the research questions, identifying the 'plurality of small narratives' that build into 'human knowledge' of a wider community (Heikkinen, Huttunen & Kakkori, 2000:1) added to a deeper understanding of student teachers' development of professional teacher identity during initial teacher education by representing the complexity of the process. When considering the influence of the community of practice on professional teacher identity development, individual stories provided an understanding of the 'social relevance' (Bauer, 1996: 11) of the wider community.

As Riessman & Speedy (2007) suggest, participants of narrative interviews are likely to construct their stories for the particular audience to whom they narrate. In the context of

my study, I recognised that participants would invariably be influenced by the hierarchical relationship existing between us: I was known to each student teacher as the Partnership Lead of their ITE provider (see Chapter 1 for role definition). Having anticipated themes in my mind as I engaged in individuals' narrations also meant that I invariably influenced participants' stories through my interactions during the interviews, even though this was not my intention. It is also highly probable that I interpreted the data in a selective manner to find the examples of the themes I was seeking to identify, which was in keeping with the deductive approach that I adopted for my study.

In relation to the 'messy' (Connolly, 2007:453) nature of the method, it is worth reiterating that the intended outcome of my study was not to present a set of recommendations to support ITE providers with a blueprint for supporting the development of student teachers' professional teacher identity. Rather, the study is intended to share the lived experiences of individual student teachers in order to identify the complex nature of the process. The *messiness* of the method reflects the complexity of the process of developing a professional teacher identity. In acknowledging limitations associated with the use of narrative inquiry, I recognised that the method offered the potential to identify my anticipated themes within individual responses, resulting in valuable information for the fields of initial teacher education, professional teacher identity development and the Community of Practice model.

The outcome of the study is two-fold: participants' stories are shared as vignettes (in Chapter 4) to demonstrate the individual nature of the development of professional teacher identity at the same time as identifying how my anticipated themes played out in their lived experiences. As such, my study used 'personal experience to provide a closer view at the social reality under investigation' (Maylaert et al. 2014:2), namely student teachers' professional teacher identity development within the teaching community of practice.

Sample of Participants

The participants were identified through purposive sampling in order to aim to ensure that they reflected the diversity and range inherent in the ITE student cohort. I identified reliable, competent individuals (Dolores & Tongco, 2007) who I believed would be able to articulate their journeys towards professional teacher identity in order to positively

influence the 'quality of the data gathered' (Dolores & Tongco, 2007: 151). With 'typical case sampling' (Palys, 2008: 697), potential participants are identified from 'members of the community of interest' (Dolores & Tongco, 2007: 151) through the application of criteria to ensure their suitability for the study. According to Dolores & Tongco (2007:151), to achieve the most appropriate sample, participants 'need to be as close as possible to the theoretical norm of the population' under study, so that the outcomes resonate with the community that it will be shared with. In making the decision to identify a purposive sample, I recognised that I was exercising 'judgement on informants' reliability and competency' (Dolores & Tongco, 2007: 154), hence inserting my subjective influence on the choice of participants in the study.

To elaborate on my rationale above, I selected participants who had successfully completed their ITE programme, having made appropriate progress to reach the requirements for Qualified Teacher Status. I decided to work with a sample of eight student teachers: three who completed the Graduate Teacher Programme, three who completed the PGCE (Primary & Secondary) and two who studied on the BA programme [See Chapter 1]. When considering the number of participants to approach, Bernard's (2002) recognition that there is no optimum number resonated with me. As he suggests, each research study requires the number of participants to provide the information that is needed. As I already mentioned in relation to limitations, using narrative inquiry as the method is identified by Connolly (2007:453) as 'messy', due to the ability of individual stories to shift the more generic analysis. This meant that it was not entirely possible to predict the number of student teachers required for the study from the outset. However, as I had decided that the narrative interviews would take place between June and September, within the window of opportunity afforded after qualification and before first teaching post, the time available was relatively tight, meaning that it would have been foolish to have no suggested sample size ahead of the activity.

I decided to include student teachers undertaking a range of routes into teaching in my sample, as it would provide valuable data to consider whether individuals following different pathways reflected in similar ways. As such, the purposive sample I identified sought to provide 'some understanding of the patterns that cohere among individuals and the aspects of lived experience that differentiate' (Trahar, 2009: 6). When inviting

individuals to participate in my study, I used my knowledge of the cohort across the three programmes to approach student teachers who I had recognised as being sufficiently confident to speak freely to me about their personal experiences and who would be able to articulate their experiences effectively. The individuals had not had direct engagement with me as a tutor in relation to school experience, meaning that I did not know their stories before they narrated them to me. I was fortunate that the eight student teachers who were invited to participate in the study were happy to take part, meaning that I did not need to draw on further potential participants that I had identified.

In identifying a purposive sample I was able to concentrate on a 'few situations where the theoretical yield should be high' (Connell, 1995: 90) rather than involving a larger, more diverse, sample which would have distracted from gaining 'any depth of understanding of particular situations' (Connell, 1995: 90).

Although it would have potentially added to my study of professional teacher identity development to involve student teachers who had not passed their qualified teacher status (QTS), I decided that it was not ethically appropriate to involve individuals who had been unsuccessful in their pursuit of QTS. Notwithstanding the consideration that including participants falling into this category would add another, varying perspective to the overall data, it felt more appropriate to avoid their inclusion, even though it could be a potential limitation to the outcome of the study. I was fortunate that my interest in the notion of 'fitting in' to the community of practice, and possible challenges for individuals who did not feel that they did, was at least partially satisfied from within the sample by individuals who articulated elements of their journey where they perceived that they did not 'fit' with others within the teaching community of practice. [See Appendix 1: Ethical Approval]

My decision to choose individuals who were at the end of their initial teacher education (ITE), was to ensure that they had the prerequisite experience to reflect on. The student teachers selected were able to reflect on the developmental stages of their professional teacher identity whilst on their ITE programme, to express the significant characteristics of such development from a personal perspective. This is where my approach is in contrast to McKerr's study (2017), which tracked the stages of acquisition experienced by

PGCE students throughout the duration of their programme, engaging with individuals at several points during the year in order to ascertain their changing perceptions of professional teacher identity. In choosing this timing, I recognised that in order to ensure that participants were able to 'express the truth of a point of view in a particular time, space and socio-historic context' (Muylaert, C et al., 2014: 3) in relation to their ITE rather than early career experiences, the sample had to consist of individuals who had completed their programme of study but ideally not started their teaching careers.

In order to avoid overt influence on the participants' responses, my decision to carry out the narrative inquiry interviews in the period immediately following student teachers' completion of the ITE programme also provided some mitigation against any unintentional consequence of the hierarchical relationship between each participant and me. In relation to participants' ability to tell their stories unhindered, I wanted to create as equal a relationship as possible, taking heed of Josselson's (1996) observation that narrative inquiry should be mutual and collaborative in nature: requiring both researcher and participant to engage reflexively in the potential ethical challenges in order to 'create the human circumstances' to allow for 'intellectual integrity' of the data (Bond & Mifsud, 2006: 250). I felt that the interview period identified would provide the optimum opportunity for such equality.

Pilot Activity – Initial Pilot

Before embarking on the main research activity, I recognised the importance of carrying out pilot studies, and conducted a series of these in the period before the main study: an initial study to identify my skills in facilitating a narrative inquiry interview event and to consider the a priori themes that may arise during participants' narrations in relation to the study aims; a second pilot to develop my facilitating skills; and a third to rehearse data collection activity and analysis using my coding frame.

For the initial pilot study, two participants were approached: both were undergraduate students embarking on their final professional teaching experience (PTE). In relation to the purposive sample outlined above, this was not an entirely appropriate sample, as the student teachers still had several months before achieving Qualified Teacher Status. However, both had successfully completed two previous school placements and, having

worked in other contexts before their initial teacher education, were confident individuals, willing to contribute to the pilot phase of the study.

In consideration of the importance of the interviewer role within narrative inquiry interviews, Bauer's recognition that the event's success relies on the 'social skills of the interviewer' (1996:11) highlighted the need for me to practise ahead of the research period. Bauer suggests that the beginning of the interview is crucial in determining the quality of the narration provided by the participant, ensuring what Muylaert (2014: 5) refers to as an 'intimacy' between the interviewer and interviewee is established. In the first pilot study, this intimacy was achieved in part with the participants through an established tutor/student relationship. As I recognised the potential impact of the hierarchical nature of the relationship between us (as I had taught both participants and was the Partnership Lead within their ITE partnership), I was keen to explicitly address this in my invitation to take part in a narrative interview through emphasising the fact that I was interested in the participants' own stories, regardless of any perceived negative reflection on their ITE programme.

When considering the main differences between an interview and a narrative inquiry interview, emphasis is placed on the need for the interviewee to be allowed to speak freely, which requires the interviewer to loosen their control through the use of open questions (Muylaert, 2014: 5). The relationship between researcher and participants should 'remain open and agnostic' (Trahar, 2007: 4) so that the researcher is able to 'explore a myriad of possibilities' (Trahar, 2007: 2), whilst the interviewee should be invited to 'tell stories that are meaningful to them' (Trahar, 2007: 2). The idea is that the narrative is allowed to 'unravel' (Gabriel, 2003: 181), potentially allowing for unanticipated stories (Cortazzi & Jin, 2006) to emerge to support or alter emerging trends.

In preparation for the interview, I considered both Bauer's (1996: 4) proposed structure of a narrative inquiry event and Wengraf's Biographic-Narrative Interpretive Method (BNIM) (2004: 4). Although I was attracted to the structure of BNIM, and in particular the neutral role of the interviewer in relation to the narration, I recognised that in order to seek for a priori themes within the participants' stories I would need to be prepared to prompt, probe or to ask questions that, although open-ended, had particular foci. As I would play a

part in the narrative interviews, BNIM would not be conducive to my approach. I also realised that my own interviewing skills would be challenged by the BNIM method; I could simplify the approach and gain the data I desired.

I therefore decided to use Bauer's proposed structure for a narrative inquiry event. This provided a simple three stage approach to the interview that would enable me to prepare the student teacher before the interview, initialise the conversation and finally carry out the main narrative inquiry. I was mindful to incorporate features of BNIM that had resonated with me, particularly in adopting a more neutral active listening style (Wengraf, 2004: 8) in order to 'facilitate the narrator's telling of story' (Wengraf, 2004: 7).

My considerations resulted in the creation of the following structure:

Stage 1 - Preparation: the context of the study was initially shared by email the day before the interview to provide the participants with time to consider their story in relation to the focus. In order to settle the participant and ensure that they were aware of the nature of the interview, the introduction outlined the proposed procedure, including the intention not to interrupt the interviewee and the importance of feeling permitted to say whatever they wished (without consequence).

Stage 2 - Initialisation: key questions were asked in order to prompt free narration by the interviewee. The following prompts were used:

- Consider your professional teacher identity – in other words, you 'identifying as a teacher'
- Do you feel that you have developed professional teacher identity during ITE?
- When did you begin to feel that you were a 'teacher'?
- Did you experience any particular 'crises' or events that helped you to develop professional teacher identity?
- Did anyone help you or hinder you in your development?
- Tell me everything you think is relevant – don't feel that you can miss things out because I'll already know about them.

Stage 3 - Main narration: key to this section of the interview is to aim to ensure that there is no interruption to the free flow of the narration. In order to ensure this, commitment to

avoiding opinion, contradictions and questions is of paramount importance. The only questions permitted (according to Wengraf, 2004: 4) are those that prompt the individual to continue to tell their story, e.g. 'what happened then?'.

The pilot activity revealed several strengths in relation to my personal interviewing skills. Feedback from the participants confirmed that the preparation and initialisation was effective, particularly in the context of the interview with the first participant, as the timing was optimum. He commented that being given some time to consider the topic of the conversation, but not too long to rehearse exactly what he would say, worked well for him, and this was borne out in the outcome of the interview. As the interview with the second participant was inadvertently delayed, the interviewee gained more time to prepare her responses more formally, which led to less spontaneous responses. Although she had been grateful to receive the topic and suggested avenues to consider, the longer time lapse between this preparatory message and the interview resulted in a less effective outcome. [See Appendix 2: Letter of information and consent.]

During the interviews, interruptions were minimal, particularly during the initial stages of the participants' narrations. I identified the potential need to develop a more disciplined approach to interactions towards the end of the interview as an area for improvement, as I found that by the end of the interview, my contributions increased. Questions and prompts, when they were included, were not intentionally leading. The participants felt comfortable to share their own stories, supported by appropriate non-verbal signs of engagement and prompts when there were breaks in the narration. However, in order to maintain the free flow of each interviewee's storytelling, I needed to reconsider the levels of my own involvement. I considered my level of questioning involved in relation to Bauer's (1996: 11) recognition that it was acceptable for there to be a compromise between a 'normal and narrative interview style' and accepted this approach. In considering Wengraf's (2004) stance that only open-ended questions should be asked to prompt further narration, I accepted that this was not the approach I wanted to adopt. Although I had been very aware of the need to keep questions to a minimum before embarking on the pilots, I recognised that, as my confidence as a researcher grew, free flow narration was often facilitated by further prompting and questioning. This resonates

with Trahar's work (2009), who acknowledges the importance of the interviewer's engagement within a narrative inquiry interview.

I also needed to reconsider the extent to which repetition of themes within the narration was desired, as at times, I found that my pre-prepared prompts took the interviewee back to aspects that had already been spoken about previously, leading to repeated points that added little more to the dialogue or the outcome. A balance between ensuring coverage of themes and avoiding repetition would be optimum, but getting that balance right would require further practice. I also recognised that further consideration of the BNIM approach (Wengraf, 2004: 4), which emphasises a more deliberate return to narration themes, would be advantageous ahead of my second pilot.

Following the review of literature pertaining to Community of Practice and professional teacher identity development, I identified the 'hot topics' (Bauer, 1996: 11) and formed my a priori themes. I created a coding frame for data analysis incorporating these themes [see next sub-section] and used this as a checklist throughout the interview so that I had the option to probe or prompt further during the narrative interview if necessary, to ensure I heard the participants' views on as many a priori themes as possible.

When reviewing the outcome of the initial pilot interviews, I recognised the need to further consider how to gain data relating to my a priori themes. In particular, the two interviews I had conducted in the first pilot had not included sufficient reference to the theme of peripheral participation in communities of practice, which I thought would be raised in relation to the student teacher's 'place' in their school or in their narrative of fitting in to the context in which they were placed. There had also been very little reference to the mastery of reified teacher tasks, which were seen by Lave & Wenger (1991) as identifiers of belonging to a CoP. A lack of reference to crisis points along their professional teacher identity development trajectory was also apparent, particularly relating to conflict or symbiosis between the individual and society. As these themes, in particular the concept of LPP, are valued within the Community of Practice model (Lave & Wenger, 1991), I needed to reconsider both the preparation of interviewees and the prompts required to prompt narration relating to these points. However, I also needed to consider whether the omission of these themes in the pilot study could be signposting

that my study would reveal that they were not as important as anticipated for this group of participants in the acquisition of a professional teacher identity.

Although I reflected on the occurrence of responses relating to my a priori themes, at this point in the study, I did not consider altering them, as I felt that they resonated well with the literature I had reviewed in Chapter 2.

Follow-up Pilot

Following the first round of pilot narrative interviews, I engaged with another round of interviews in order to address the aspects that had proved less effective. Ahead of the second pilot, I focused on the aspects of personal skill development highlighted as requiring attention, as well as further considering the anticipated themes. My persisting interest regarding the concept of 'fitting in' with the community of practice led me to add a more focused prompt to potentially draw out this aspect in participants' commentaries.

The second pilot consisted of one interview which was carried out with a PGCE graduate nearing the end of her first half term in a teaching post. On reflection, the timing of the interview was at the very edge of being appropriate, as the individual had further developed her professional teacher identity further during her initial weeks as a teacher. This was apparent in several responses, which began with reference to her PGCE but continued with a focus on her further development as an NQT. As other studies relating to professional teacher identity development (including Findlay, 2006, Jones 2005 and Flores & Day, 2006) recognise the significant impact of the first year of teaching on professional teacher identity, I was keen to ensure that the research period was not compromised by encroaching into this context. The timing of the second round was also found to be challenging in practical terms, with a lack of available participants, as the first half term of a Newly Qualified Teacher's career is extremely busy, making it difficult to arrange an interview appointment.

In preparation for the second pilot, I reflected on my personal interviewing skills in relation to the optimum outcome from the dialogue, aiming to develop my approach to ensure coverage of themes that I wanted to incorporate and drawing deeper recollections from participants. I recognised that although it was useful to follow an established approach to interviewing, as I had done with Bauer's suggested approach (1996) in the

first round, richer contributions could be drawn through a more relaxed approach to the interviewer role. Following Trahar's advice to engage reflexively with the interviewee (2009), I recognised that rather than identifying the 'less formal interaction' at the end of previous interviews as being an area for development on my part, I could identify these moments as potentially useful interactions to stimulate further contributions from the participant. If narrative inquiry is identified as a 'mutual and collaborative' approach (Josselson, 1996), engaging more naturally in the conversation was not to be deemed as a weakness, as long as I acknowledged the collaborative activity between myself as researcher and my participants.

Relating to the relative contributions of interviewer and participant, further engagement with Wengraf's Biographic-Narrative Interpretative Method (BNIM) (2004) provided me with additional strategies to draw further information from the participant. Greater attention to detail when listening to a participant's narration allowed me to probe aspects more effectively. In particular, I used the following questions to encourage further remembering of events referred to within the narration:

- Are there other things you remember happening?
- Does it make you think of anything else?

These questions led to deeper engagement with themes. For example, I asked: 'Are there particular moments when you felt like a teacher?'. I then encouraged the participant to expand on her answer to link the significant moment to the reasons for professional teacher identity development. This allowed me to probe several initial comments that touched on aspects such as working within a community of practice and fitting in: two aspects of my study that had not featured significantly during the first attempt at narrative inquiry interviews.

As I had identified the lack of inclusion of particular anticipated themes within the previous interviews, I added questions with more direct reference to these, namely:

- To what extent did your school experiences influence your development?

- Were there positive/negative experiences during placements at school – collaborating within a school staff or working alongside experienced colleagues? Did these shape your identity in any way?
- Did you feel that you had to fit into the environment in order to develop your professional teacher identity?
- Did you feel you had to recognise your place within the teaching profession?
- Did you feel you had to prove that you were 'worthy' to be accepted into the community of teachers?

Significantly, the use of the more direct questions allowed the participant to reflect more deeply and resonated with themes that she raised in her own narration. The exchange that followed exemplifies this flow of narration and questioning: the participant referred to the importance of 'not standing out' within the school staff, as this led to negative responses from more experienced colleagues. In this context, the community of practice would be identified as the staff of one particular school rather than the teaching profession as a whole. This led naturally into the question relating to 'recognising your place' within the teaching profession, that is as the novice participating at the periphery (Lave & Wenger, 1991), regardless of relative understanding in particular knowledge (in this context, the student teacher recognised that she had more understanding of the new curriculum than her mentor).

As I had identified in the first pilot activity, although the participant referred to the range of a priori themes I had anticipated, it was clear that some themes resonated more than others with her, suggesting the likelihood that individuals' perspectives of their professional teacher identity development would result in such differences between narratives, including the possibility that unanticipated themes would arise. To exemplify these differences, in the first pilot, one participant spoke about his 'I-position' as being of great influence in the development of his professional teacher identity, whereas the other participant identified the importance of both recognising and delivering good learning (i.e. mastery of the skills required of a teacher practitioner). In the second pilot, the participant emphasised the importance of 'being professional' or having the necessary dispositions to be identified as such, which she related to conscientiousness, perseverance, respect for experienced others and a strong work ethic. This individual felt

that these characteristics were more important when aiming to 'fit in' than competence in the tasks required of a teacher. In fact, in both pilots, there was limited reference to the need to show proficiency in reified tasks, although reference to good learning could be considered as such. This was an area that required further development on my part ahead of the interview period.

Preparation for the narrative inquiry interviews needed to take into account the findings of the pilot study in order to improve the conditions for optimum data collection.

Summary of Findings from Pilot Studies

The pilot studies proved valuable in shaping my approach to interviewing. In particular, I recognised that:

- Providing the participant with clear guidance relating to the nature of the interview (optimally a day before the appointment) allowed him/her to prepare but not over-rehearse their narrative.
- Although it was important to allow participants to speak freely, my involvement in the conversation could have a positive influence on the richness of the narrative.
- Having a pre-prepared list of prompts was useful in order to address the anticipated themes, but it was important to allow for other ideas to be expressed. It was also possible that anticipated themes would not be included in narrations, even when prompted.
- Following up segments of the narration led to deeper engagement in themes that resonated with the individual. Probes had to be timed effectively to encourage rather than stifle conversation.
- Showing interest in the narration through non-verbal gestures and non-committal comments encouraged the participants to continue their stories.

Data Analysis

As narrative inquiry is a 'messy' approach to research, I felt that it was important that my chosen data collection approach allowed for the small stories provided by individual student teachers to potentially build into big stories (Manstead & Wetherell, 2005) of 'social relevance' (Bauer, 1996: 11) within the field. To this end, using a system that relied upon specific key words would possibly lose valuable information provided within narratives. This meant that although I experimented with packages such as NVIVO, which picks out vocabulary that has been inputted by the researcher, I recognised that I was

missing important details because the participant had phrased information differently to my predetermined phraseology.

I also considered transcribing the full interviews of each participant, but decided that this would include swathes of narrative that would not resonate with my focus aspects. I therefore decided that the use of a specifically devised coding frame would allow me to listen to the full narration of each individual but be selective in the material that I took from their interviews. This resonates with Moen's recognition that the researcher's viewpoint is as much a part of the outcome of a narrative inquiry as the participant's (2006).

I decided to create a 'coding frame' that would incorporate the expected themes (Reissman, 2007), based on my questions, which was devised in accordance with my findings from the literature. Although focusing primarily on the themes identified in the coding frame, I would also be mindful to note any aspects of interviews that didn't necessarily resonate (Gready, 2008: 141) with my anticipated themes, so that I maintained a small inductive element to the methodology. This rudimentary approach allowed me to marry sections of each recorded interview to my a priori themes and transcribe these accordingly.

Coding Frame

As mentioned in the section entitled Research Strategy, ahead of my pilot activity I created a 'coding frame' (as suggested by Bauer, 1996) based on my two main areas of interest: aspects of developing a professional teacher identity and aspects relating to engagement with a community of practice. In deciding to create a coding frame, I rejected the views of Reissman (1993), who considers narrative data as unsuitable for coding as it is fragmented and personal in nature. I recognised this as a possibility, but, in relation to Bryman's (2012: 578) belief that research needs to be 'more than individual stories…to acquire significance', I felt it important to theorise ahead of analysing the data, and the preparation of a coding frame allowed me to include themes that I anticipated from my review of literature.

In relation to professional teacher identity development, I anticipated that the participants would consider their development in relation to their own recognition of the

type of teacher they wished to become. I anticipated that the 'I-position' (Arvaja, 2016: 393) would be mentioned in narrations. I also believed that student teachers would comment on the influence of others, including experienced members of the teaching profession, and particularly those with whom the individuals worked. I identified this as a theme following my review of Lave & Wenger's work relating to the influence of the community of practice on new members. I also recognised this theme from countless conversations with individuals in my role as a tutor whilst students were on school placement, which was characterised by frequent reference to the influence of mentors, tutors and other staff members, in both positive and negative forms. I included a separate code relating to legitimate peripheral participation within the community of practice, in order to test Lave & Wenger's theory (1991) that newcomers (i.e. student teachers) begin to engage at the edge of the CoP, carrying out 'modified forms of participation' (Wenger, 1998: 100) as a 'prelude to actual engagement' (Wenger, 1998: 100). Another code, namely 'reified tasks', linked directly to LPP, and identified Lave & Wenger's research into the 'expanding repertoire of participation schemata' (1991: 20) developed by newcomers as they engage with the community. I also anticipated that student teachers would grow in confidence and competence as they practised and mastered 'teacher tasks', which I identified as activities such as managing class behaviour, using teacher talk, giving instructions, and other such actions.

In order to test my assumption that 'fitting in' to the community of practice of the teaching profession is an important aspect of professional teacher identity development, I included a code entitled 'recognition of different settings and dynamics'. As the participants would be reflecting on their progress throughout their initial teacher education, I expected to identify references to student teachers' growing confidence in individual teacher skills and tasks. This I referred to as 'progression'. Also included in this code was reference to the links student teachers make between theory and practice: bridges between university-based and school-based knowledge and understanding. I assumed that, as a student teacher developed a deeper understanding of the teacher role, they would identify a growing realisation of their professional teacher identity.

Finally, in relation to Erikson's findings that student teachers will experience a series of 'crises' (1968: 96) when what is expected of them is in misalignment with their personal

beliefs, I included a code entitled 'moments'. I wanted to avoid the word 'crisis', as I didn't feel that student teachers would necessarily experience the heightened emotions associated with the term, so used 'moments' as a softer term to identify specific events that led to changes in a participant's understanding of themselves as a teacher. These moments could be significant in their development of a professional teacher identity, and could be both positive and negative in nature.

The coding frame consisted of seven codes, as shown below [See Appendix 4: Coding Frame]:

- **Influence of self** – motivation, experiences, confidence, work ethic
- **Influence of others** – teachers, mentors, university tutors, other students – recognising that this can be a positive and a negative
- **Progression/development** – confidence, teacher persona, soft skills, understanding what type of teacher you want to be and finding your own style
- **Recognition of different settings and dynamics** – knowing your place, not standing out, belonging
- **Moments** – not seen as crises (Erikson,1968) but specific significant events that aided or hindered professional teacher identity development and symbiosis between individual and society
- **Legitimate Peripheral Participation** – working on the edge of the teaching profession, recognising one's place as a student teacher
- **Reified tasks** – demonstrating competence in the execution of teacher tasks

Due to the restrictions relating to the Covid-19 pandemic (2020-2022), my narrative interviews took place as virtual meetings using Microsoft Teams. This allowed me, with each participant's permission, to record the interviews; I then transcribed the data in relation to my coding frame. As a result of using the coding frame to analyse each interview, I was in possession of a clear picture of the common threads of narrative told in the participants' own words. I was also able to recognise my own part in each interview through recording the nature of my interjections throughout the proceedings. Of particular interest in this regard was recognising the way that I was engaging with the flow of the narration through prompting, diverting or probing individuals to refer to the themes I was anticipating.

I analysed the data collected from the eight narrative interviews in two distinct passes, as detailed below.

Data Analysis: PASS ONE

I applied my coding frame to the narrations provided by the eight respondents in order to analyse the data collected. In Pass One, my intention was to identify the extent to which the themes I had identified through my literature review would be borne out in the lived experiences of the student teachers who engaged in my narrative inquiry. As I revisited the recordings of each interview, I considered which theme was being represented by the response, and transcribed the participant's own language within the coding frame and included the code that I interpreted the comments to align to [See Appendix 5: Example of Pass One]. Before beginning this task, I anticipated that there would be differences in the occurrence of each theme within each narration, and that the influences on professional teacher identity development would vary according to the individual, the contexts in which they worked and their background experience. I also thought that there would be similarities in the participants' stories: that certain influences would appear in each reflective account.

During Pass One, I found that focus on the themes became blurred as I engaged with the lived experiences of the participants. In essence, I was struck by the very individual nature of the development of professional teacher identity – each narration revealed a mix of the themes identified in my study of existing literature, but in different proportions and with different emphases. Although I could identify common themes – particularly the influence of self and influence of others – these were different in nature and had different influences on participants' development of a professional teacher identity. For example, when speaking about the influence of others (one of my predetermined themes), Kate referred to the importance of gaining the acceptance of her class mentor, even though she didn't particularly feel that she was supportive of her development. It was important to have this acceptance as the teacher was a representative of the community of practice to which she wished to belong. In contrast, Sarah recognised that she was modifying her approach to teaching in each mentor's class in order to gain their approval, whilst maintaining her understanding of the type of teacher she wanted to emerge as. In other words, although both Kate and Sarah spoke about being accepted by their mentors, the detail of this was far more nuanced than the coding could represent.

Before engaging in detailed analysis of each narration, I decided to gain a rudimentary overview of the occurrence of each a priori theme through considering the frequency of each code, which I note below with further analysis of the nuanced data collected.

Overview of A Priori Themes

Influence of Self

When coding the interviews, it was apparent that influence of self was frequently used. Notwithstanding the fact that there were repeated comments that I identified through a refined coding in Pass Two, it was apparent that the student teachers involved in the study were aware of their own 'teacher persona' and were influenced by their own motivation to become a teacher. In the main, the influence of self was positive: the individual recognised what type of teacher they wanted to be and endeavoured to develop their identity in line with their beliefs and characteristics.

However, there were occasions in several narrations where the term 'imposter syndrome' was used, signalling a sense of self-doubt in relation to the teacher role. John used the term to demonstrate his discomfort as he restarted the first year of his initial teacher education programme: 'So starting Year 1 again, coupled with being a mature student, I feel like I had that imposter syndrome sort of thing.' For Bryony, her initial role as unqualified teacher gave her the feeling of being an imposter; being on an ITE programme made her feel 'more like a teacher', although she still occasionally experienced imposter syndrome.

Influence of Others

This theme was prominent in the narrations of all participants (second only to Influence of Self). There were various types of influence – predominantly positive but sometimes negative or challenging. For Kate, there were two types of influence from others. In her first placement, the class mentor 'more or less walked out the other door' of the classroom as she walked in. She comments, 'I had very little input from her, unless she wanted to criticise something, and that was really negative.' From this experience, Kate recognised that she 'had to get through it and get something out of it, and learn something from it'. During the second placement, Kate 'just felt very much part of the

community straight away' and the positive influence from all members of staff gave her confidence to develop her own teaching style.

There were also various types of 'other'. For John, members of his family and circle of friends had an influence on his professional teacher identity, including his decision to become a teacher. He recounts, 'They said I should go for it, I should be good at it.' Callum recognised the importance of his fellow student teacher, relaying a particular moment: 'I remember sitting in the car park a couple of times talking to the other student teacher and saying, 'I'm really struggling, you know.'' Several participants identified the support of their network, recognising the importance of sharing their experiences amongst their peer groups. This resonates with the peer relationships identified in the community of practice of tailors that was the focus of Lave and Wenger's initial study (1991). For Paul, the confidence that the assistant head gave him in his feedback helped him to manage his less supportive colleagues.

Progression/Personal development

This theme captured references to the confidence that developed from knowing more about the profession and its demands, and having more command over the subject, curriculum and learners.

My analysis in Pass One indicated that this theme was not spontaneously referred to; it required some prompting to encourage the student teachers to refer to their own development and progression, particularly in relation to their progress in academic, university-based aspects of ITE.

Awareness of setting/belonging/knowing your place

Several respondents recognised the need to know their place as a student teacher, with two individuals mentioning the positive impact of showing this to their mentor in relation to the support offered by colleagues within the CoP. For Callum, his willingness to support his mentors in their Estyn preparation led to their increased level of engagement in his progress. In Sarah's narration, she reflected on the positive effect of her ability to replicate the various teaching styles she encountered within her department, reporting that this endeared each mentor to her and her professional development.

Within the narrations, there were references to respondents' recognition that professional teacher identity developed more readily in a context where they felt like part of the team; the opposite effect was also referred to. To exemplify this response, Elen spoke about the way that she felt in her two placements, mentioning not only her class experience but the way she 'fitted in' within the wider school context. She recognised that when she felt part of the team, her professional teacher identity developed much more successfully. Paul's narration included reference to the significant challenges he experienced at the beginning of his ITE year as he switched role from teaching assistant to student teacher within the same school.

In the two interviews where setting was referred to most often, this was in relation to a challenging context where the participants felt uncomfortable. For Elen, the first placement she experienced was difficult for her, and led her to have self-doubt about her ability or desire to teach. She immediately felt comfortable in her second placement school when teachers invited her to the staffroom. Her relationship with her mentor was such that she could reflect honestly about lessons that hadn't gone well and speak openly about her challenges.

Moments

Having referred to 'Moments' within the preparatory information provided to the student teachers, it became evident as I analysed the interviews that although individuals spoke about significant moments in their professional teacher identity development, it was possible to code these to other themes. What was significant to note in these instances was that the student teacher placed emphasis on the particular instance.

Legitimate Peripheral Participation

There were low numbers of instances of the code entitled 'Legitimate Peripheral Participation' (LPP), although there were two interviews where the participants recognised the importance of 'learning their craft' from others in the team. In Callum's interview, the support and guidance he received in the Nursery class was extremely influential on his practice, and compared very favourably with the way that the mentor in his KS2 class engaged with his development. In Sarah's context, working with a range of

teachers allowed her to identify her own teaching style and to evaluate and adopt or reject aspects of others' pedagogy to support her own.

Reified Tasks

There was a very low number of responses linked to the code 'reified tasks'. In reflecting on my use of this code following Pass One of analysis, I recognised that I was anticipating reference to *practical* teaching tasks, meaning that I applied the code to the mention of such tasks as lining the pupils up for assembly, or welcoming the pupils into the classroom. Where I coded responses as reified tasks, these types of activity were mentioned. For example, for Lynne, before embarking on her ITE programme, she recognised that discipline would be her major challenge. Such was her concern for this aspect of the teacher role that it prevented her from applying to become a teacher for several years. It was of no surprise that within her narration, there were references to reified tasks that contributed to discipline, including *researching behaviour management techniques just so I could feel that little bit of confidence in class*.

My Input

In addition to coding the responses of the student teachers, I recognised the need to code my own involvement in each interview, in order to recognise my part in each narration. I devised the following codes to identify the types of input I engaged in.

Code	Description of input
A	Prompt question relating to one of the themes
B	Follow-up on participant input
C	Steer towards a theme (picking up on something that has been said)
D	Clarifying participant input
E	Confirmation of participant input
F	Linking my reading to the interview

Table 2: Coding Frame

To exemplify the use of the coding of my input, I refer to the example of Pass One analysis of a narrative interview [Appendix 5]. The table below provides examples of my input in relation to the codes.

Code	Description of input	Example from Narrative Interview [Appendix 5]
A	Prompt question relating to one of the themes	At the end of your ITE programme, do you consider yourself as a teacher, and if you do, how did you get to where you are?
B	Follow-up on participant input	You've spoken about recognising your own style and also about learning from others and also not wanting to learn from teachers who you don't want to be like – and almost being in a position of being able to observe how a class responds to someone else and recognising what wasn't working. It's an opportunity that in your own teaching you'll have to step back from yourself.
C	Steer towards a theme (picking up on something that has been said)	You talk about different styles indoors and outdoors – do you think that you changed your style at all during the year or do you think you knew what sort of teacher you were going to be before you started the programme?
D	Clarifying participant input	It's really interesting as well that in your outdoor work you are high energy but in both classes you recognise a gentler approach is appropriate.
E	Confirmation of participant input	That's a really great learning experience as well, isn't it? I guess in an outdoor experience, you're always leading and always on high alert because of the danger, so taking a step back is a really inspired move.

F	Linking my reading to the interview	It sounds like you had the feeling that you were working together with your mentors, and part of the reading I've done is about belonging. So do you think that in your reflections, you recognised a connection or a disconnect with your colleagues?

Table 3: Coding Frame with Examples from Narrative Interview found in Appendix 5

The inputs provided from the example of a narrative interview shown in Appendix 5 reflect the various types of input I was making in the pilot interviews. In each example, I recognise my attempt to adopt a conversational style so as not to disrupt the flow of the narration. However, it is possible to identify that I shape the flow of narration in some instances, for example with the example provided for Code F, I prompt reference to connection and disconnection with colleagues in order to gain material relating to a priori theme four. I employ some subtlety with the steer in the example for Code C, moving the participant from his comments relating to differences between indoor and outdoor teaching to a consideration of the teacher persona he had nominated for himself at the start of the programme.

The analysis of my inputs through the use of coding allowed me to consider the way that I had shaped narrations, and informed part of my Pass Two data analysis (see next section).

Data Analysis: PASS TWO

Pass One analysis provided me with a clear focus for my Pass Two activity. The outcomes of Pass One encouraged me to further consider the responses to some of my a priori themes and my Pass One results. I devised a series of questions that I used to scrutinise the data once more to deepen my understanding of the responses in relation to my predetermined themes, as well as to develop greater awareness of the co-construction of narrative, which I was keen to recognise as personal evaluation of myself as a researcher.

1. To what extent do the codes artificially separate responses that are inextricably linked? For example, is reference to 'imposter syndrome' linked in any way to the influence of others, e.g. more experienced members of the CoP? What, if any, significance can be identified through the themes that individuals refer to as 'moments'?

2. Is there significance in respondents' repetition of particular themes?
3. In relation to the complexity of the teacher role, probe whether participants refer to teacher activities that could be identified as 'reified tasks' within the CoP that are different to those I anticipated? Considering the reified tasks, probe who reifies them – the student teacher or the more experienced CoP members?
4. What is the connection (if any) between the CoP of the teaching profession and the CoP of the ITE programme?
5. In relation to co-construction of narrative interviews, can I identify any specific examples of how my 'part' in the interview shaped the narrative provided?

I used the second pass to further develop my own understanding of some persistent themes, including the notion of 'fitting in', expanding this to recognise the relationship between student teachers' belonging to the teaching community of practice and their engagement within their ITE provision. [See Appendix 6: Example of Pass Two]

During Pass One, I identified several cross-overs between codes, meaning that although I hoped to be internally consistent, as I was the only person coding the narrative interviews, I recognised that it was possible to represent the data under different codes. During Pass Two, I further considered this, in particular in relation to the code referring to 'influence of others' with reference to the codes 'recognition of different settings & contexts' and 'Legitimate Peripheral Participation'. Further consideration of how I could interpret the data in relation to these codes led to my uncovering of additional occurrences. To exemplify this, during Pass Two, I interpreted Elen's references to trying things out, reflecting on them with the support of her mentor and then tweaking them as linking to LPP, as they show her recognition that she needs to engage in a modified way in order to gain her membership to the teaching CoP.

As I reflected during Pass One, I developed a deeper recognition that commentary coded as 'moments' could also be related to another theme. I interpreted that if a student teacher spoke about particular themes within their recollection of a 'moment' in their professional teacher identity development, this indicated significance of the event on the individual. During Pass Two, I further considered the significance of 'moments' in relation to the individual's narration, recognising, for example, that Kate recalled a 'moment'

when she overheard her daughter telling a friend that her mum was a teacher: the significance of this was that it confirmed her status before she had her *own class* and possibly before she had accepted that she was a teacher.

As mentioned in the commentary for Pass One, in identifying the reoccurrence of particular themes in each participant's narration, I did not take notice of any repetition of the same point. In Pass Two, I noted the repetition of particular themes within each narration, as I recognised that participants may have repeated things that held higher prominence for them. For example, for Lynne, her reticence to pursue a teaching qualification despite encouragement from others was evident through the repetition of her lack of confidence in her ability to succeed, as the following comments show: *…my peers asking me if I was going to be a teacher because I was good at explaining things* and *not having that teacher identity* due to her role as an intervention officer. For Sarah, her repetition of her replication of other teachers' styles indicated that this was a significant aspect of her professional teacher identity development.

As suggested in the section above (Reified Tasks), in devising my coding frame and during Pass One, I had focused on my interpretation of reified tasks in relation to Lave & Wenger's work with the community of practice of tailors (1991), that suggested practical skills that were recognised as essential to members as their definition of belonging. In coding the interviews in Pass Two, I probed my own understanding of reified tasks, prompted by my recognition in Pass One that there were references to aspects of the teaching role that were significant to the student teachers, suggesting that they recognised these tasks as important to show competence within the enterprise of the teaching CoP. During Pass Two, I was more alert to references to teacher activity that could be recognised as reified (by either the student teachers or their more experienced peers). This further personal insight provided me with additional examples of reified tasks, including John's recognition that having *strong subject knowledge and a passion for the subject* were important factors and Callum's recognition that he felt like a teacher when he *met parents at the door* and *greeted the children in the morning.* These more nuanced references to reified tasks are discussed further in Chapter 5.

Something that I had noticed in Pass One was the distinction that student teachers made between their school and university experiences. As anticipated from my own experience as a teacher educator and review of literature relating to professional teacher identity development, student teachers would recognise school placement as the context for such activity. This was borne out to an extent in my data, but when asked about the impact of more academic experiences, student teachers were able to recognise elements that had been significant in their professional teacher identity development journey. During Pass Two, I focused on recognising instances where student teachers linked school and university contexts, and discovered that for several respondents the sense of belonging was evident in both settings. Callum and Kate both recognise the importance of the support offered by their peers, both in school and in university, replicating the findings of Lave & Wenger (1991) during their study of tailors. For Callum, the fact that his network *all got on very well* provided support and challenge, as he wanted to be *in the top percentage* of his cohort. Kate's network felt like a *really close-knit family*. Such comments resonated with studies (Cuddapah & Clayton, 2011; Jeminez-Silva & Olson, 2012) where artificially formed communities of practice were set up for student teachers in order to provide them with space to reflect with one another. Other respondents, such as Sarah and Elen, recognised that although they could make links between university and school contexts, there were differences that they felt could not be reconciled. Sarah felt that she could not try out techniques met in university because she had to replicate those of her mentors, while Elen felt like a teacher only when she was in the school context.

Reflecting on my own part in the narrative interviews, I decided that during Pass Two I would identify any instances where I had reshaped or redirected a respondent's narrative, to highlight my part in the interview more clearly for myself. I wanted to recognise my part in each story. Through reviewing literature relating to the research method, I identified that narrative inquiries are recognised as co-constructions (Moen,2006: 8), with both respondent and researcher contributing to a narration. I accepted that this was an ongoing battle for me as I was keen to ensure that the participants were able to express their individual story relating to the development of a professional teacher identity without any 'interference' from me. My role as a more experienced member of the community of practice which contextualises my study led to a heightened awareness of

my part and my positionality in each interview, and made me consider my input during the interviews as an influence or even as a problem. I realised through Pass One that my own lived experience in the CoP that contextualises the study, my relationship with the participants, and my involvement in the conversations needed to be acknowledged and accepted within the messiness (Connolly, 2007). As a narrative inquirer, I had to recognise that a story will differ depending on the listener and the teller, when the story is told and in what context (Mishler, 2004). As my acceptance of the messy nature of the method, as well as my realisation that all stories are co-constructions, increased, I became more able to recognise my part in each narrative interview. During Pass One I had coded my input in each narrative interview in the following ways: prompt, follow-up, steer towards a theme, clarifying, confirming or linking to reading. This was my initial attempt to recognise the part I played and identify my shaping force within each one. By looking at the coding frame of each interview, it became apparent that I spoke more in some interviews and less in others. As I was interested in particular themes that I had identified from my literature review, there were instances where I steered the conversation towards these particular aspects, and I felt that it was important to acknowledge instances such as these. In particular, I was struck by the relative importance I placed on 'belonging' to the CoP, and the extent to which this focus permeated through the interviews. Trahar (2009: 6) recognises the attraction of focusing on the main topics of the study at the expense of maintaining an 'open and agnostic' relationship with the participant. She believes that you can lose the significance of stories if you are too rigidly focused on your research, possibly missing important information that unanticipated narratives (Cortazzi & Jin, 2006) can reveal. However, as I wanted to ensure that each participant was given the opportunity to reflect on the themes that I was particularly interested in, I justified my action in prompting responses to these.

For Pass Two, I recognised that it would be extremely difficult to identify where my role as the audience for the narration impacted on its nature, and I had to accept that this was definitely a factor in each narrative interview. I therefore focused on identifying where I had clearly made a difference to the narration through my part as interviewer. I probed my involvement by noting where specific interjections from me, in the form of prompts, steering towards a theme, clarifying, confirming or linking to reading (as mentioned in the

preceding paragraph) had shaped the narration in obvious ways. I recognised some patterns that followed the prompt questions I had devised ahead of the narrative interviews [see section entitled Pilot Activities: Initial Pilot], significantly in relation to relationships with mentors and university input. My focus on 'fitting in' was borne out in the many instances of interjections supporting further exploration of this theme. Significantly, in John's interview, I tried – and failed – to encourage him to share instances where he found relationships with mentors challenging. I also drew attention to university input, encouraging the participants to consider whether they felt that this had a bearing on their professional teacher identity development. Considering the relationship between the respondents and me, this prompt often drew out positive comments about individual tutors or sessions, almost in a desire to show that there was a reason for university teams. Explicitly recognising my part in the interviews was a positive activity for me, leading me to accept that I was a significant co-constructor of each narration within my research study, and being content with that role.

Conclusion

My methodology successfully provided me with an approach to data collection and analysis to respond to my research questions. In conducting narrative interviews with eight student teachers in a purposive sample that included representatives of different routes to teaching, I was able to ascertain the very complex, personal trajectories of professional teacher identity development during initial teacher education. I was able, through the use of a coding frame based on a priori themes from my literature review, to recognise any general characteristics of professional teacher identity development that related to influence of the student teachers themselves or the influence of others, particularly members of the teaching community of practice. Simultaneously, I was able to draw out the individual nature of each participant's trajectory towards a professional teacher identity.

In Chapter Four, I re-present the narratives provided by my eight participants in the form of vignettes. The organisation of each narration into a series of sections relating to my pre-conceived themes provides the reader with an opportunity to see the individual and the general in tandem.

CHAPTER FOUR: VIGNETTES (RESULTS)

Introduction

In this chapter, I present the narratives of the eight student teachers involved in my study. The approach to arriving at the accounts is explained in the previous chapter; it included two passes at coding the interview transcripts in relation to my a priori themes. My intention in presenting the narratives as they appear is to allow readers to consider the individual nature of developing a professional teacher identity during an ITE programme, whilst providing the opportunity to identify examples of the anticipated themes across accounts. In being 'particularly alert' to particular themes (Andrews et al, 2008: 49), I accept my approach negated an individual's freedom to fully narrate their own story, in so much as I led the narrator to consider elements that I had predetermined as being important in the process. However, as I was interested in the relative occurrence of the pre-considered themes within the professional teacher identity development of each participant, I am happy to have co-constructed each narrative in relation to these.

Although I appreciate that it is not possible to completely anonymise the participants, as they will be able to identify themselves through the details of their particular narratives, I have changed their names in order to create a level of anonymity to their contributions (Cohen et al, 2018). I have organised the vignettes into sections that reflect my a priori themes, as noted in the previous chapter. The sub-headings used in each vignette are:

- **Influence of self** (Arvaja, 2016) **and others** (Sfard & Prusak, 2005): this section includes consideration of the relative impact of self-motivation, personal experiences, self-confidence and work ethic, including regard to an individual's developing understanding of the type of teacher s/he would like to be and the impact of interactions with others within the community of practice, e.g teachers, mentors, university tutors, other students and pupils, or outside the CoP, e.g family, and how these can shape the development of a professional teacher identity.
- **Belonging to the teaching community of practice:** this section includes consideration of each individual's awareness of different settings and dynamics as s/he negotiates her/his journey from the edge of the teaching profession, referred to as Legitimate Peripheral Participation (LPP) (Lave & Wenger 1991) inwards as s/he is accepted by the

more experienced members of the CoP. This theme also incorporates consideration of the place of Reified Tasks (Wenger, 1998) within the development of belonging to a CoP.

Recounting the narratives in a theme-based approach means that I do not tell the stories in the order in which they were told, as the conversation flowed in a more hap-hazard way than possibly the analysis suggests; the recollections unravelled (Gabriel, 2003: 181) in relation to my prompts and individuals' thought processes.

Within the vignettes are references to component activities of ITE programmes accredited to an individual partnership. These activities have been designed to address the accreditation criteria set out by the Education Workforce Council of Wales (Welsh Government, 2018) [See Chapter One, National Context section]. In order to allow easier reading of the vignettes, I will provide an overview of each activity mentioned:

Professional Teaching Experience (PTE): As part of their ITE programme, student teachers are required to spend a total of 120 days engaged in school-based activity. This is referred to as Professional Teaching Experience (PTE) to encapsulate the range of activities that are incorporated, including observation, teaching, assessment and reflection.

Bridging Days: Situated in lead partner schools and facilitated by both university tutors and school mentors, bridging days bring theory and practice together to explore facets of teaching and learning through three phases of applied practice, namely Meet, Test & Share (Yr Athrofa, 2017: 59). Through a process of meeting a concept, testing it in practice and sharing reflections with colleagues (both peers and experienced members of staff), student teachers are supported to 'integrate the different sources of knowledge, bringing research-informed perspectives into dialogue with classroom practice' (Yr Athrofa, 2017: 60).

Micro-teaching: To create a safe opportunity for student teachers to plan, teach and review lessons, the micro-teaching approach is employed. Small groups of students plan and prepare short sessions that they teach to their peers. Feedback from their university tutor and their peers is valuable in their developing understanding of effective teaching and learning approaches. In the context of the pandemic, micro-teaching was introduced to both BA and PGCE programmes to provide student teachers who were unable to attend

schools due to restrictions with an opportunity to engage in planning, teaching and reflecting.

Elective Experience: This is an opportunity for individuals to enhance their initial teacher education by developing a 'deeper understanding of key ideas' (Yr Athrofa, 2017: 72) within their age phase, their subject or a wider aspect of education, such as additional learning needs. Spending time in an educational setting without the expectation to plan, teach and reflect on their own practice provides an opportunity for the individual to observe provision carefully and explore themes practically and theoretically, using research inquiry to gather data to present to others.

School Placement: Traditional school placements are placed strategically through the BA and PGCE programmes to provide individuals with the opportunity to develop their independence in an incremental manner. For employment-based programmes such as the Graduate Teacher Programme [See Chapter One, Terminology], student teachers are given the opportunity to spend some time in an alternative school to their employer school, which replicates the demands of a school placement. Expectations include increasing responsibility for the planning, preparing, teaching & evaluating of learning experiences for the pupils in their care.

Impact of the Pandemic on the ITE Programmes:

During the period preceding the interview period of my study, restrictions in response to the Covid 19 pandemic had a significant impact on the ITE programmes. All university-based input was presented through a combination of synchronous and asynchronous engagement through an online hub. School provision in the main was also provided online, with each school adopting their own approach to teaching and learning during the initial lockdown. Some schools acted as hubs for the children of key workers, with learning activities taking place in person. Student teachers were engaged in a wide variety of experiences in accordance with the school's ability to accommodate them in their provision.

Significantly, for PGCE and BA student teachers approaching their final placements, it was not possible for them to complete these due to the circumstances, and the 'lack' of these is noted regularly in individual narrations.

For the GTP student teachers, as employees of their schools, they continued to be engaged in teaching and learning in various ways throughout the pandemic, but their experiences were hugely affected by the restrictions caused by Covid 19.

Reflexivity within the Vignettes:

In each narration, I have shown my reflections on comments made by individuals alongside their spoken words to represent the 'multivoicedness' of narrative inquiry (Moen 2006:6). By incorporating the viewpoint of the individual and my reflexive response in a combined way for each narration, I hope to present the stories effectively in relation to my study's research questions:

- How do student teachers perceive their development of professional teacher identity during their initial teacher education?
- In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?

Within the vignettes, I have emphasised particular words or phrases used by the participants through the use of text features such as bold or italics. I have done this to draw attention to specific vocabulary that I feel resonates with my a priori themes.

Organisation of the Vignettes:

I recognise that each journey towards professional teacher identity is individual in nature, meaning that it is not necessary to order the vignettes in a specific way. Within my current study, I have not considered the ages or prior experiences of participants as part of my discussion regarding professional teacher identity development. However, as this could be a focus for future study, I have arranged the vignettes in such a way that the students are grouped by pathway, and within each pathway by age or previous experience. The following table provides an overview of each participant:

Participant	Pathway	Previous Employment/Experience	Additional background information
Elen	BA Primary Education with QTS	Elen completed one year of a non-education undergraduate degree before embarking on the BA QTS	At the time of the interview, Elen has secured a teaching post abroad.

John	BA Primary Education with QTS	John worked in a call centre & as a salesman for approx. ten years after leaving school at sixteen. He recognised a desire to teach through experiences through engagement in a 'work buddy' project with a local secondary school.	John had to complete his Level 4 studies twice as he had not achieved the science entry requirement for the programme. Despite this challenging start, John graduated with a First Class BA degree. At the time of the interview, John has yet to secure employment as a teacher.
Callum	PGCE Primary	Prior to undertaking a PGCE, Callum had completed an undergraduate degree in Outdoor Education. This, plus many years of experience as an instructor of outdoor pursuits, led to his desire to teach.	Callum recognised that, although he had taken a circuitous route towards teaching, it had always been something that he knew he wanted to do. At the time of the interview, Callum has not secured a teaching post.
Sarah	PGCE Secondary	Sarah's career to date was in the legal service. Her most recent position was as a senior solicitor in a legal practice. Prior to beginning her PGCE programme, she had not had vast experience of working with children or within the school context.	Following a very positive professional teaching experience (PTE), Sarah was successful in securing a teaching post in the school in which she undertook her placement. The interview took place a few weeks before Sarah is due to start the new academic year as an English teacher.
Kate	PGCE Primary	Following completion of an undergraduate degree, Kate's plan to complete a PGCE and become a teacher was impacted by personal circumstances. Instead, Kate had a career in banking for many years & reached the position of bank manager. Experience in her children's primary school led her to leave her current role and undertake the PGCE.	According to Kate, being more mature and having experiences in a different career enhanced development of her professional teacher identity. However, she felt imposter syndrome at the start of the programme because her prior experience did not involve primary education theory. At the time of the interview, Kate does not have a teaching post lined up.
Bryony	Graduate Teacher Programme	Bryony graduated from a voice academy and performed for some years before changing direction and leading	Although she enjoyed the experiences, Bryony did not consider teaching as a career, but her time as a non-qualified teacher, and

		community activities in drama and music. A secondary school approached Bryony with the opportunity to work as a non-qualified teacher on a fixed term contract, which she accepted.	subsequently her year on the GTP, led to her realising that she really enjoyed the role – and that she was good at it! At the time of the interview, Bryony has secured a teaching post in the secondary school that has supported her through the GTP.
Lynne	Graduate Teacher Programme	Following a career in retail, Lynne took a role as an intervention officer within the Mathematics department of a secondary school.	When the opportunity to undertake the Graduate Teacher Programme arose, her school was very supportive of her wish to apply. Initially, her application was unsuccessful, due to the limited number of places available. However, the release of additional places for Mathematics allowed her the opportunity to undertake the programme and to graduate with QTS. At the time of the interview, Lynne has recently secured a teaching role in the school in which she completed her ITE programme.
Paul	Graduate Teacher Programme	Following his time as a pupil, Paul undertook a range of different supporting roles within the same secondary school, including working in a unit for pupils with challenging behaviour, supporting the drama activities of the school (both curricular and extra-curricular) & as a cover supervisor. Concurrent with his employment, Paul completed a part-time undergraduate degree for classroom assistants.	Paul found some aspects of developing his professional teacher identity difficult due to his previous engagement in the context in several non-teaching roles. However, at the time of the interview, he has secured a teaching role in the school with responsibility for part of curricular provision.

Table 4: Overview of Participants (by programme, age and/or experience)

ELEN

Background Information

Elen is a final year student on the BA Primary Education with QTS programme. She applied for the course after spending one year on a non-teaching programme in another university, having realised that she wanted to teach.

During her three years on the undergraduate degree programme, Elen took part in many varied opportunities to work alongside experienced teachers in the classroom context, in both Foundation Phase and Key Stage 2, including micro-teaching, bridging days, elective experience & school placements (as explained in the introduction to this chapter).

The narrative interview took place in July 2020, following confirmation that Elen had passed her BA degree and had gained Qualified Teacher Status. By the time of the interview, Elen had also secured a teaching post overseas that was due to begin as soon as Covid restrictions lifted sufficiently for her to be able to travel safely.

Influence of Self and Others

Elen begins her narration with the statement, '*I do feel **slightly** like a teacher*'. This tentative comment is an indication of the way that Elen feels about the development of her professional teacher identity. She recognises that it has been hampered by '*this year having been as it has'*, as the pandemic has led to *'having missed out on our final bit of placement'*. She sees that the gap since her previous placement (of over a year) *'has affected how I feel as a professional'*. She comments that, *'Last year, by the end of our placement, I definitely felt like I was a teacher, and it was really great to feel that way because you can sometimes feel sort of like an imposter'*. She recognises that her professional teacher identity fluctuates depending on the context, so that she sees that '*I felt that I was a teacher when I was in school',* but not more generally in her life: *'I worked part time in a bar/restaurant locally, and when I was working there I didn't feel like a teacher. Nor did I feel like a teacher when I was at home'*. The fact that she can identify as a teacher in the school setting but not in other contexts suggests to me that although Elen is developing a professional teacher identity, she is not yet completely secure with her teacher persona.

As she waits for her new role to begin, she shares her insecurity of her status by saying, '*I definitely feel **nearly** like a teacher'.* In response to me asking whether being in a school is an important factor of feeling like a teacher, she replies positively: *'definitely, and I think, dependant on the school that you work in, and the age that you work in, your identity changes'*. She identifies that changes are necessary to fit in with *'the way that they do things'* in the school, as well as *'to suit the children in your class'* and their needs. For Elen, having to alter how you are as a teacher is positive rather than negative, as long as you are aware that you need to do this: *'So I think that knowing such changes in your professional identity is good'*.

When asked whether it was important for teachers to feel that they fitted in with the context in which they were working, Elen expressed that it was *'more as a **person** fitting in than as a professional'* in her experience, explaining further that in order for *'them then to understand why I am as I am as a teacher'*, colleagues first of all needed to *'understand the way I am as a person'.* Although she uses the word *understand,* I interpret what Elen is saying is that she sees the need to be accepted as a person, as her personality shapes her teaching persona. So although she suggests that she needs to alter her approach according to the class and colleagues with whom she is working, I recognise that she still needs to feel that she fits in with the people around her.

Elen's explanation of her relationships with experienced others becomes more complex as she explains that she is reticent to open up to new colleagues, *'I don't feel the need to share anything personal with people that I've just met'.* It's a matter of connection, she says, between school staff and the student teacher. She feels that *'the placements that I have got more out of have been those where I have connected more with the staff on more of a personal level first'.* My understanding of what she is trying to convey is the sense that she goes into a new situation tentatively, tests whether she feels a connection with the people around her, and at that point can recognise whether she will get on well in the context. What she does recognise, which shows an awareness of her own impact on others, and the consequent impact of others on herself, is the danger that as a student teacher, *'if you go in all guns blazing, without trying to get to know the people that you will be working with first, it doesn't work*'. This part of Elen's story highlights the fine balance between influence of self and others whilst developing a professional teacher

identity. It also resonates with her sense of belonging to the CoP, which is considered in the next sub-section (Belonging to the Community of Practice).

To exemplify the importance of personal connection, she speaks about her second placement, where '*the school was instantly more welcoming'* than the school in which she undertook her first placement. She felt comfortable immediately because '*after two and a half hours, someone had made me a cup of tea and given me a biscuit'.* This simple act was significant in Elen's mind: she explains, *'I had never met these women before, but they made me feel at ease'.* As the placement continued, Elen recalls that '*slightly less formal communication'* through texts and conversations between herself and her class mentor was a key factor in developing her professional teacher identity. Feeling comfortable in class allowed Elen to *'try things out'* and talk about them openly if they didn't work, which gave her the confidence to *'build on that, week after week*'. In this commentary, I recognise the importance that Elen places on forming relationships with her colleagues in order to create the safe space she requires in which to develop her professional teacher identity. The fact that she can share her successes and failures openly is a key factor in her progress towards the teacher she wishes to be.

When considering her first, less positive, placement, Elen highlights the need for mentors to understand that novice teachers may come to their first teaching experience with little prior understanding of the teacher role. For Elen, leading the learning in a classroom was *'completely new to me'* as she had not had any practical experience before starting the programme. Beginning in a Foundation Phase class, she told her class mentor that *'the last time I was in this class was when I was one of the children sitting on the carpet'* and explained that she would need time to get used to how things worked. Although she doesn't say anything explicitly, it is clear to me that Elen feels that she didn't get the time she required, and this led to the experience not being a positive one for her. The placement was, in Elen's words, *'a bit of a shambles*', and it was the support of the university tutor (rather than the school mentor) that got her through it successfully. When he commented after an observation, *'today wasn't the best, but I can see the way that you interact with the children - that's when you light up*', it gave her confidence that she was pursuing the right career. She expressed her disappointment at *'the support that the school gave me, which was not the best'* and states that the fact that she had *'such a deep*

connection with' the tutor, having been a pupil at the school he taught in before becoming a university tutor, was significant in her persevering to the end of the placement. This resonates with her earlier comments regarding relationships and personal connections. She recalls of the placement, *'I learned a lot from being in that school about myself, and that you as a person can affect your professional identity - it allowed me to build resilience. I think that makes a big difference'.* This reflects Arjava's claim that negative experiences can ultimately lead to 'transformational identity shaping' (2016: 394) and reminded me that as Elen managed to succeed despite the challenges, this had had a positive impact on her professional teacher identity development.

Elen suggests that becoming a teacher is a journey; when you begin, *'you don't really know who you are as a teacher'* although you have some idea of the type of teacher you think you would like to be. She recalls being asked in her first week of the BA programme to write down *'why we want to be a teacher'* and reflects on how much of what she wrote still resonates with her at the end of the programme: '*I think back to that and wonder whether that's the teacher that I'm becoming. I think partly yes, but also I didn't realise how varied the role was at that time, and I think that is only something that you can grow with as you start to work'.* And perhaps the variety within the role is the reason that she recognises that '*the teacher that I want to be has changed, and I think it will always change'.* Elen sees this as *'a really positive thing',* and so do I, as the sentiment comes from a more personal perspective than her previous references that in order to fit in with your setting, you need to change how you are as a teacher.

For Elen, developing a professional teacher identity involves personal growth and support from those around you. She recognises that '*the people you surround yourself with definitely shape the person that you put forward more than I expected it to'* and that you are successful if you *'tweak yourself to suit the people that you are with'.* She needs to feel comfortable with her colleagues and although she sees the need to *tweak* to fit in, she is keen to maintain her own personality. Throughout her narration, I recognise Elen's 'deeply personal dimension of individuality' (Wenger, 1998: 161) and the tension that she feels if she needs to divert from this too greatly in order to fit in.

Belonging to the Community of Practice

For Elen, the school placements were the most important aspect of her ITE programme in relation to developing a professional teacher identity. She states early on that *'I felt that I was a teacher when I was in school',* suggesting that context is an important component in her identity development. The fact that the programme consists of placements where student teachers were '*dipping in and dipping out'* of school affected Elen's trajectory towards a professional teacher identity. She explains: *'we only have short periods in school',* and *'you do a lot of your developing in those short periods in a professional context'.* She feels that *'you have to live it to get it!'.* This clearly resonates with the expectation that newcomers to a CoP learn **to** talk not **from** talk (Lave & Wenger, 1991: 108-9).

At the start of her first placement, Elen recognises that she was not confident about her role in the classroom and explained this to the class mentor. She expresses her disappointment in the level of support she was given by the school to make her first steps along the journey to developing a professional teacher identity. At this point, it is apparent to me that she feels that she is on the periphery and almost considering leaving the community of practice when she explains that she didn't know '*if I've done the right thing by coming to uni & doing this course'.* She recognises the importance of fitting in, making several references to 'tweaking': you need to tweak '*to suit the people that you are with', 'to fit in with the school and the way that they do things'* and '*to suit the children in your class'.* She also comments that you have to 'tweak' yourself regularly as the context – and the individuals in it – change through time. Her recognition of this need to '*tweak'* in order to suit the context is perhaps why she finds the pattern of short placements challenging. Her narrative also reveals her initial reticence to engage fully with people that she doesn't know, which could also be seen as a barrier to her being accepted by more established members of the CoP.

As a novice teacher within the CoP, Elen recognises that when the community supports her, as in her second placement, it is possible for her to offer something to the community, exemplifying Lave & Wenger's (1991) claim that both experienced and new members contribute to a CoP's development and confirming Rogoff's theory that both the individual and the society change through shared engagement in 'sociocultural

endeavours' (2003: 52). Elen's contribution came in the form of experimenting with new ideas introduced in university and reflecting with her mentor on the impact of these. As she recalls: '*And that gave me more confidence in myself and gave me more confidence to try new things. And sitting down afterwards and being able to say 'you know, that was absolute tosh' and the teacher would say 'you know what, I think you're probably right there!' - but also to be able to say, 'that worked really well, that group really thrived'.* The mentor's support to make Elen feel at ease and to challenge her allowed her to move away from the very edge of the CoP and to feel that she could operate within it. Elen, as novice teacher, required the affirmation and support of an experienced colleague to feel sufficiently secure to make her contribution. In turn, these interactions within the community instilled a confidence in Elen that she was growing as a teacher, so that, as she reflects on her journey, she feels that she is ready to *'really cement that feeling that 'do you know what, I have got a job that I'm going to, this is what I trained for'.*

I am interested in hearing whether Elen sees any connection between the community of practice within university and the community of practice of the teaching profession. She explains that being on the ITE programme was a means to becoming a primary school teacher, and this, coupled with the fact that she lived at home rather than on campus meant that *'I was less conflicted*' between being a student and being a student teacher than others in her cohort. Her friends also had similar backgrounds, meaning that *'we maybe interacted with some of the stuff on the course in different ways to others'.* Her sense of purpose, and that of her close peers, means that she takes what she needs for the classroom from the university input. She shows some insight into her experience of spending time in both contexts with the same peers through referring to the Electives experience (explanation in introduction to this chapter) in her final year. This gave her the opportunity to be in school with peers from her university friendship group, providing the opportunity to recognise that they behaved differently in school and university contexts. She recalls that one of her friends *'is definitely 'Mr. Jones'. There's no 'Tom' until the bell rings!'.* It resonated with her belief that you tweaked your personality to suit your context: *'You say you're a different person depending on who you're with, but you don't very often see that!*'.

Elen refers to several aspects of her teaching practice that she considers as 'teacher tasks'. Significantly, the tasks that Elen reifies as those that demonstrate her readiness to be a teacher are sophisticated in nature. She mentions the importance of differentiating her approach to teaching in response to the learners: *'Once I understood that you had to change things dependant on the child, once that twigged properly in my head, once I understood that rather than knew that, that made a big difference to me, I think'*. Differentiation would not only depend on the child, but also on the timing of the learning, so recognising that '*things around us change – we don't live in a static world – so to want to be a static person doesn't work. That must be very difficult when you've got children who are ever-changing'.*

She also considers collaborating with her mentor (in her second placement) as a signifier of her teacher status, trying different approaches out and evaluating their impact on the learners' development.

In her final year, although Elen did not complete a placement, she spent some time in school researching a specific aspect of teaching and learning that interested her during the Electives experience. Elen saw this as '*an opportunity to put on a different hat as a teacher'* and notes that *'although we were doing research for ourselves personally…that is still part of your professional journey and professional growth'.* Here she recognises that engaging in professional research is part of being a teacher, which reflects the direction of education reform in Wales, and highlights the influence of the wider, national community of practice on Elen's individual understanding of the role. The reification of research activity as a central component of the teacher role can be directly linked to Furlong's review (2015) of initial teacher education and the influence of this report on the accreditation activity undertaken by the Education Workforce Council (2018). [See Chapter 1, National Context, for more detail.]

Concluding Comments

Elen's narrative shows that developing a professional teacher identity is shaped by a complex mix of the influence of self and others. For her, context is a very significant factor, meaning that even as she speaks to me, having passed her degree, gained QTS and secured her first teaching post, she still explains that she feels *'nearly like a teacher'* because she needs to be 'living it' to embody her professional teacher identity.

JOHN

Background Information

John is a final year student on the BA Primary Education with QTS programme. Having worked in a call centre for a number of years before deciding to become a teacher, the initial stages of his three year programme were challenging, with him completing Level 4 twice.

During his *four* years on the undergraduate degree programme, John took part in many varied opportunities to work alongside experienced teachers in the classroom context, in both Foundation Phase and Key Stage 2, including micro-teaching, bridging days, elective experience & *three* sustained school placements (see Introduction to this chapter).

The narrative interview took place in July 2020, following confirmation that John had gained a 1st class BA degree and Qualified Teacher Status. At the time of the interview, John did not have a teaching post lined up for September and was planning to do supply work at the beginning of the school year.

Influence of Self and Others

To begin his narration, John provides a potted history of his employment history to date. Having *'left school at 16 with GCSEs, not great GCSEs'* he went to work *'from job to job'* without really considering what he wanted to do with his life. He was motivated by the desire to *'go to work and earn money and just do something else'.* However, after several years of working in call centres, he confessed to his mother that *'I want to do more with myself'.* He tells me that she recently reflected that *'she knew there was that spark in me'* even though, at the time, *'I wasn't actually doing anything to progress myself then'.* This snippet of the narration sets the scene for John's story very nicely for me – I detect throughout a conflict between his desire to do well for his pupils and for himself, his belief that he is an *'imposter'* because he isn't good enough, and the encouragement he gains from his close family and friends. His story, to me, shows determination and perseverance, whereas to him, I feel it shows a lack of direction and self-deprecation.

John reflects on his journey towards becoming a teacher, and recalls two specific situations that he now sees suggest that teaching could be a possible career choice. As a

primary pupil, he recalls being asked to help a friend with his reading, saying, '*I think that the teacher probably asked me to help him with his reading or something – we were in the same class'.* He sees this as an early sign that he had qualities required of a teacher: *'I've always been quite patient and quite caring, so if I see anyone with a problem, I want to understand what their problem is, what aspect it is they're struggling with, and to help them or to improve it'.* He turns the implied self-compliment around by adding, *'Even if people don't want their problem solved, I always try to solve them!'.* The second situation that he recalls as a sign that he could teach comes much nearer to the point where he embarks on his ITE programme. He tells the story of him supporting a teenage pupil with his reading as part of a project organised by the call centre in the same self-deprecating manner by suggesting that he was *'happy to leave the office for two hours',* but he '*really enjoyed…working with one boy, only over a month or two, I think, reading with him for an hour a week, and seeing him progress'.* As well as identifying these particular scenarios, John recognises that, more generally, because he was *'fairly accomplished with the computer system and in the way I dealt with customers and generated sales and stuff'* that he was often called on to *'train other staff'.* He says, '*It's strange, isn't it? You don't know all the things building up to it and how subconscious these things are in a way'.* The use of the word *'subconscious'* suggests to me that John feels that there was a certain inevitability to the career path he arrived at, although this is not explicitly voiced.

At the point where John was involved in weekly support at his local comprehensive school, he thinks that '*the idea [to teach] was somewhere there then, so I spoke to friends and family'.* He elaborates on the point by saying, *'Maybe I'd mentioned to my close family that I'd done this and really enjoyed it'.* At this point, John shows how important the support of close acquaintances is to him by continuing, *'they said I should go for it, I should be good at it, and stuff like that'.* This affirmation of others closest to him - and those who *'knew the job'* because they worked in education - gave him the confidence to seek out careers advice that set him on the long road to the BA QTS. The support of his mother is mentioned by John again in this context, *'I think my mum has always been good, and pushed me along a bit'.* When considering the influence of others, I find it endearing that John, who presents himself as a *'Jack the lad',* is so open about the support he has received from his family and its part in getting him to where he is now.

When John explains that he finally made the decision to pursue a teaching career, I recognise that as well as being pulled towards the profession by his experiences, there is also a strong push from his current role, because he feels uncomfortable in it. This recognition of his I-position (Arvaja, 2016: 393) and a dissatisfaction with it can be considered to be a crisis point (Erikson, `1968: 96) that acts as a driver towards John's ultimate goal.

I am struck by John's perseverance as he explains his journey to becoming a student teacher. Having left school at 16 with *'not great GCSEs',* he had to complete an access course before being in a position to apply for the BA QTS programme. He completed the first year of the degree but then *'had to go back and do my science GCSE so I left the first year and had to start the course again'.* His performance on the programme had been fine, but his lack of an entry requirement led to him having to repeat the first year again. He describes his *'strange kind of commitment to the course'* in ensuring that he could return, saying that although friends of his *'would have given up if that had happened to them',* he sees that *'that almost wasn't an option for me, because I'd decided what I was going to do, and I was just going to do it'.* For me, this segment of his story shows John's influence on his own pathway, as once he had decided what he wanted to do, he made sure he achieved his goal. However, there is also mention of the influence of others: not only was he battling the response of his friends to an extent, but he was buoyed up by the support of the programme lead, who he says showed *'that he was doing his best to keep me on the course'.* He thought *'that was really nice, and supportive in that way'.*

In relation to influence of others from within the profession, as well as the tutor's commitment to getting him back onto the BA QTS programme, he reflects that he had two main role models throughout his education, both of whom were English teachers. He *'sub-consciously'* recognised their *'ability to strip it back from a lesson, not make it so rigid and have a chat, but to be so secure in your knowledge that you can just talk about it'*. He thinks that *'that's a nice way to be – maybe sub-consciously thinking I'd like to be like that'.* In reflecting on how they shaped his career choice, John recognises the type of teacher he would like to be.

Once a student teacher, John had the opportunity to complete three placements and he recognises the positive impact of supportive mentors with whom he worked: *'I definitely thrive off support from others, compliments from others'.* His recollections of the positive engagement of his mentors is apparent to me, and his comment gives me an insight into his need for reassurance as well as support.

A recurring theme in John's narration is that he has felt at times as though he is an imposter. His first mention of this is within the context of having to return to begin the BA QTS programme for the second time: *'So starting Year 1 again, coupled with being a mature student, I feel like I had that imposter syndrome sort of thing'.* Even though he was uncomfortable with his return, he recognised that repeating the year had its positive points, but he thinks that *'maybe the imposter syndrome was there more the second time until Year 2 & 3 because I was waiting to be kicked off the course or something'.* I hear his insecurity in his 'suitability' for the programme in these words, and interpret that this has to do with more than the events surrounding his missing GCSE. The third and final mention of the term comes in relation to John's focus on subject knowledge. In relating the fact that for him, knowing your stuff is vital for good teaching, he recognises that *'I'm always myself but when I don't feel so confident in a subject, that's where the imposter syndrome comes in'.* In this, John makes an implicit reference to the link between self-assurance and performance, and explains why his English teachers were role models to him.

Belonging to the Community of Practice

During his placements, John was happy to work within a school community. He says, *'The feeling of being part of the school was really nice'.* This reference to *'being part of'* resonates with my recognition that having a sense of belonging to the teaching community of practice seems to have an impact on student teachers' development of a professional teacher identity.

In contrast to Lave & Wenger's (1991) idea that apprentice workers (in this context, student teachers) learn their trade from more experienced practitioners, John sees the difference between his previous role and that of teacher. When working in call centres, he saw himself as a *'a cog in the system',* being *'trained as you go along',* whereas immediately he started his first teaching experience he was *'up in front of the class kind of*

presenting yourself and that kind of thing'. This suggests a different idea to Lave & Wenger in initial teacher education. I sense that he felt exposed to the role as a *'leader for others',* as he says he felt *'imposter syndrome'* as he waited for someone to *'grab you out'* and ask him to leave because they felt, *'you haven't got a clue what you're doing'.*

John expresses his gratitude for his mentors, who were very supportive of him. He speaks about the importance of communicating effectively with his more experienced colleagues, stating simply that *'communication is absolutely key'.* He refers to his social interaction with his mentors, recognising that these allowed him to check things relating to his teaching after wishing them *'a nice weekend type of thing'.* Although he realises that he asks a lot of questions, he says that he felt it was important to check *'that I wasn't going to make a huge mistake with something I was going to do'.* The fact that *'the teachers have their own ideas for what they want for their class'* meant that he would listen to them and make *'maybe some small tweaks which they suggested'* even if he was fundamentally thinking that *'I don't think I was ever going to make a huge mistake'.* The fact that he asked mentors for their support opened them up to offer *'extra suggestions'* that enhanced the learning experiences for the pupils in his care. Having probed John to think of any occasion where he would have liked to have ignored the mentor's suggestions, he reluctantly considered that there *'was probably once or twice when I felt that I'd be fine to do something… but I felt it safer to go with the teacher's suggestion'.* Unpacking this comment, I can read into it that, for John, it was more important to follow the teacher's suggestion than to try something riskier without their consent. Could the need for 'belonging' have limited his own creativity? He says that *'generally, I found the whole experience really positive'.* Maybe John's apparent reticence to try things without the agreement of his mentors comes from his realisation that teachers *'obviously enjoy helping people, that's hopefully why they're in teaching',* which suggests to me that he is confident that they won't set him up to fail but will do their best for him, as their student teacher, as well as for the children. His main focus, he says, was ensuring that the pupils would always *'benefit from the lesson',* and he wanted to do that in collaboration with his experienced colleagues, as *'you are there to learn from them'.*

For John, there are several reified tasks that signify his role as 'teacher'. He refers to the importance of subject knowledge and pedagogical knowledge on various occasions. The

first time he speaks about the importance of knowing your '*stuff*' and how to present it to pupils comes when he speaks about his English teacher in comprehensive school. He recalls that the reason he liked her was that her *'subject knowledge and a passion for the subject really came through'.* The second time he mentions subject knowledge is in a more personal capacity. He identifies that in subjects where he's *'not quite so strong',* he feels *'a bit like you're faking it'.* Looking back at the narration, I recognise John possibly making a comparison between him as a teacher and his English teacher: he sees himself lacking in some curriculum areas because he isn't confident enough to come away from the plan and make things less formal or rehearsed.

When John speaks about his teacher persona at the end of his second year placement, he states that he *'was there'* because he *'knew exactly what an excellent lesson looked like'.* This comment suggests that, for John, being able to teach excellent lessons is an important part of the teacher role, and as such a reified task in his view. Alongside his capability in the classroom, he also speaks about his presence in the wider school, citing his status with the wider body of pupils as a reified aspect of the teacher role. He explains one scenario as an example: *'maybe walk past the boys' toilets and someone was messing about and you could poke your head in and say, 'Come on, back to class!'* and expect them to do as they've been asked. John recognises that his *'confidence was really there then'.* For John, confidence in the *'routines'* and knowing *'lots of children's names',* in my interpretation 'belonging' to the school, supported the development of his professional teacher identity.

The ability to link theory and practice is mentioned by John in relation to how his university input has supported the development of his professional teacher identity. He speaks about the need for the two elements to come together: *'the theory mixed with the practical is really useful for the role'.* He suggests that as *'teachers need many strings to their bow, the theory and practical really help to round us like teachers'.* He doesn't provide any examples, but mentions that *'I enjoy talking about it'* [teaching] to others.

For John, being a teacher means shifting his mindset from focusing on himself and his progress to that of his pupils. He describes how he noticed the shift when he was invited to join in with a football game on the yard one playtime during placement. He says that as

he *'started to play football and getting competitive and wanting to score goals'* he had to stop himself *'and think, No, I'm a teacher now'.* Rather than thinking how many goals he could score, he realised that he had to switch to thinking about *'how many goals the kids can score!'.* In this example, I recognise that John has reified the 'task' of supporting learners' progress within his perception of what an effective teacher should be and do.

Concluding Comments

John's comment, *'So to go from that* [leaving school with *not great GCSEs*] *to actually wanting a career and to work in a school is a funny thing'* effectively sums up his journey towards a professional teacher identity. He sees himself as a teacher as he enters the profession but seems to me to be uncertain of his 'place' within the CoP. I feel that this is partly due to his route to this point; he seems to be waiting for someone to tell him that he is in the wrong place and cannot continue on his chosen path. His self-deprecation is a defence mechanism against his friends, who even on hearing that he gained a first class honours degree dampen their praise by saying, *'Oh, you've done really well to get a first in teaching, but it's not exactly physics!'.* His response shows his sense of pride at belonging to the profession: *'But you wouldn't be able to make fun without having had a primary teacher to teach you language!'.* For John, being a teacher, having a professional teacher identity, is a status with pride.

CALLUM

Background Information

Callum is a PGCE Primary student who applied for the PGCE following a range of jobs involving instruction of young people, including surf lifesaving and first aid. Before embarking on his teacher education, Callum mainly worked in outdoor education contexts following his 'Outdoor Education' undergraduate degree. Callum was attracted to the role of primary school teacher by the positive response he received from learners undertaking outdoor pursuits.

The narrative interview took place in July 2020, following confirmation that Callum had passed his PGCE and had gained Qualified Teacher Status. At the time of the interview, Callum had not secured a teaching post for the following school year.

Influence of Self and Others

Callum began his narration by explaining why he had decided to become a primary school teacher. The desire came from the recurrence of roles in a range of jobs that involved '*sharing what I've done with others'.* Although he felt that he had taken a '*long route around',* he always knew that he would become a teacher.

Callum recognised that although previous experiences in outdoor education had helped with his development of a professional teacher identity during his initial teacher education, he was aware that it wasn't a straightforward application of the same skills. He recognised that he couldn't work at the same tempo within a classroom situation, as in outdoor roles *'you'd only be with the learners for maximum a week and a minimum of 3 or 4 hours'* whereas in primary school you would be with the learners *'day in, day out'.* Rather than focusing on teaching with *'high intensity, lot of energy, lot of fun'* which could lead to *'everyone having a whale of a time, but actually nothing gets done',* he *'found that taking that step back and mellowing out a bit'* was more effective for consistent engagement. He reflects that his professional development whilst undertaking the PGCE *'collected all these transferable skills from a little bit of outdoor work, a little bit of lifeguarding, little bit of the fire service, and all those things coming in together and being able to test what works in the classroom'.* Although he says '*that I had an idea of what I thought I was going to be'* before embarking on the programme, he realised that the teacher persona he had projected for himself would not work as well in a classroom context. He reflects that realising the need to recognise '*what transfers'* from the persona he thought he would be to *'get you into that teaching role'* was a significant realisation for him. Taking the transferable skills and moulding them for prolonged engagement with learners, Callum created a new vision of the teacher he wanted to be.

As the preceding narration shows, Callum has a personal understanding of the type of teacher he wants to be, and how he can adapt his current style to suit the context of a school classroom. He is aware, though, that it is not only his own judgement as to whether he is suitable for the profession that counts, recognising that his mentors will make judgements on his ability to become a teacher. He confesses that he is anxious about being observed by other teachers, even though in his previous roles this was part of the norm. He feels that the reason for this reluctance could be something to do with

being older and having been *'left to my own devices for years'* as well as recognising that different power relationship in this scenario. When demonstrating to others, he knew that he was more adept at the skills than his observers, and he could support them following his demonstration, whereas as a student teacher being observed by more experienced mentors, the power balance was reversed. *'I'm used to watching others and helping but I wasn't used to others watching me'* so *'having people observing me to assess me is the opposite of what I was doing'* in previous roles. I recognise in this part of Callum's narrative his concern about being judged by more experienced colleagues. Having been in a position of 'more knowledgeable other' in his previous roles, he is reluctant to put himself into a position where he will be observed by his mentors as he knows that, ultimately, they will be making the call on whether he is suitable to become a teacher (or not).

When he discovered that his first placement was in a Nursery class, Callum confesses that he felt a little daunted, as the majority of his experience had been with older children. However, his two mentors were *'brilliant'* and he felt that they were *'exactly what I needed to learn how to work with nursery pupils'*. In particular, Callum believes that working alongside a teacher who had just moved into the age phase was effective, because *'he was able to share his thinking with me'.* The fact that the other Nursery teacher was not only *'early years through and through'* but was *'outdoors-focused and forest school trained'* meant that she *'could see where I was coming from'.* He recognises that he was a different teacher to both his mentors, acknowledging that *'some of the things she did I couldn't actually do – it didn't fit with my own teaching personality'.* This early recognition that you could be your own teacher supported Callum's development of his teacher persona as a *'gentle giant'*. Callum recognises that his confidence in his teaching grew as his mentors encouraged him to take on teacher responsibilities, such as engaging with parents. He sums up what he sees as the optimum context for professional teacher identity growth nicely: *'If you believe that you're the teacher and someone else is telling you you're the teacher, and you're speaking to the parents and they're asking you things and you know the answers, you're in! Everything comes together nicely.'* So having personal belief in your ability to undertake the role and this being confirmed by other stakeholders encourages positive progress towards professional teacher identity.

His second placement – in a Year 6 class – was not, in Callum's opinion, such an optimum scenario as his first, but nevertheless, on reflection, contributed to his professional teacher identity development. This had been the age group that he had felt more confident with before embarking on the PGCE, so it was a shock that he felt less comfortable in this classroom context. Callum attributes his lack of comfort in Key Stage 2 to the lack of supportive mentors. In this moment, he recognises that effective mentoring is as important as previous experience. He found himself in a class with a teacher that was very different to himself: *'She was the opposite of what I wanted to be as a teacher, and I didn't know that until I saw how the pupils reacted sometimes more to her than to what I was doing.'* Rather than trying to copy his class mentor's approach, he *'went a different route, a quieter route',* which had varying results. I recognise this as a 'crisis' that is signified by 'increased vulnerability and heightened potential' (Erikson, 1968: 96) which has been created through misalignment between the individual's I-position (Arvaja, 2016: 393) and the teacher with whom they are working.

Callum relates that the differences between his and his class mentor's teaching styles led to an uncomfortable situation when the class mentor intervened in a *'disastrous'* lesson. As he was considering *'how am I calmly going to approach this'* through speaking to the class about the way that they were responding to his lesson, he explains that *'the other teacher came in and let rip, and did the telling off for me (or not even for me, but instead of me, as I felt that I was pulled out of the situation)'.* Callum was knocked, thinking *'maybe I'm not a teacher. I've done this wrong'.* He was left feeling that *'the row wasn't just for the kids, it was for me too'.* At the time, he took the intervention hard. Callum identifies that the busy nature of placement meant that he couldn't process the situation in situ: *'It was harder at the time because I hadn't had time to reflect on it - it was so full on, because you had to come home, do the marking, get everything ready for the next day - so you don't actually have time to sit and reflect'*. With hindsight, Callum recognised that his mentor's actions could have been *'a stroke of genius, because it was good cop bad cop: they're going to behave for good cop, and you've got bad cop in the corner, but you shouldn't need it'.* Having longer to think back on situations can reveal more subtle or nuanced reflections that impact on professional teacher identity development a long time after the occasion.

It was during his second placement that Callum recognised that affirmation doesn't only come from the class mentor and the children: it can also come from other members of the class team. Feeling like he wasn't making headway with the class because pupils were still not behaving as he wanted, he was grateful to the teaching assistant who explained that the pupils *'still behaved like this for their main teacher, so it's not like you're not controlling them, you're doing a fantastic job'.* Callum reports that he felt better for being given that insight, which led to him being less negatively affected when pupils did not conform: *'once I knew that I was doing as well as others, I stopped worrying about what others thought and just went with it!'.*

Belonging to the Community of Practice

Callum recognises the importance of working with more experienced teachers throughout his PGCE. In his first placement in Nursery, he explains that he learned a lot from his mentors, appreciating that they understood his approach. Two weeks into his first placement, the school was notified of a forthcoming Estyn inspection, and this meant that he was given more freedom when teaching the class. Callum took this as affirmation that *'they trusted me that I wasn't going to hurt anyone or do harm – so that I could teach the lessons that we had planned together'.* Significant in this comment is the reference to co-planning – within a community of practice, more experienced practitioners often carry out activities with the newcomer to support them in their acquisition of required skills or knowledge, and planning together exemplifies this within the context of teaching (Wenger, 1998).

The preparation for the inspection meant that Callum and his fellow student were *'engulfed into the team, and we were one of them…we genuinely felt that we were working in the school'.* Callum recognises that the outcome of this feeling of belonging was a greater commitment to the school: *'we worked much harder because we were invested into, with the performance of that inspection as a mark on us as well as the school – it definitely helped'.* Callum is convinced that being willing to support with the preparations for the inspection led to the students being given *'way more support'* to repay them for the work they had put in. Callum felt accepted by the community, and this had a positive impact on the development of his professional teacher identity. Callum recalls '*When we came back after Christmas it was like we were returning members of the*

team. It really did feel like we were working there'. Callum recognises this feeling of belonging as positive, which is possibly why he was so disappointed with the context of his second placement.

In contrast, in the Year 6 class, Callum explains that he felt less of a connection with his class mentor, possibly borne out of the differences between his own teaching style and hers, and it took reflection after the placement to appreciate that she had supported his identity development. He recognises that working alongside the Year 6 teacher *'made me think about my way of dealing with the class'*, and in order to feel comfortable with his approach, he chose *'a quieter route'* than hers. He found this an interesting and challenging experience, because he had to consider his teaching methodology in the context of working with someone whose approach was totally different to his own. Having contrasting experiences in his two placements supported him to make choices relating to his professional teacher identity: he recalls, *'It was great to have these teachers to work with, to see what I wanted to be like and what I couldn't be like'.* The use of the word '*couldn't'* suggests that he could not change his personal approach because it would have been impossible to go against his own I-position (Arvaja, 2016: 393).

His disappointment at the way that his mentor had intervened in a particular lesson led him to doubt his identity as a teacher; in particular, he was concerned about the way that the pupils would respond to him following the incident in question. In his mind, they would make a distinction between the class teacher and him: *'I was worried that when I got back to school tomorrow, the pupils would think, 'There's Sir – he's the teacher today, but we don't really need to listen to him because we can get away with it, but when Miss is teaching…'.* In effect, the pupils recognising that he was a student rather than a teacher was of great concern to him, because it negatively affected his status in their eyes.

In this scenario, it could be said that Callum recognised his place in the community of practice; he is at the periphery and wanting to be accepted in. In relation to his recollections of the relationship between himself and his mentor in the second placement, he can see that although *'there was a little bit of conflict between us',* he had to *'take as much as I can from learning about this'* but couldn't say anything *'because I'm a student teacher'.* He hypothesised that, if he had been a teacher at the school rather

than a student teacher, he would have possibly discussed what he wanted for the class, but he thought *'there's nothing much I can do'.* He recognised the hierarchy of the school, with the class teacher having higher status than the student teacher, and knew that in order to succeed he had to maintain his lowly position. Notwithstanding this recognition of status, Callum did not acquiesce by altering his teaching style to match his mentor's.

During Callum's narration, I was struck by the way that he spoke about the support he gained from his peers within the community of practice of the PGCE programme, and in particular within his professional network. He mentions the *'positive energy'* he received from his fellow student on placement, explaining: *'I needed someone super positive. I'm so glad I had the other student teacher to speak to, because he gave me the positive energy I needed to get me through the day'.* Peer support is a feature of the community of practice as exemplified in Lave and Wenger's work with tailors (1990) and encouraged in CoPs deliberately set up within teacher education programmes (Cuddapah & Clayton, 2011) to give students a safe space to reflect with each other.

Callum recognises the importance of reflecting on his own practice whilst comparing with his peers' experiences. He refers to the bridging experiences, where student teachers in his network came together to share their discoveries in various placement schools. He found it extremely useful to *'catch up and get that confidence that everyone else is having similar experiences'.* In fact, Callum's description of these conversations supports the existence of student-only CoPs, as he makes a distinction between bridging days and being in school, *'where you feel just like a teacher again'.* He reflects that *'we were really lucky with our network - we all got on very well'.* I find it interesting that he also recognises the competitive nature of the network and comments that *'you want to see what others are doing and you want to feel like you are dealing with it well – in the top percentage!'.* He considers it important to be noticed within the network, by school personnel in particular, in order to gain employment after the programme: *'I wanted to be in a job in September and I wanted to do everything I could to get as high as I could'.* Callum also felt this competitive edge within university-based sessions, where he wanted to be remembered as the student teacher who *'cared'* so that tutors would recall that *'he was good'.*

During his narration, Callum refers to several aspects of a teacher's role that could be considered as reified tasks of the community of practice. He refers to the different pedagogical approaches required to engage and teach the two year groups he was placed with. When speaking about his approach to Nursery education, he recognises the observer role as pupils learn independently. He comments: *'you have just got to be there, observe and know when to get involved and when to let them go with it and see what you can take from their experiences'.* For Year 6 pupils, he says, the approach is different: '*I found that the pupils responded better to not shouting, not raising your voice, not being the leader all of the time and giving them the freedom to think what they are in Year 6 – they think they're adults – so giving them respect and space'* pays dividends. He recognised that he modified his teaching style to contribute to managing the learning environment and influencing learners through differentiated expectations. Looking back on his second placement, Callum sees the growth in his teaching approach: *'I'd go home some days sad because I felt like I'd spent the whole day fighting with the class rather than sitting with them and working it out and even if that meant sitting with them in their own time or sacrificing one of the lessons you'd planned to ask 'What on earth is going on today?' - it was almost perfect'.* Unpacking this commentary, I recognise the importance Callum places on engaging positively with pupils and providing effective learning environments for them: which leads me to consider whether *he* is reifying these aspects of the teacher role, or whether they have been reified by the CoP or other external bodies (such as the Welsh Government). [See Chapter One, National Context.]

Callum speaks about the new Curriculum for Wales (Welsh Government, 2020) and the teaching approach required for its success. In considering his own development in relation to the nature of the Curriculum for Wales, he wonders whether *'in a few years, when I have worked out exactly what topics I'll be teaching over the curriculum, the high energy might come back … if it works'.* His reference to knowing exactly what he is teaching resonates with the need for teachers to possess subject and pedagogic knowledge (Welsh Government, 2020). He mentions his relative expertise and his ability to teach in an energetic way in his previous roles, '*I think that may have something to do with really knowing the areas I was working in – as an outdoor instructor – or really knowing the material I was delivering, that I could do it high energy and still get to where I needed to*

be' and recognises that he is not yet secure enough in the pedagogical subject knowledge to attempt this approach*, 'but in school I'm still learning'.* This honest account of his own progress towards pedagogic knowledge and the benefits that may bring are evidently aspects of his professional teacher identity that Callum identifies as requiring further development.

When Callum is given the responsibility of engaging with parents part way through his Nursery placement, he recognises the importance of this in relation to 'teacher tasks'. Involving partners in learning is a component of the professional standards (Welsh Government, 2017), so is a recognised responsibility of a practising teacher. Interestingly, Callum identifies the act of being given permission to interact with parents by his class mentors as a significant moment in his development of a professional teacher identity, as he reflects that it made him feel trusted as a teacher: *'When my mentors spoke to me and said that I needed to take on more responsibilities - that I could meet parents at the door and greet the children and things - it was an amazing feeling to think that they were saying 'You are the teacher - crack on'.'*

Concluding comments

For Callum, it is important that his professional teacher identity matches his developing awareness of the most effective teaching approach to adopt for the context in which he is teaching. He recognises the important role that mentoring – and different mentors – played in professional teacher identity development. He also acknowledges that, with additional time to reflect after placement, some actions carried out by his mentors (on his second placement in particular) had proven to be more significant in his journey towards professional teacher identity than he had realised at the start.

SARAH

Background Information

Sarah is a PGCE Secondary English student who applied for the PGCE following a desire to change her career from senior solicitor to teacher.

The narrative interview took place in August 2020, following confirmation that Sarah had passed her PGCE and had gained Qualified Teacher Status. Sarah had also secured a

teaching post in the school in which she had undertaken her first placement and was preparing for the beginning of the school year.

Influence of Self and Others

The narrative interview began with Sarah reflecting on her development of a professional teacher identity throughout her PGCE year. The timing of her interview meant that she was a few weeks away from beginning her first teaching post in the school in which she undertook her placement. She expressed her anxiety brought on by the gap between the end of her teaching placement (February) and the beginning of the new school year (September). Although she establishes that *'I don't feel like an imposter',* she realises that the time out of class has impacted upon her identity as a teacher by unsettling her confidence a little. She refers to the teacher *'mindset',* saying that by the end of her placement, she *'definitely felt like I was developing more of a teacher personality'.* To emphasise the point that this wasn't in a *'caricature way',* she explains what she means: *'I walked into a classroom feeling like I had authority, the kids listened to me, you know, all the little things that built up to make me feel that I'd established myself'.*

Looking ahead to the forthcoming term, Sarah has practical questions running through her head, particularly linked to the fact that she will be alone in the classroom. She acknowledges that *'the time away has absolutely had an impact, not necessarily in a negative way, but it's just been so long that I can't quite remember it. So I'm running things through in my head like, 'What am I going to do on the first day with Year 12?'; How am I going to approach that? Because there'll be no-one else in the room'.* The realisation that she will be in charge of her classroom is clearly a point of concern for Sarah, even if it is, as she says, *'only the time that's making me question'* her readiness for the teacher role.

As Sarah recollects the experiences in her first placement, she recognises that she initially felt that someone else was in charge, and looked *'to the other teacher in the room, or I would nod for some sort of recognition that it was actually fine'.* She recalls that *'as time progressed, I looked less and less for that approval'.* Partly this was because she recognises that she was getting more confident in her own teaching ability, but it was also partially due to the responses she received from her mentors within the English department. These varied, *'some teachers would be very encouraging, others would be*

blank', and as she narrates her story to me, she recognises the good intentions of her mentors in their seemingly blunt treatment. She reflects, *'they're not doing it to be mean or anything, but they think, 'You don't need me to go through what you're doing!'*. At the time, she did not realise that the less obviously supportive teachers were acting in her best interests, but it seems that a longer period of reflection allowed her to establish this understanding, as she comments, *'It was only afterwards that I learnt that - at the time it was quite daunting - but it was only as time progressed that I looked less and less for that approval'.*

Although Sarah reflects that working alongside several teachers within a department was a challenge that resulted in her feeling that *'literally your head is all over the shop'* as she tried to work out what each colleague within the English department expected of her, ultimately the experience of working with many teachers is a positive thing, *'I think it does help you develop your own style, because you get to know what you do and don't like'*. Her observations allowed her to see different perspectives, such as attitudes towards discipline. Sarah explains how one teacher that she worked with had a very relaxed style to disciplining a Year 7 class that made her feel uncomfortable because it didn't match the school policy. However, she acknowledged that his approach worked for him, and it made her think more deeply about the conflict that she felt in the context, which was borne out of a disconnect between what the experienced teacher was comfortable with and what resonated with her own approach. In working through this crisis (Erikson, 1968: 96), Sarah seems to be forming her own philosophy regarding discipline through testing her acceptance of a colleague's practice. The fact that it is uncomfortable highlights the need to consider this discord in order to reach her own view of how she will act in similar circumstances. This is what Arjava (2016: 394) describes as 'transformational identity shaping' (Arjava, 2016: 394).

Showing willingness to work hard and *'prove yourself to be somebody who works'* is an important factor in gaining support by the more experienced members of the teaching team, according to Sarah. It is also important to gain *'people's trust and their goodwill'* in order to encourage them to invest in you as a newcomer. If you show that you are willing to do your bit for the team, she considers that you find yourself on *'an upward trajectory'.* She recognises that *'personality is a really big issue on the training'* so '*taking it on the*

chin´ and recognising that constructive feedback *'isn't personal'* is vital. To emphasise the point she is making, Sarah makes the connection with her previous role in training junior solicitors, *'I was essentially the one giving the orders and the criticism'.* Implicit in this comment is a recognition that having been on both sides of the relationship, she can empathise with both her teaching mentors and her trainee solicitors. Essentially, in order to gain the support of your mentors, Sarah sees that *'you've got to earn it'.*

She expresses her pride in the resources she has recently created for the English department, following her achievement of Qualified Teacher Status and in advance of beginning her teaching career at her placement school. Having *'decided to plan it how I would do it,* she was pleased to feel that *'it was the first time that I actually felt confident in that'.* Her recognition that '*my way was basically different bits and pieces of everyone else'* made her realise that *'ultimately the bones of the department*' were evident in her approach. This leads her to conclude that being able to work with different teachers during the PGCE is, on reflection, a good thing, as she has adopted the parts of each colleague that she admires or felt comfortable with to form her own unique style.

Sarah's reflection on her placement experience leads her to recognise that in order to develop a professional teacher identity, it is not only important to gain recognition from colleagues, but also from the learners you teach. In fact, she recognises that little acts of acceptance from her classes, for example *'when the kids didn't know something, rather than looking to their teacher, it was me they asked'* led her to realise '*that I was actually becoming a teacher'.* This gave her confidence in herself as a teacher, which meant that she *'felt positive about what I was doing'.* In making a comparison with her earlier comment about looking to the teacher in the room for confirmation or the answer early in her placement, I notice in the narration the change in her self-belief as a teacher as she progressed through the PGCE programme.

As well as recognising the pupils' trust in her as a teacher of English through their responses to her, Sarah had the opportunity to realise her wider responsibility for their wellbeing through a 'bridging' activity [see Introduction to this chapter]. Sarah was given the chance to observe across a range of subject areas with a variety of classes in order to research the importance of pastoral care within a secondary setting. She sees that having

the opportunity to *'build my teacher identity in a different way',* through observation rather than teaching, allowed her to step away from being *'all-consumed by your lesson planning, your teaching and responding to feedback'* and *'opened her eyes'* to the importance of learner wellbeing. Such was the impact of this experience that Sarah expresses a desire to support learners to reach their potential. She comments, *'that made me really think, 'What do I care about?' and to know that I really care about the kids - I care about teaching but I care about their welfare'*. With this statement, Sarah is claiming an important characteristic of her own professional teacher identity: she not only wishes to teach her subject, but wants to be involved in supporting her pupils to thrive.

Belonging to the Community of Practice

Sarah's narration shows that she is increasingly aware of the community of practice and the hierarchy that exists within schools. In her own context, it is important for her to identify her place in the school in which she carried out her placement, as she is going to work there as an NQT. She considers that her placement was successful because she was prepared to work hard to fit in with each colleague's approach to teaching, and although she found it *'mentally exhausting'* to do so, she knew that it was her way to fit in and consequently make progress.

Her realisation that the school where she will be working has a clear hierarchy system comes as she prepares for her first term as a qualified teacher. In an induction meeting, she realises that, as a Newly Qualified Teacher (NQT) you have to earn the right to teach GCSE classes. In retrospect, she realises that her involvement in planning for GCSE English schemes of work during the summer break has been a validation that she has been accepted by her more experienced colleagues, as other NQTs have not been given the same responsibility. She accepts that this is how it is, and in recognising that you need to develop, you then have to seek for the support that will allow you to grow. She thinks that acceptance comes from working hard, and proving yourself and, even though she has had success in her previous profession, she can't expect to gain respect from new colleagues without earning it. She recognises her mentors' harshness as their way of challenging her, recalling one teacher's comment, *'well, you've got to learn'* and realising that praise from the same teacher made her feel like *'I'd really achieved something'.* She continues this train of thought by asking whether it is better to be told that you need to change your

approach or to be told that something was good *'when it was rubbish'* or to have your faults highlighted openly. She says '*You can't just expect people to praise you'.* Teachers being tough sometimes shows that *'they're investing in you'.* In recalling her mentoring role as a senior solicitor, she recognises herself in her mentors on placement, and realises that *'I wanted people in my team to do well, because if they did well it reflected well on me'*. She also recognises the hierarchy that existed in her previous profession, which was based on experience; she sees the parallels with her school life clearly, and is happy to inhabit a different part of it as she proves herself worthy of becoming an equal colleague.

During her school placement, Sarah had the opportunity to work alongside several colleagues within the English department. This had both positive and challenging consequences for her professional teacher identity development. Sarah explains how she recognises that teachers *'all have different experiences themselves'* and that she learnt something from each of them. However, she only recognised this *after* the teaching placement, given a longer period of time to reflect. During the placement period, she had to be more reactive to their different expectations, recalling that *'what happened in every class was very much - the way they were planned, the way they went - they were all very different'.* This meant that Sarah needed to adapt to each context in order to be seen, by each mentor, as an effective teacher. She recalls that each teacher suggested that she plan the way she wanted to; a nice sentiment, but something she found was not practically possible. She learnt that she had to plan in the way that they *implicitly* wanted her to, *'and I found that mentally exhausting'* to *'essentially mimic what they do'*. The reasons for this mimicry were clear to Sarah even during the placement: '*in order to get favourable outcomes for the learners within a specific context that had been set up by a particular teacher, you had to teach in a similar way to him/her*'. Notwithstanding this understanding, Sarah remembers thinking constantly *'What does this teacher want?''.* Sarah's reflection resonates with Wenger's understanding that, as the expectations of more experienced colleagues can often be implicit, the task of demonstrating 'unmistakable signs of membership' (Wenger, 1998: 7) can be difficult for the novice teacher.

Working on the periphery of the community of practice with various members of the English department created difficulties in relation to Sarah's feedback. Colleagues would

sometimes provide conflicting suggestions, which made it challenging for her to know how to make progress: '*I found that one of the most difficult hurdles to overcome, because I could never develop my persona in terms of lesson planning*'. She stresses the importance of clear suggestions, saying *'as a student you need to be guided, because you don't always have the answers, because if you did, you'd get it right every time'.* To exemplify this, Sarah explains: '*Where I did find it a challenge was, say for example I'd taught a lesson with Year 9, and say the teacher would say, 'You've worked on your questioning, and you're really improving,' or whatever, and I felt that was great, amazing. And then I'd teach Year 8, and the teacher would say, 'Your questioning is terrible,' but with no real explanation or whatever, that's when I found it quite difficult*'.

Bridging activities (see Introduction of this chapter) gave Sarah the chance to work with colleagues beyond the English department, which led to an understanding that *'building relationships with other teachers'* is as important as getting on well within your subject team. She also had opportunities to see pupils in different contexts: *'I was able to go and sit in the pastoral unit and talk to the staff, see kids that I was teaching in a different context'*. This, Sarah reflects, *'opened my eyes to something'* bigger than English. The bridging experience also showed her that, in secondary schools, there is a tendency for teachers to form *'their little pockets'* which can limit opportunities for collaborative endeavours. She says: *'For me, teaching is not just about sitting in your English department - especially for me, because I'm going to have an arm and a leg in every department in the school! - that's really positive, because I've been already able to establish rapport with several teachers, which I really put down to the bridging*'. In unpicking this statement, I recognise not only Sarah's understanding of her pastoral duty but also her recognition that working with colleagues across the school will pay dividends for her pupils as well as for herself as a professional.

During her narration, Sarah speaks about several teacher tasks that are reified within the community of practice. She mentions her planning responsibilities regularly, and the fact that she has to prepare appropriate lessons for the learners and the teachers with whom she will be working, who she realises have '*totally different styles, different personalities, different behaviours, different everything'.* She sees student teachers as being '*guests for a period of time'* within each classroom, and therefore it is imperative that they don't

allow everything to be *'completely wiped out in that 8 week period'.* She recognises that consistency of provision in relation to individual learner progression is a key consideration for effective teaching.

In relation to tasks that are introduced in university, Sarah suggests that during placement it is difficult to have a go at something new whilst '*trying to appease that particular teacher'.* Even if you '*may have been shown a particular technique in uni',* it is not a given that you can see if it works for you if the '*teacher says it doesn't work'.* Sarah suggests that, even if the teacher ultimately knows the pupils and what will work for them, as a student teacher you have to try things out for yourself: *'But what might not work - well, I won't necessarily know that until I try.'* This suggests a conflict between the expectations of the university programme and the need to fit into the community of practice of the school. Sarah chooses to adapt her practice to that of her colleagues, at the expense of trying out ideas that she has come across in different contexts, including from her university input. Although this is a compromise that Sarah is prepared to take, its deeper consequences should be considered. In relation to the necessity that 'communities continue to change' (Rogoff, 2003: 12), it could be detrimental that a 'newcomer' (Lave & Wenger, 1991: 29) is not trialling new ideas but is replicating the practice she encounters in each class environment.

Sarah recognises her wider responsibilities for learners' wellbeing, as well as their progress in her subject as a vital component of her role as teacher. I recognise this as her reification of her pastoral duties. She also speaks of the importance of collaborative work across the school and is keen to work with others. She concludes: *'Building a relationship doesn't stop at the door, and I think for me that really highlighted that, and I was able to build relationships with other teachers as well, which was a skill I wouldn't have had the chance to develop without bridging'.* Collaboration, co-construction and co-working are aspects of the teacher role that are promoted in reviews by Furlong (2015) and Donaldson (2015) and so represented in the professional standards for teachers (Welsh Government, 2017) and incorporated into newly accredited initial teacher education programmes in Wales. In recognising the significance of these activities, I consider that Sarah is reifying them; I am not sure whether more experienced members of the teaching CoP reify them in equal measure.

Concluding comments:

Sarah's narration highlights the importance she places on fitting into the community of practice and earning respect from more experienced colleagues. She suggests that gaining acceptance is '*just about working hard*', although her story unveils a far more complex picture. Sarah explains that the PGCE is '*a necessary evil*' that will '*enable me to get into my own classroom',* where she will be able to apply her own ideas more readily. Throughout the programme, mimicry of others with whom she worked provided her with approaches that she could reflect on in relation to her own philosophy of teaching, which she will accept or reject into her own approach as she takes up her NQT post.

KATE

Background information

Kate is a mature PGCE Primary student who applied for the PGCE following work experience in her children's primary school. She previously had a successful career as a bank manager, having entered employment with the bank at the age of 21, following her English and Welsh undergraduate degree. A series of personal events prevented her from taking up her PGCE place at that time, and the desire to teach had remained with her throughout her banking career.

The narrative interview took place in July 2020, following confirmation that Kate had passed the programme and gained Qualified Teacher Status. At the time of the interview, Kate had not yet secured a teaching post for the next school year.

Influence of Self & Influence of Others

In response to my initial question, 'Do you identify as a teacher at this point?' (i.e at the point of qualification), Kate's response appears to immediately demonstrate some insecurity, '*there have been moments during the past 10 months when I have absolutely felt like a teacher and other moments when I absolutely haven't'.* Although it had been a lifelong ambition for her to become a teacher, *'I always wanted to be a teacher from the time I was about 3, and everything I did in my teens was driving towards that'*, a series of unfortunate events meant that she didn't take up her PGCE place following graduation. She gained employment in banking and subsequently had a successful career in this sector for many years. Despite following a completely different pathway, she recognised *'there's*

always been this pull and I've always felt like a teacher' and this was borne out in her involvement in training and management during her time at the bank. Volunteer work at her children's school led to positive affirmation of her suitability for the role of teacher, with experienced practitioners spurring her on to apply for the PGCE with comments such as, *'You are a teacher'*, which resonated with her own desire and possibly confirmed her suitability for her chosen pathway.

On joining the programme, she initially felt that she was out of her depth because her work experiences were not related to education. Kate expresses her feelings of '*imposter syndrome*' when she found that her peers were more knowledgeable about primary education theory than her. She found herself *'sitting in a lecture and not knowing who Vygotsky was, and everyone around me was nodding'* in recognition of the theorist's work. She felt as though she was not appropriately knowledgeable to be on the programme, and wondered *'whether I was going to be able to make that jump'*. Later on in the first term, when observing practice during a school-based experience, Kate had the opportunity to link theory to practice, and that was an important moment in her journey towards feeling like a teacher. For her first assignment, she focused on *'Vygotsky's More Knowledgeable Other'*, which *'happened in front of me, it was amazing'.* She explains the process: '*So I went from the critical incident and read a lot around Vygostsky and Ferre Leavers' engagement. While I don't think that it would necessarily have changed who I am as a teacher, it has made me include certain things in my own practice.'* I recognise Kate's confidence rising as she speaks about this moment: her fear that she is not suitably knowledgeable fades when she recognises the concept of the More Knowledgeable Other in practice and realises that she understands the theory. She stresses that the theory didn't significantly affect or alter the way she approached this aspect of teaching, but acknowledges that being able to match what she saw to what she read was significant in consolidating its place in her teaching portfolio by giving her '*confidence that what I was doing was valid*'. Kate's explanation that she felt that *'actually, I'm holding my own here'*, suggests that the experience reaffirmed, for her, her suitability for the programme.

I prompted Kate to identify how the university input supported her professional teacher identity development, and she considered one lecture that significantly shaped her progress: *'We had a behaviour management lecture just before PTE where the tutor*

*demonstrated lots of different approaches to behaviour and stopped regularly through the lecture and said, 'what do **you** want to do?'. By the end of the lecture, you had a list of the type of teacher you want to be.'* The impact of being asked to consider personal choices made Kate think about herself as a teacher rather than listening to the lecturer describing what he had done in certain situations and making reference to related theory. It made her realise that '*it's a lot about the type of person you are as well, not only who you want to be as a teacher'.* The behaviour lecture highlighted the importance of knowing her professional self clearly through challenging her to consider what she would do in each scenario. Kate states that '*the lectures that I enjoyed most and maybe did shape my practice were those where lecturers described what they had tried in class - I found it inspiring to hear what experienced individuals had done'*. Kate's reflection shows that, for her, observing or hearing about the practical application of educational theory supports professional teacher identity development.

In relation to her I-position (Arvaja, 2016: 393), Kate shares her desire to be a teacher who values *'things like inclusion, fairness, creativity, honesty, hard work and commitment*'. Recognising her own *'love of learning'*, she wants to *'connect with the children'* to pass on this passion. She recognises that *'who you are dictates who you are as a teacher'* because '*I don't think that there's a massive divide'* between the person and the teacher.

During her narration, Kate expresses her surprise *that 'all the things that I thought would be a negative - that I'm older, the fact that I've got children and that I've had a completely different career before - have turned out to be some of the things that have helped most'* in developing her professional teacher identity. She recognises that during her previous career she undertook '*lots of training and development',* recognising the significance of this in relation to becoming a teacher: *'it has always seemed like I've been drawn to that*'. In reference to her role as a bank manager, Kate recognises that she had adopted '*a mash-up of a lot of different managers*' to form her own manager identity, recognising their influence in '*the way I was behaving and talking'*. She anticipates that this will be the same for her as a teacher.

Her previous experience as a manager within the bank also allowed her to make comparisons relating to the community of practice (of teachers) and their support of

newcomers. She identifies the differences between her own approach to new recruits and that of the class mentor in her first placement. Kate recognises that she didn't feel supported by the mentor and recollects her own practice as a mentor: *'the one thing is to always make someone feel confident and comfortable and able to fly'.* Recognition of the apparent inadequacies of her mentor made her determined to succeed, although she was surprised to find that she wanted the mentor's approval. She reflects that this need was probably *'because she was part of the teaching community that I desperately wanted to be part of, and I felt that there was this 'I'm sorry, but you're not making the cut'; I wanted that moment of 'yeah, ok then, you're ok'.* The realisation that she needed validation that she was progressing as a teacher came as a shock to Kate who, by her own admission, is *'so not an applause junky'.* In fact, Kate identifies the moment when the mentor in her first placement class wrote in her journal *'I feel like I can stand back and let you get on with it'* as a significantly positive milestone in her journey towards developing a professional teacher identity.

Kate refers several times to the influence that being a parent has on her professional teacher identity. She says: '*being a parent influences who I am as a teacher. I think parenting gives you an advantage because you expect them (children) to listen to what you say. Because I have certain expectations of my own children, I expect the same from the pupils.'*

Being more mature also has its advantages in relation to developing a professional teacher identity, according to Kate: '*I think you walk into a classroom and children assume that you have a lot of experience'.* It also means that she professes to have been less open to input relating to teaching approaches: University input '*didn't shape me – maybe if I was 21 it would whereas at 45 it didn't.'*

At the time that we carried out the narrative interview, Kate had not secured a teaching position, and the insecurity created by this fact came through the narration, in relation to a moment where she overheard a conversation at home: *'I heard my daughter describing me to a friend as a teacher, and I was about to jump in and say, no, I haven't got a job and I haven't got a class, but I thought, no, I am a teacher'*. The security of being in the school context and belonging to a staff and a classroom is evident in this moment of doubt,

although she checks her insecure feelings by remembering that she has qualified, therefore is '*a teacher*'.

Belonging to the Community of Practice

Notwithstanding her desire to be accepted by the teaching community of practice (CoP), Kate felt that she ought to have been better supported by the CoP during her first placement: *'And although we were at the start of our journey, so we had the least experience, but you could argue that that was when we needed the most support and nurturing'.* In relation to the nature of Communities of Practice, it would be anticipated that more experienced members would support newcomers in order to engage in 'modified forms of participation' (Wenger, 1998: 100) that encourage them to develop their competence in the teacher role. She understands the importance of belonging to the community with whom you work and doesn't like the feeling of being on the periphery. During her first placement, she didn't feel that the CoP was particularly welcoming, stating that '*although they didn't make the distinction to the children, amongst the staff it was painfully obvious that we were not teachers'.* The perceived lack of engagement in her development demonstrated by her mentors created a barrier to her sense of belonging to the CoP. Her experience in the second placement was much more positive, as to the teaching team with whom she and her peer were working, *'we were teachers and part of their team, and even the way they spoke to us was different*'. This resonated more closely with Kate's approach to mentoring in her previous employment, and therefore her expectation of the mentoring approach within ITE, and she felt that she made greater progress towards a professional teacher identity in this placement. It seems that this initial acceptance gave her the belief that she was a 'potential member' (Wenger, 1998: 101) of the community, which in turn gave her the confidence to make progress towards her professional teacher identity.

Within the university community of practice, Kate comments that initially she felt inadequate: '*I met a lot of students…who had a lot of knowledge that I didn't have…I didn't know if I could make the leap'.* It appears that Kate's perception was that she was more peripheral than her peers due to gaps in her previous knowledge of education theory. However, once she was working within her professional network in the school context, she recognised the importance of belonging: '*We've got a really close-knit family*

in our network and that's really helped.' Again, the difference in her experiences has an impact on her progress: her confidence in the school setting accelerates her professional teacher identity development.

Kate's references to belonging indicate the nature of the community within the separate settings within the PGCE programme. Kate recognises that she feels more comfortable in the classroom, and identifies that her self-confidence was greater in practical aspects of the course: *'I think that school-based experience gives you more, because you are going with your instinct, and that's you developing you and who you are'*. It is of no surprise then that her sense of belonging to the community of practice of the university programme is stronger in the school-focused context – working with her professional tutor and the peers in her network - than in lectures and other university settings.

In considering reified tasks as a marker of belonging to the community of practice, I was keen to see the extent to which such teacher tasks were mentioned. Throughout her narration, Kate refers to reified tasks in several contexts. When she speaks about her first, less positive experience, she mentions certain expectations that could be classed as 'reified tasks' by noting the fact that the mentor was disappointed NOT to have seen them; this suggests that there is a certain level of importance attached to them by the mentor (as the representative of the community of practice). Individual incidences include tidying up ('*It's break in 5 minutes and you haven't cleared up'*); keeping the children quiet ('*they're very noisy*'); and completing work in a timely manner ('*you didn't get that done in time'*). Kate appears to identify failure in these tasks as important markers that she is not demonstrating teacher competence, and therefore the comments knock her sense of professional teacher identity. This resonates with the idea that experienced members of the CoP have the power to either accept or reject newcomers if they demonstrate competence or otherwise in reified tasks, in this case those recognised by the CoP. [See Chapter Two, Reification of Teacher Tasks, for information re: Reified Tasks.]

Tasks that made Kate feel like a teacher during independent teaching opportunities (when the class mentor was ill) include planning, organising the learning and the support staff and dismissing the pupils at the end of the day: '*During the day, I had to plan as I went… and I had to plan the Welsh club during the day as I taught*'. Teaching for a whole day

whilst planning ahead for lessons and extra-curricular activities, she felt, demonstrated her 'teacher-ness'.

Delving deeper into the reified teacher tasks to which Kate assigned importance (as opposed to her mentors), I recognised that there was a greater subtlety to the types of skills and activities that Kate saw as significant in the teacher role. Being *'part of the community'* and recognising that she '*was part of the upper KS2 team meetings'* were important markers to Kate. The fact that other, more experienced, teachers encouraged her input by asking *'what do you think?'* or *'do you have any ideas for this?*' appear to have contributed to Kate's feeling of belonging. Continuing on this theme, Kate explains that when others wanted to follow her lead, *'let's all have a go at that'* and use materials that Kate had prepared, *'that's a good resource you have there, can I have a look at it?'*, she felt valued as a teacher. My interpretation is that Kate is referencing the importance of collaboration and innovation in these recollections.

In a similar vein, Kate makes reference to recognising her role in developing the whole child as a significant *teacher task.* For Kate, looking beyond the academic requirements of the curriculum to recognising how pupils develop '*as a person by the time they move on from you'*, shows that being '*in loco parentis'* is also a key aspect of the teacher role that Kate identifies. For me, this resonates with a holistic pedagogy, which I interpret as a reified feature of an effective teacher in Kate's mind.

Concluding comments

For Kate, the journey towards professional teacher identity involved a balance between how she perceived herself as a teacher and how she was accepted by the experienced teachers within the community of practice. She was surprised at the need she experienced to be accepted by her first mentor, but this showed how invested she was in becoming a teacher and being recognised as a member of the CoP. Working independently as the teacher in the classroom was the mark of achieving professional teacher identity for Kate; she focused on practice first and looked to theory to support in-class decisions.

BRYONY

Background Information

At the time of the narrative interview, Bryony is employed as a non-qualified teacher in a Welsh medium secondary school, and undertaking the Graduate Teacher Programme, an employment-based route into teaching. Although mainly work-based, the cohort of GTP students come together on ten occasions on campus to receive input from university tutors and to reflect with peers.

When the pandemic closed schools in March 2020, Bryony's teaching commitments continued online and she was able to present appropriate evidence within her Professional Learning Passport (PLP) to demonstrate that she had satisfied the professional standards required to gain Qualified Teacher Status.

Influence of Self and Others

Bryony began her narration by expressing her surprise that she had become a teacher and her sense of comfort in the role. She explained that she had always intended to perform, having studied classical singing at a conservatoire in London before returning to Wales to live and work as a community artist with charity organisations. Her introduction to teaching came in the offer of a temporary job (in the school in which she still works). She recalls this as a *'turning point for me'* which entailed her having to focus on one full-time job rather than a multi-faceted portfolio of work across the artistic spectrum. She wasn't sure that it would be the *'right fit'* for her, but as it was only a short-term contract, she was happy *to give it everything I had in the first year and see if it fit'.* She recognises that *'it came as a shock that I wanted to do it',* as she hadn't set out to become a teacher. More shocking for her during her narration is the realisation that *'it's something that I want and that I'm hungry for',* whereas she was always so adamant that teaching was not the career for her. She recalls one of her secondary teachers telling her that she would teach, and her thinking *'no, I can't see it myself',* and resigns herself that this teacher was correct.

However, during her voice training and in her work, Bryony recognised her desire – and her ability – to lead. Several roles that she engaged in involved leading learning, including running drama workshops, leading music programmes and tutoring individuals, *'which meant that the leading thing was always there*'. Although she was focused on performing,

she can see in hindsight that she has always enjoyed facilitating experiences for others, both young and old.

In taking on the 'teacher' role in a non-qualified capacity, Bryony explains that she was unprepared for the responsibility, so relied on her experience of leading drama and music workshops to inform her teaching style. In recalling her first term in the school, she is embarrassed that she *'naively thought that it was the same as running workshops but running more than one and running them for an extended period of time'.* As she became more aware of her responsibilities, and what it meant to be a teacher, she recognised *'that it wasn't enough, and it wasn't teaching really, because there wasn't enough continuity'.* In essence, once Bryony came to this realisation, she feels, was when *'I started to put my teacher hat on'.* From that point on, she undertook her own research to compensate for her lack of formal teacher training at that time, and recognised the need for longer term planning in order to ensure that she was covering the necessary elements of the subject in a progressive manner.

Bryony explains how she joined her school when the staff was going through a particularly turbulent time, as the teachers were in conflict with the senior management team. She recalls that they were less than positive about the appointment of a non-qualified teacher, and although there was an expectation by other teachers that she would go along with their action, Bryony realised that *'being new, it wasn't my battle because I hadn't been there'* so she decided to *'shut off completely what was going on and just focus on the students'.* She sees this decision as both a hindrance and a blessing: the former because she was not accepted by the majority of the school staff, and the latter because she avoided involvement in the conflict. She recognises that she distanced herself from colleagues and focused solely on the learners and as such found her way through this period. As she voluntarily committed to more responsibilities, such as directing the school show, she realised that she was happy to do extra because she wanted to be fully engaged. Her recollections of this early period show a complex mix of being shaped by self and others: although she wasn't sure that she wanted to join the teaching profession *'I never decided in my head that I was fully committing to it'*, she demonstrated her desire to give her all and to do well for her year's contract, by giving it *'everything I had'*. She found herself in a situation where her colleagues within the school were not entirely

welcoming to her, '*I can't say that at the beginning I was totally accepted as a teacher'* but she recognises that she *'did have support from senior management',* who were providing her with exciting opportunities. She can see on reflection that this was *'really difficult'*, as she was being seen to be working with the school leaders with whom her colleagues were in conflict.

Bryony reflects that although she was *'hindered a bit at the beginning in my ability to think of myself as a teacher'* she set about reading about teaching her subject and this was *'when I started to find my path'.* The work *'started to engrain in me my identity as a teacher because it was something that went further than being in work and being in that teacher mode as it had become a part of life'.* In essence, for Bryony, recognising that she was identifying as a teacher outside of her work days signalled her developing professional teacher identity.

One person who positively shaped Bryony's professional teacher identity was her mentor. She describes her as *'fantastic',* '*a constant for me'* and someone who *'gave me the confidence right from the beginning'.* Bryony valued *'discussing stuff with her'* but was affected more positively by comments such as *'Oh, you're made for this!'.* Bryony recognises that *'the more someone tells you that, the more you become it'.* In this regard, it is clear that positive reinforcement of her suitability for the role from someone within the community of practice is a significant factor for Bryony in realising her professional teacher identity.

Although Bryony's recount highlights her feeling of growing confidence in her own understanding and competence in the teacher role, it is interesting that she confesses that she still has moments of self-doubt. She refers to having *'a bit of imposter syndrome'* and worries that *'they'll find out that, actually, ''no, we were wrong this whole time''.* She feels this as a fear although she doesn't know why. I am struck by this insight into Bryony's vulnerability as I recognise the strength of character she has shown in order to navigate her way through a turbulent start to her teaching career. Her decision to maintain some distance between herself and her colleagues, due to the conflict in the school, could suggest that Bryony would not require their confirmation of her professional

teacher identity, but this train of thought suggests that she still wants their recognition and acceptance into the CoP.

Bryony repeats the term *'fit'* throughout her narration: the need to feel comfortable in her work is paramount, suggesting a strong sense of self in her choices. Although she *'hadn't chosen to be a teacher really'* she recognises her personal approach to her career as one where she *'would always look for the right **fit** for me'.* When she was offered a temporary role as a non-qualified teacher, she decided that she would take it to *'see if it **fit**'.* When she arrived at the school, she had doubts because of *'the school setting and how I **fit** in and the atmosphere'.* By the end of the narration, Bryony considers that teaching is a fit for her, because she recognises that *'it's not just a job - you become it really'.* Bryony's repetition of the notion of 'fit' is significant, and she uses the term not only to signify fitting in to the community of practice (as in being accepted as a teacher) but also in relation to her own comfort (as in accepting the role as her own). I get the impression that Bryony's self-awareness comes from constantly reflecting on how content she feels in each context she finds herself in.

Belonging to the Community of Practice

As mentioned in the previous section when considering the relative influence of self and others in her professional teacher identity development, Bryony found herself in a peculiar position within the community of practice of the school in which she undertook her initial teacher education. As the only teacher in the drama department, she worked alone; she was not supported by other teachers because of her non-qualified status as well as her desire to avoid the *'disagreements between teachers and the senior management'.* She sees herself as heavily self-reliant: she recognises that although she was not supported particularly well by colleagues, she did receive *'support from senior management'*. This support led to additional responsibilities such as directing the school show. In terms of working on the periphery of the CoP, Bryony found that she had to rely on her own resourcefulness and sense of progression to develop her professional teacher identity rather than gaining pedagogic support from more experienced teachers on the staff (apart from her mentor).

When considering the expected trajectory of a student teacher from the periphery inwards into the community of practice, it is clear that Bryony's journey was not

straightforward. Considering the hierarchy of the CoP, with 'newcomers' (Lave & Wenger, 1991: 29) on the external edge, experienced teachers occupying the middle and moving inwards to the Senior Management Team (SMT) at the core, it is significant that she was supported more by the members at the centre than those in the middle of the community. Her progress was shaped by this discrepancy, although not always in a negative way. In fact, she was given opportunities early on in her professional journey that would normally take longer to achieve. She attributes this to her natural desire to do well and to take on new challenges; however, it is also connected to her relationship with the SMT. Having the opportunity to take on more responsibility led to Bryony feeling that she wanted to contribute more to staff discussions. However, as a non-qualified teacher, she recognised that it would not be appropriate to do so, as she was aware of *'not trying to overstep people who had been there longer'.* She recognises that *'not taking over but to sort of collaborate more'* is a *'fine balance'.* For Bryony, wanting the extra responsibility but not outwardly showing her desire for it is important. She explains that a crisis in school provision allowed her to *'take that leading role that I enjoy'* but in a way that was *'seen as a favour'* rather than her pushing herself forward. This was ideal for Bryony, as although she did not engage with the other teachers initially, she seems aware of the need to not overstep the mark within the staff hierarchy. In effect, she knows her place but doesn't want to be hindered by it.

Being recognised as a teacher is an important aspect of Bryony's professional teacher identity. As an employee of the school but also a GTP student, Bryony explains that she was happy to be treated as a 'teacher' rather than as a non-qualified teacher or a student teacher by others. She found it satisfying that student teachers completing PGCE placements at the school were unaware that she was training: *'That's been a big stepping-stone for me to realise the bigger picture and not feeling confined, or people holding my hand to help'.* This suggests some feeling of belonging to the CoP – of her school and of the teaching profession. To incomers, she is identified as a teacher, and this supports her own belief that this is what she is.

Being seen as capable of teaching without support is a theme that Bryony refers to regularly within her narration. When speaking about planning Drama schemes of work, she explains, '*I did have some help from a teacher in another Welsh medium school, but*

she would send me her work and I felt almost like a fraud if I took it'. In essence, she felt as if she was 'cheating' when using someone else's planning. She recalls that she discovered that it is better to be self-sufficient by saying, *'And to be fair, I did use one of her units but I found it harder to teach because it hadn't come from me'.* In fact, she equates getting to grips with the planning as a momentous step in developing a professional teacher identity: '*I think that started to engrain in me my identity as a teacher because it was something that went further than being in work and being in that teacher mode as it had become a part of life'.*

During her narration, Bryony makes reference to a range of tasks that she recognises as 'teacher tasks' that could be considered reified by herself or by the professional standards (Welsh Government, 2017). The most prominent activity in Bryony's narration is *'leading the learning'*. When she questions what makes her feel like a teacher, she considers that it is *'when I'm in control of the learning'*. She explains that her personal research into Augusto Boal's 'Theatre of the Oppressed' informs her approach to setting high expectations for her pupils, planning for *'liberalisation, where you can go in with a stimulus, and you build from that, so actually they* [the children] *have the control'*. From the early stages of Bryony's development as a teacher, she recognised the need to find out the best way to approach her teaching commitments through reference to others' practice. Significantly, without the opportunity to gain this through observation of her colleagues, she sought information in reading and preparatory research. For Bryony, professional learning is something that signals that she is a teacher.

Ensuring progression for learners is also high on Bryony's list of priorities as a teacher. As she recalls, she recognised that her initial approach to lessons was not teaching, because there was no continuity in the learning. The pupils were enjoying the experiences but were not learning anything meaningful: a response that she now uses to check progression: '*So if I ever have a lesson that feels like a drama workshop, it's not quite there. One lesson like that is ok, but if I have a series of them, and the children remember having fun but don't know why, that's when I feel like I've let the ball drop*'. In fact, Bryony recognises that the need to ensure that her pupils made progress signalled to her that she was becoming a teacher rather than a workshop leader.

Preparing resources for the department, including long-, mid- and short-term plans, is also an activity that Bryony identifies as a teacher task. Carrying out these preparations during school holidays is an expectation that fills Bryony with excitement rather than dread, as she feels that preparing appropriate materials will '*make it easier for myself as well, so that I'm happy with it'* [the preparation]. She hints at the expectation that to be a teacher, you need to want to work outside the regular working hours, which could suggest that this is also a task reified by the CoP.

Although she explains that the school context did not necessarily offer opportunities for collaboration, Bryony identifies the need to share ideas and to get these heard by others for the greater good of the school. She considers co-operation and co-construction within schools and between schools to be important. Significantly, however, Bryony's reference to her feeling of 'imposter syndrome' when using others' resources suggests that this reified task may be an area of challenge for her.

In comparing her previous role as workshop leader to her practitioner role, Bryony refers to the accountability that comes with being a teacher: teaching is a combination of drama workshops and drama therapy *'with expectations at the end in a way in terms of data and exams and things like that'*. Her engagement in such tasks signals to her that she is a teacher. The high stakes involved in being responsible for pupils' outcomes is a clear demarcation between being a drama practitioner and a drama teacher.

Concluding comments

Being a non-qualified teacher whilst completing the Graduate Teacher Programme was, for Bryony, the perfect way into teaching. Although she was unsure of her commitment to teaching at the beginning, she now expresses a firm engagement with the teacher role. *'And to really know that it is something that I want and that I'm hungry for'* has come as a surprise to her, even though *'it's my enjoyment of learning myself and then translating it to someone else in a different way'* that has led her to develop her professional teacher identity through a variety of roles.

Although Bryony's narration demonstrates a confidence in her developing professional teacher identity, there is still a small sense of insecurity in her abilities, *'One day I'll feel*

that I'm a teacher and I know what I'm doing' that acknowledges that although she is working her way into the CoP, she still feels that she is near to the periphery.

LYNNE

Background Information

Lynne is a Secondary Mathematics student on the Graduate Teacher Programme. She applied for the GTP following several years of experience as an intervention teacher at the comprehensive school that supported her through the year-long programme.

As Lynne was employed by the school for the academic year, the lockdown in March (due to the pandemic) led to a short time when she was not teaching, but the majority of the period saw her providing asynchronous lessons for her classes.

The narrative interview took place in July 2020, following confirmation that Lynne had gained Qualified Teacher Status. She had also secured a teaching post in the school in which she had undertaken her GTP and was preparing for the beginning of the school year.

Influence of Self and Others

Lynne begins her narrative by saying that she could see that she *had* developed a professional teacher identity throughout the year, but that she hadn't consciously thought about it until she had taken *'the time to reflect on it*' ahead of our interview. Her reflection also made her realise the significance of this in her progress towards becoming a teacher. As an intervention officer in the same school for several years before she started on the GTP, she recounts that she had been seen differently to the teachers in her department - by herself, her pupils and the teachers - and '*not having that identity as a teacher… was a massive reason why I didn't think I could become a qualified teacher'.*

Lynne recognises that she has always had some '*aspects of teaching and training in my life',* which was recognised by others even in university, where '*some of my peers asked me if I was going to be a teacher because I was really good at explaining things'.* Significantly, her stock answer was always, '*No, that's definitely not for me'.* However, following a career in retail management, Lynne took on a role as intervention officer within the mathematics department thinking that she would '*definitely want to qualify as*

a teacher' once she was working in a school. However, this wasn't the case, and she felt that it wasn't for her, as she couldn't '*associate'* with any of the teachers she supported, and felt overwhelmed with the '*plethora of different teaching styles'* she observed. She knew that she didn't *'associate with any one character'* or *'emulate'* any of the styles of teaching that she observed as an intervention officer, which made her feel that *'maybe it's not for me'.* The issue of not recognising her own approach in others is a theme that Lynne returns to regularly throughout her narration. She says that she knew that *'It wouldn't have worked if I'd tried to be someone else, it wouldn't have worked, because I can only ever be me'*. For me, this suggests a possible conflict between the influence of others and self, as Lynne believed that she couldn't become a teacher unless she moulded herself to teaching styles that she perceived to be *'excellent'.*

In extending her focus on different teaching styles, Lynne describes three teachers from her department and their approach. She recognises that one teacher prides herself on her ability to maintain silence, but comments that pupils in her classes *'hated maths because they hated the teacher'* (signalling that, for Lynne, this wasn't a style she wanted to adopt). Another teacher created a line that *'is so faint that the kids don't even know that there is a line in the classroom'.* Lynne's own experiences in this environment, as well as comments from pupils in the intervention class – *'I hate maths and I hate the teacher because I can't listen and I can't learn'* – confirmed that this was not the way she wanted to be. A third teacher was inconsistent in their classroom control. Lynne's comment sums up her feelings regarding this approach: *'They don't follow through, and it's just so frustrating'.* Although Lynne stresses that each teacher is *'excellent',* I feel that she is making personal judgements of others' styles in relation to her own preferred approach, and identifying that her way is different to each.

Lynne explains that embarking on her ITE programme led her to make a conscious decision as to the type of teacher she would like to be. She says, *'I decided I wanted a mixture of the three: I knew there had to be rules, so I decided to stick to the school rules, because they were what I had to follow. I didn't want loads of rules. I wanted to be firm but fair; I wanted the children to treat me as I would treat them […]. I wanted to be friendly with the kids, but I knew that I couldn't be their friend – there was a line'.* This shows Lynne's influence of self in relation to her professional teacher identity: having

taken notice of the teachers with whom she worked, and reflected on their approach to teaching maths, she had worked out what her preferred approach would be. In developing her professional teacher identity, she built her teaching style to ensure that she could be comfortable with it, as she knew that *'for me, it was important to know that I could be myself'.*

When Lynne describes why she embarked on a teacher education programme, she provides a fairly straightforward answer initially: *'It took a long time, and a love of teaching, and knowing that the funding for intervention was coming to an end, that made me think what I wanted to do*'. She explains that she had been encouraged by teachers in her department, who told her that *'You could do the job standing on your head'.* Children in her intervention classes asked her *'Why aren't you a regular teacher in the classroom? Because you're so good'.* It appears that the positive feedback from both the teachers and the children made her feel that she could do it. However, she confesses that she had doubts: '*I knew that there was much more to being a teacher than a passion for the subject, and again that really held me back for a long, long time. I was profoundly aware of being able to manage a classroom and how important that was - and I felt I was lacking in that'.* So although she was receiving positive encouragement from others, their belief in her did not entirely quash her own fears. She explains: *'all these teachers and colleagues who were saying I was more or less doing it already, I knew I wasn't!'.* For me, this recurring theme resonates with the suggestion by Erikson (1968:96) that professional teacher identity is developed through a series of 'crises' where the individual is confronted with decisions regarding their personal preferences in relation to those of the others in the community.

When Lynne explains why she was so fearful of classroom management, her experiences provide an insight into her declared reticence to make the leap to becoming a teacher. Whilst working as an intervention officer, she was able to take advantage of opportunities to teach when they were offered by two different heads of department. Unfortunately, Lynne explains, they were not positive experiences, and they '*knocked my confidence'*. She describes the occasions in detail, and I can sense the pain and embarrassment she still feels when recounting them. Her first teaching experience, she relates, was when she was supporting a supply teacher. She shared a '*really exciting idea'* that she had thought

of to support the class in understanding a topic, and prepared to teach the lesson. Having been '*under the impression that I was going to be leading the class',* she was horrified when she realised part way through the lesson – from the '*steam coming out of this supply teacher's ears'* – that she had got this wrong. The supply teacher, Lynne explains, interrupted her teaching by her actions where she *'storms up to the board and starts wiping out our calculations, and saying things like, 'This is ridiculous - you're meant to be supporting me, not taking over my class'.* The embarrassment of this event *'really damaged my confidence.* Lynne remembers that the incident *'put me off teaching, because I didn't want to work with people like her'*. I perceive in this comment not only an embarrassment but a concern that Lynne doesn't want to 'belong' to a profession that can behave in this way.

The second opportunity that Lynne describes is less traumatic, but again demonstrates her fear of classroom management. Her confidence began to build again under a new Head of Department, who *'from the word go was saying that I was wasted in intervention and should think about teaching'.* When she was asked if she would look after a class to cover absence, Lynne thought, *'I can do this',* but without experience in discipline, she found that *'they were a nightmare!'.* Again, her narration shows her making a distinction between her ability to teach the subject and her classroom management: *'I had experience of explaining the maths'* but *'I didn't have any discipline experience'.* The outcome of this second opportunity was her *'confidence went totally down'* and her belief that she couldn't be a teacher without the ability to ensure classroom discipline was strengthened.

As a result of the two experiences Lynne relates, she explains that she then took a long time to pluck up the courage to apply for the Graduate Teacher Programme. Her decision was forced by the fact that *'the funding for intervention was coming to an end'* and, although she *'didn't need to have a career in teaching'* as she *'could have gone back to retail',* she found that she *'couldn't give up the teaching'* as she had *'really fallen in love with it'.* Being rejected on her first attempt at becoming a GTP student teacher made her realise how much she wanted to do it, and she feels that *'the GTP route was amazing',* because it built on her *'experience working in the school'.* She comments that, without realising, she may have started on her journey towards a professional teacher identity

through her previous role: *'maybe without knowing it I already had part of that teacher identity'* (which contrasts with her earlier comment in the narration, which drew attention to her belief that she lacked this as an intervention worker). Because of this, she thinks that *'the PGCE would have been a backwards step'* as she would have spent less time in the school environment.

Lynne's love of maths is clear throughout her narration. She sees similarities between pupils who fear maths and her own negative experiences with teaching. Her perceptive recognition that many pupils who *'have struggled with maths'* have had *'a negative classroom experience which knocks their confidence'* leads her to believe that, although it would be a tall order to *'get everyone thinking 'Yay, it's maths!'* she would feel content if her pupils would *'get to a stage where they look on their timetable and say, 'It's maths,' without being afraid of it'.* At that point she would feel *'then my job is done'*. To encourage pupils to enjoy maths and not fear it, she explains that she makes the learning experiential, linking 'new' content to operations that the pupils have already mastered to encourage them to have a go. She recognises that *'my style of teaching is totally different*' from her colleagues' approaches, and is happy with this, *'as no two teachers are the same'*. At the heart of her style is the desire to '*make the subject engaging for young people*', and this *'was just natural for me and I think that comes out of my natural love of Maths*'.

Belonging to the Community of Practice

As Lynne has worked in the mathematics department for several years, including her time as an intervention officer before embarking on her ITE programme, she feels that *'from the beginning the staff were amazing'.* She explains that she found that *'the department is really welcoming',* a state that is exemplified by the fact that they *'all eat together'* which suggests a level of friendship. In making a comparison with other student teachers' experiences that are contrary to this, she highlights her belief that eating together is symbolic of the department working as an inclusive team. Her more experienced colleagues, she continues, *'always made me know that I wasn't reaching my full potential and that I could be a maths teacher if I wanted to'* and *'were always really encouraging'.* She expresses her gratitude that *'they respected that for me I was happy being an*

intervention worker'. The mutual respect for individuals within the team is important for Lynne in both her previous and current roles.

She explains that when she started the GTP, she was surprised to find that she had mentor support from her colleagues. She says, *'I thought that on that very first day when I went into the class, I would be in the class on my own; I didn't realise that the teacher would still sit there, but at the back'.* She found this supportive, *'because it was lovely to know that they were there, and you could just see them on the periphery, the support was there if I needed it'.* However, she reveals her delight in not *needing* their help, which suggests to me that there was a part of Lynne that would prefer not to have anyone with her as she overcame her fears regarding classroom management, particularly not colleagues who she had been supporting for years. A mentor's comment *'that they didn't need to be in the classroom with me'* was actually seen by Lynne as *'part of my identity, knowing that I didn't need anyone else with me'.* The speedy release of responsibility from the mentor to Lynne is, for her, a positive confirmation that she is able to 'be' a teacher.

Lynne's unique position as intervention officer turned student teacher means that she had, to an extent, been working on the periphery of the community of the maths department for several years. I wonder if that was why she felt that she didn't have a 'teacher identity' before starting the GTP. Or did her previous employment create in her a feeling that she had a 'non-teacher identity'? The opportunity to observe her experienced colleagues teaching was a natural part of her previous role, *'I've observed everyone in the department at some time or another'*, meaning that she was able to consider her own teaching style before she began her initial teacher education. I feel that this created a conflict for Lynne, as observing others hindered her belief in her ability to become a teacher, but also enhanced her insight into her own professional teacher identity. Their constant encouragement of Lynne's potential to be a teacher, by saying things such as *'You could do the job standing on your head!*', could also be considered as a sign that they were signalling her suitability to be part of their community of practice and welcoming her in.

The community, she feels, supported her and were *'so accepting'* of her approach, which she recognised as *'totally different'* to the more experienced teachers surrounding her. In recalling a particular lesson where she drew Venn diagrams on the carpeted floor of a colleague's classroom, she suggests that, although the teacher wouldn't do anything similar herself, she encourages Lynne with her comment *'Just go for it!'.* She explains: *'they've been brilliant - they've allowed me to try anything like that'.*

Although Lynne expresses her recognition that she has developed her own teaching style during her ITE programme, I notice through her narration her desire to receive positive feedback from her colleagues, as she *'likes to be reassured'* that she is doing things well. Self-confessing that she is a '*bit of a perfectionist'*, she'd *'rather not do it'* if she can't do something *'spot on'* and likes *'the affirmation'* from the maths team to this effect. She wants to feel worthy of their compliments and therefore deserve a place within the community of practice. She is comfortable in their presence, explaining that rather than inviting observations of particular lessons, she *'genuinely wanted them to see me teach – whatever type of lesson it was'.* This openness suggests to me that she feels that she belongs to the team. Having gone through several Estyn visits in recent years, supporting her colleagues in her role as intervention officer, and recognising their *'fear'*, she wants to acknowledge that observations are *'nothing to be worried about'* by having an open-door approach. She says, *'if anyone wants to come in, come on in!'.*

Having taken up a substantive post as a teacher within the mathematics department on qualification, it is apparent that Lynne has been accepted into the community of practice in which she has undertaken ITE. She says that her colleagues responded to the news that she had graduated with the comment *'Never doubted it, never doubted it!'.* Her contentment in relaying this conversation is further confirmation to me that she feels she belongs to the team.

I can see three different strands of narration that relate to reified teacher tasks in Lynne's interview: her focus on explaining concepts in a way that the children will understand; her fear of classroom management and behaviour control; and her recognition of the myriad of factors included in planning.

I have highlighted already Lynne's recurring references to behaviour and classroom management throughout her narration. This acted as a serious barrier to her ability to see herself as a teacher, as although she speaks about her *'cushy position'* as an intervention officer because it doesn't include *'any of the hassle of discipline issues',* her narration suggests that she was afraid to enter the profession because of her fear of these expectations. She *'knew that there was much more to being a teacher than a passion for the subject'* and was *'profoundly aware of being able to manage a classroom and how important that was'.* The fact that she *'felt I was lacking in that'* highlights Lynne's perception that this is a priority teacher task, and her inability to do it meant that she shouldn't become a teacher. If reified tasks are considered to be those which symbolise the profession, her comment: *'That's the area that's the most daunting for teachers and you don't always get a lot of support in classroom management'* is an area for discussion for ITE providers.

When Lynne considers the rules for her classroom, she incorporates aspects of teaching that could be considered to be reified in relation to the professional standards for teaching practitioners (Welsh Government, 2017). She says that she recognised the need for rules so *'decided to stick to the school rules, because they were what I had to follow. I didn't want loads of rules; I wanted to be firm but fair; I wanted the children to treat me as I would treat them – so if I was asking them to put their phones in their bags, mine would also be in my bag'.* Being a role model is an important component of the teacher role, and it is evident that Lynne feels strongly that this is built through mutual respect. In creating an effective learning environment, Lynne sees that *'relationships are important'.* To build and sustain relationships with her pupils, she spends time *'as the children come into class to build the relationship and do the visual checks that they are ready to work'.*

Throughout her narration, Lynne's references to her ability to explain concepts effectively to learners are always positive in nature. She recognises that her *'natural love of maths'* led her to aiming to make the subject *'engaging for young people'.* Her delight in their positive response to her teaching is apparent, particularly when she expresses her joy in getting *'to see those moments where the lightbulb goes on and the kids are gaining in confidence'.* To make maths accessible, Lynne explains that *'I like the children to be involved',* using experiential approaches to *'make it practical'.*

One section of Lynne's story explains clearly her perception of planning as a reified teacher task. When reflecting on the process of planning the lesson that formed part of her interview for her first teaching role, she recognises how she considered all of the required aspects without having to consciously remind herself to do so. Her delight at the implicit nature of her planning process is apparent in her comment: *'Planning subconsciously for all of these things was such a moment of realisation! I got all these points in without having to think about it.'* Her plan included *'the Four Purposes, the departmental and school targets, there was differentiation in there, there were opportunities for learners to lead the learning, plenty of assessment, opportunities for the learners to reflect'.* The automatic inclusion of these elements signalled to Lynne her readiness for teaching.

Concluding Comments

Lynne began developing a professional teacher identity several years before she began her GTP as well as throughout the programme. Her narration demonstrates some conflict between her own belief in her ability to become a teacher –based on her lack of confidence in the classroom management aspect of the role – and her love of making mathematics accessible to her pupils. There is also a sense of conflict in her recognition that her teaching style is different to others in her department, and deliberately so, and her desire for acceptance of her approach from her colleagues. For Lynne, her professional teacher identity comes from being recognised as a teacher by staff and pupils. She comments: *'I have got an identity here as a teacher - they see me as an authoritative figure'.* It also comes from affirmation that her choice of style is working for pupils. A Year 10 pupil's comment when asked why he liked maths, *'It's Miss, and how she teaches'* was confirmation to Lynne that she was in the right profession.

PAUL

Background Information

Paul is a Secondary Mathematics & Drama student on the Graduate Teacher Programme. He applied for the GTP following many years of experience in a number of roles at the comprehensive school that supported him through the year-long programme.

Although the lockdown in March (due to the pandemic) led to a short time when Paul was not teaching, the majority of the period saw him providing asynchronous lessons for his classes.

The narrative interview took place in July 2020, following confirmation that Paul had gained Qualified Teacher Status and a teaching contract in the school in which he had undertaken his GTP.

Influence of Self and Others

Paul's narration reflects his tricky navigation of developing a professional teacher identity through his initial teacher education programme within the context of a school in which he has held many different supporting roles over a period of 12 years. He explains that, *'from the perspective of feeling like a teacher, I have to admit that I found that difficult to start'.* And although he claims that it was the beginning of the year that proved challenging from an identity point of view, his story reveals to me that changing identity within the same school setting may still be a struggle at the end of the programme.

Paul explains that over the years and in myriad roles, *'I'd created my own identity that way'.* He had to try to *'use that but adapt it'* to suit his new role as teacher. Having led drama workshops and clubs both within the school and out in the local community, he was concerned that *'some of them* [the pupils] *would have difficulty remembering what to call me',* but was pleased that *'fortunately, no-one has overstepped the boundary this year'* although he didn't rule this out in the future, as pupils may *'wonder why they have to change their relationship with me in the class'.* He hopes that, with time, he will have built a reputation as a teacher rather than a hybrid including his previous roles in the school saying, *'my reputation at the moment is partly as a teacher from last year but partly who I was before'.* He also wants to be recognised in different contexts – in class, in the hall, on trips – as a teacher who *'can adapt and change'* for various purposes.

For all of his work in moulding his identity to suit his new role as teacher, he says that *'there are still sceptics on the staff who see me as Mr K the drama teacher'.* This is relayed as a negative, and followed up with more scepticism: *'the fact that the GTP year didn't finish because of Covid means that there are some who are a bit sceptical about how I qualified'.* Although his narration repeatedly speaks about his firm belief in his own

teaching approach, I sense that he wants to prove to these colleagues that he is competent in the classroom and worthy of the Qualified Teacher Status he has obtained. He explains that, once school resumes after the summer break, the deputy head (and his GTP mentor) has *'offered a learning walk to anyone who would like to see what I do'.* He hopes that this will quieten his doubters, and I sense his self-doubt too.

As a teacher, Paul has a strong view of what type of teacher he wishes to be, and throughout the narration he repeatedly returns to the characteristics he possesses within his teacher persona. He says *'so the identity I had created for myself was someone who was quite responsive as opposed to reactive'.* He exemplifies this through explaining how he has supported a disaffected pupil who only attended his mathematics lessons and one other subject during the year. He says *'you couldn't plan for her',* rather you had to *'be responsive'* to whether she was *'having a good day or a bad day'* in order to get *'the best outcomes'.* He stresses the need for him to form relationships with his pupils that are based on empathy, focused on responding to their emotional wellbeing. In order to be *'empathetic, committed (all those clichés!) and passionate about what I do'* he works long hours to allow for *'catch up or check ins with pupils'.* It appears to me that the most important aspect of the teacher role to Paul is the pastoral care of his pupils. This is not a surprise to me as I know that Paul comes from the town in which he now teaches, and so is fully aware of the economic and social deprivation that forms the context of his pupils' daily lives.

Paul speaks about his philosophy of education in relation to the changing needs of pupils. He says, *'I genuinely believe that pupils are changing'* and are more aware of their emotions, meaning that *'the pupils can be so emotionally triggered'.* To respond appropriately to these different emotional needs, Paul feels that planning should cater for *'not differentiation for ability but for emotional wellbeing'.* He sees that taking this approach means that *'over-planning can be a negative',* as it may not be possible to teach what was intended because of the need to settle pupils beforehand. As he relays his philosophy and the impact this has on paperwork (which Paul admits is something he needs to *'brush up on')*, I can't help wondering whether this is seen by colleagues as an excuse for not planning in detail. However, I can also see his point, as he recognises that dealing with the emotion before beginning the teaching can pay off for individuals who

would have turned the whole lesson into a battle had Paul not invested the first 10 minutes to settling them.

For all of his apparent self-confidence in his approach to teaching and learning, Paul admits that he is negatively affected by feedback by others as well as by self-reflection. He mentions this several times, saying *'I'm very negative of myself, always have been'* and *'I take negative feedback really personally'.* During his GTP, he has realised that *'you've got to use it; whether you listen to all of it, that's up to you as a professional, but you've got to use it to move forward'.* I sense that there is an element of self-belief in this comment, with his suggestion that he will use what resonates with him rather than taking on recommendations without thinking them through in the context of his practice.

Belonging to the Community of Practice

In considering references to Paul's position within the community of practice, it is evident to me that he suggests that some members of the CoP are reticent to allow him in. His trajectory into the CoP is different to student teachers who have undertaken placement in schools that are 'new' to them. His previous history with the school, which includes time spent supporting pupils with additional needs within a specialised unit, a period working in a behaviour unit and several years as a cover supervisor, has seen him moving around the periphery of the CoP, supporting teachers rather than becoming one. On entry to the GTP, Paul's status has changed as he has signalled to the CoP that he is wishing to join it, and in order to move inwards, he must prove that he is indeed 'worthy' of belonging to the community as a beginning teacher. He recognises that more experienced members are sceptical that he can, and has, qualified to teach. Paul is determined that he will prove to the others that his teaching style is effective, explaining that *'I'll plough on with that approach until it needs to be adapted'* rather than moulding himself to his colleagues' ways; suggesting that the CoP is not a comfortable place for him to be. He doesn't explicitly show a strong desire to belong, although his hope to win them over suggests otherwise.

Throughout his narration, Paul makes comments about his colleagues and their approach to teaching. He talks about *'older, more experienced teachers'* who he perceives to value planning over responsiveness, citing the possibility that *'maybe in their training it was all about the planning and the build-up to the lesson'*. In the context of the new curriculum

for Wales, he worries that this approach won't work, saying '*already staff who have that plan, plan, plan, execute approach are finding it difficult because they don't have the skill set'* to be more creative. He believes that his approach is more appropriate but recognises that colleagues don't share his belief. He explains that *'when I was being observed and in professional dialogue, I spoke about my approach and you could see that they were quite sceptical about it'.* Rather than changing his approach to match theirs, he says that he has been *'trying to get that approach across, and it's difficult to explain without seeing it'.* Because of this, he explains that for a time during the GTP, he opened his classroom up to more scrutiny, and *'asked his mentors to observe me more'*, in the hope that they would *'see the amount of planning and how different it was based on emotions'.* Although spending time with individuals who need to be coaxed into engaging takes time, Paul feels that it's worth the investment as in his experience *'it's saved a lot of lessons'.* He also suggests that *'for staff that don't do that, that get on with it, they then have to battle through those things for the whole lesson'.* So not only is Paul holding onto his own teaching approach at the expense of belonging fully to the CoP, but he is identifying negative outcomes of his more experienced colleagues' approach. I sense the tension behind the information he is sharing with me.

Paul also explains that he is concerned that *'some staff are reluctant to change things based on things in the past that have been positive in the hope that, even if the outcome is negative this time, that in time the outcomes will become positive'.* His concern is that the CoP will not change to support pupils, who he believes are changing with time. He sees that behaviour is altering for particular groups of children, including More Able and Talented pupils who he feels are '*a lot more kinaesthetic than we're used to'.* In relation to the development of a community of practice, it is the members who change its nature, using and extending the 'cultural tools and practices inherited from previous generations' (Rogoff, 2003: 52), so if Paul's analysis is to be believed, there are some challenging times ahead for the CoP of the school.

Although Paul taught a fairly full timetable throughout the programme, as a student teacher working on the periphery of the CoP, he was provided with opportunities to observe colleagues' lessons. He explains the benefit of this through explaining that *'I learned a lot from observing old school teachers on a learning walk'.* He describes some of

the experiences: *'I observed one teacher regarded as excellent in our school – she was military in her style of delivery'.* Although he doesn't say anything, I sense by his intonation that this is not something that impresses him. Similarly, he visited a teacher *'who relies heavily on her planning and seating plan'.* The only teacher from whom he took anything constructive was a teacher who *'is so laid back he's horizontal'.* Paul explains that he was particularly interested in the way that this teacher dealt with one individual pupil. Although Paul considers that *'I thought I was really calm in dealing with the pupil',* he recognises that the teacher he is observing *'didn't make such an issue of it and used a 'be with us not against us' attitude'.* Although Paul reflects that he *'tried to magpie bits to use myself'* following the observations, he is still set on keeping to his current approach: *'I want to be that teacher who asks on Monday morning, 'How did football go on Saturday?', which I am now, but I want to maintain that'.*

As well as observing other teachers, Paul was observed by more experienced colleagues. He recalls a situation where an assistant head with whom he was team-teaching remarked on his approach to one of the pupils, explaining that she would take that as professional learning for herself, as *'she thought my approach worked better than hers'*. I sense his pride in thinking that he had made a difference to his colleague's teaching, as well as relief that he had received some confirmation from an experienced member of staff that his approach was appropriate. He recognises that had he not been observed, *'I may not have known that was a quality because I wouldn't have noticed it'.* This raises a potential issue in relation to programmes that allow student teachers to teach in a more independent way, such as the GTP: as a beginning teacher, are you in a position to recognise whether your approach is effective or not? And do you identify particular aspects of your style that work or don't work if a more experienced other doesn't point these out to you?

Paul explains that due to the way his timetable worked across two subjects, he was working with four mentors during the GTP: a situation which he felt created confusion. He says, *'I found it difficult that something that one mentor liked one day was not liked by another in a similar context the next',* as it made him feel *'like sometimes I didn't know where I was'.* His response to this situation was to *'be strong and take a stand for something that I thought was important even if it wasn't that teacher's style'.* I am both

impressed with his resolve to be his own teacher and concerned that by not responding to advice provided he is making it more challenging to be accepted further into the CoP.

As suggested earlier, I am struck by the dichotomy of Paul's response to the community of practice in which he works. He is reluctant to lose his own version of 'teacher' in order to conform with his more experienced others, although he is striving to get them to accept him for what he is. This is recognised in his comment relating to being asked to take responsibility for an aspect of curriculum design. He says, '*In any job, you want to know that the people around you think that you can do the job so I'm chuffed that I've been asked to lead a part of the Year 7 skills curriculum next year'.* He tempers this excitement by adding, *'But there are still sceptics on the staff who see me as Mr K the drama teacher'.* This shows his awareness that although he may have been accepted by some colleagues, he has yet to be welcomed by all.

In reflecting on Paul's narration, I recognise particular teacher tasks or approaches that he has deemed as 'reified', in as much as he sees them as indicative of him 'being a teacher'. In relaying two work projects that he has undertaken with his maths pupils, he demonstrates his awareness of the engagement of pupils in authentic learning contexts. He explains in detail his work with trigonometry that was based around the Rugby World Cup. Using personal contacts to arrange a message from one of the Welsh team, he develops a real-life problem for the pupils to solve. The joy he experiences when the school's kicker uses trigonometry to show the PE teacher how to work out which tee to use is palpable: *'So for me that was brilliant because I was coming back in and saying 'I told you so!'.* He is delighted that the pupil can see the real-life connection with this area of maths.

However, although Paul recognises the importance of using authentic contexts to engage learners, he also sees the potential danger of being more focused on the context than the maths. Another lesson that was based on shape was not successful because the lesson *'had no structure so pupils found it really hard to keep their focus to the point where they're not learning, they're just playing'.* I can't help than to see the irony that for someone who is not particularly focused on planning, the fact that this lesson didn't work because of a lack of structure suggests the need for more consideration of the learning

beforehand. In fact, although references to planning within Paul's narration are negative in nature, there is an understanding that, at least for more experienced colleagues, planning is a teacher task. Paul recognises that *'there are pockets of the admin side that I need to brush up',* although he doesn't commit to increasing his planning.

By far the most striking aspect of Paul's narration is the importance he places on forming meaningful relationships with pupils and ensuring that they are fully engaged in their learning. He expresses the importance of this teacher 'task' by saying, *'I hope I'm one of those teachers who pupils remember down the line as someone they could go to sit with, whether it's academic or just to have a conversation with'.* At times within his narration, I feel that Paul hints that this reification of pastoral duties is not recognised by all members of staff, and this is what makes his relationship with some colleagues challenging.

In order to experience *'all the processes within my GTP year',* Paul requested a *'mock performance management'* observation. I find it interesting that this is seen by Paul as a common teacher task, as it links to his desire to prove to others that he is worthy to have the status of 'teacher'. His reference to inviting other teachers to undertake a *'learning walk'* to show how his approach works also relates to this aspect of his professional teacher identity development. In effect, Paul has reified succeeding in performance management as a central teacher task. I recognise that this as a direct response to his need to prove himself to some of his colleagues; I also deduce that he could feel the need to confirm his suitability to himself, although this is not explicitly shared.

Concluding Comments

Paul's narration reveals a complex journey towards developing a professional teacher identity. His previous experience in the school has proved to be more of a hindrance than a help, even though he thought the converse to be true when he applied for the GTP. Although he appears to have a strong sense of his own teaching style, and the perseverance to stick to the approach despite his colleagues' scepticism, he shows –in a less transparent way – that he is still eager to belong to the community of teachers in his setting, rather than continuing to be seen as a 'hybrid' member of the CoP. He concludes his story by expressing his appreciation of the GTP, praising it as *'the better programme because I think that 80% of learning a new job is doing it. You can't play it till you've been in the classroom'.* Although this resonates with Lave & Wenger's belief that newcomers

learn **to** talk not **from** talk (1991: 108-9), this is something that I am less confident about having reflected on Paul's narration. I can see the need for student teachers to gain support in their reflections from more experienced colleagues in order to clearly see their progress towards a professional teacher identity.

Conclusion

This chapter provides my reflexive summary of the narrations provided by eight student teachers. In responding to my research questions, I have referenced the individuals' responses in relation to the development of a professional teacher identity within the context of the teaching community of practice. My interest in individuals' perceptions of the relative influence of self and others, particularly more experienced members of the CoP, is apparent in my representation of the student teachers' stories. In following the trajectories of each participant towards a professional teacher identity, I was keen to show the individual nature of each story whilst also looking for any similarities between them in relation to my a priori themes [See Methodology chapter, Research Strategy].

Key Conclusions from Vignettes

The key conclusions I drew from the re-presentation of the narrative interviews can be broadly divided into commonalities and differences. The following table provides an overview of the conclusions, with more detailed commentary for each point below:

Commonalities	Differences
• Participants reflected that personality and professional teacher identity are inextricably linked. • Many participants experienced moments of imposter syndrome. • Recognition of teacher competence by more experienced members of the teaching CoP was important to several participants. • Student teachers reflected on the positive and negative influences of their mentors and tutors on their professional teacher identity development.	• The development of a professional teacher identity is *perceived* differently by each student teacher (Pillen, 2013:86). • A small minority of participants referred to the mentoring support gained from their peers (particularly within a school context). • Although Wenger (1998) suggests that student teachers learn through hands-on experience, a few participants referred to non-teaching experiences that contributed to their professional teacher identity development.

	• References to reified tasks differed for the participants.

Table 5: Commonalities and Differences between Narrations

Key conclusions: commonalities within narrations

When analysing the data, I was struck by the similarities that I interpreted between participants in my study, regardless of their varying contexts for learning, their programme demands or their personal situations. As such, I was able to identify common threads that will be of 'social relevance' (Bauer, 1996: 11) to the wider context of initial teacher education in Wales, which will be discussed in the next chapter.

In relation to participants' reflections on the influence of self on their professional teacher identity development, I was struck by references to the belief that personality and professional teacher identity are inextricably linked. For Bryony, the teacher role is '*who you are*' rather than a job; Lynne explains that she has to be herself because she '*can't be anyone else'.* Kate sees personality as a key factor in the type of teacher you will be, whilst Elen's sense of self is fundamental to her relationships with more experienced members of the CoP, as she suggests that '*who you are as a person'* is also who you are as a teacher.

As the student teachers reflect on their progression through their programmes, many admit to feelings of imposter syndrome, borne out in different experiences or perceptions. John reflects on his conviction that someone will remove him from the programme, Kate refers to her lack of self-belief in her competence to do the job and Bryony reflects on feeling fraudulent if she doesn't do all her preparatory work independently. I am drawn to ponder as to whether the way that experienced members of the community of practice interact and engage with student teachers may have something to do with these feelings of inadequacy. Could the nature of ITE provision, where student teachers are expected to undertake teacher duties early on, make them feel like imposters, because they are being asked to act like teachers before they have the pedagogical knowledge to do so?

Some participants refer to their previous experiences in order to identify the differences between past roles and teaching. When referring to their realisation that they are teachers rather than trainers, both Bryony and Callum recognise the need for progression in learning rather than the high energy, fun experiences they provided in previous roles. For Paul, the difference is his stronger emphasis on pastoral care and personal progress. Lynne's focus on classroom management differentiates her previous and current roles and mastering this is significant to her professional teacher identity development. Other participants refer to the teaching elements of their previous employment and recognise how these led to their decision to become teachers. Both Sarah and Kate supported newcomers to their previous professions, and make comparisons between their own work as mentors and the mentoring support they have received during their programme. John and Lynne both recognise that they had always had the ability to support others with their academic work, from as far back as primary school or university.

For many participants, being told that you are a teacher by more experienced members of the CoP is significant to developing their professional teacher identity. Bryony and Callum use an almost identical expression to share their belief that '*the more someone tells you, the more you become it, really'* (Callum, 2020). Kate is surprised at the strength of her reaction to being told that she is 'the teacher' by a mentor that she does not rate very highly, while Lynne only finally accepts what her colleagues have been telling her for years when she gains QTS. Also of importance to Lynne is the realisation that her pupils now accept her as a teacher: something that Paul also recognises in some of his pupils, although he is unsure that he is not still seen as a 'hybrid' teacher/drama leader by others. Sarah reflects that receiving positive acknowledgement from the pupils is key to realising her professional teacher identity, which is something that Lynne also comments on in her narration.

When considering the relationship between mentors and student teachers, the participants reflect on positive and negative experiences. Kate, Elen, Paul and Sarah recognise the importance of clear guidance in the early stages of their initial teacher education through negative experiences. Both Elen and Kate are disappointed with an apparent lack of support and guidance during their first teaching experience, whereas Sarah and Paul reflect on the challenges of receiving conflicting, concurrent feedback

from colleagues. This could draw attention to the differences between secondary and primary teaching experiences, as secondary student teachers invariably work with more colleagues than their primary counterparts. John and Lynne reflect more positively on the relationships they forged with their mentors, recognising the importance of effective communication and collaboration in their development of a professional teacher identity. Callum sees the relationship between mentor and student teacher as reciprocal in nature: his willingness to support the preparation for an inspection visit paid dividends in the time and effort his mentors invested into his progress as a teacher. Conversely, for Callum, when the relationship between himself and his second mentor was not so positive, he was only able to reflect after the placement on how it had positively shaped his professional growth.

In developing a professional teacher identity, it seems that realising that they are creating a teacher persona is an important factor for some of the participants. For Sarah and John, gaining recognition as a teacher from other teachers or pupils gives them confidence that they are developing a professional teacher identity. When Sarah realises that *'as time progressed, I looked less and less for that approval'*, she recognises her growing ability to be the teacher. For John, being listened to when telling pupils to go back to class is a key recognition that he is seen as a teacher, and therefore shown respect. Kate experiences the same feeling when a teaching assistant thanks her at the end of a day where her mentor is absent, whilst Callum recalls his realisation that the acceptance he feels from parents demonstrates to him that he is seen as their children's teacher. Inherent in each of these situations is the trust placed in the student teachers by the community of practice to behave in a way that is appropriate for the role of teacher. This responsibility is seen by the individuals as a sign of acceptance. In this context, it is interesting to consider the situations that both Bryony and Paul find themselves in, where they are given extra responsibility by more senior members of their school staff, whilst simultaneously feeling that they are not fully accepted by other subject teachers. For Paul, the fact that he will be leading a strand of the new curriculum development is significant as a sign that the deputy head accepts his vision; for Bryony, her increasing responsibility for drama and music confirm for her that she has found her *'fit'.*

Key conclusions: differences within narrations

As well as providing an opportunity to draw similarities between trajectories towards a professional teacher identity, and possibly to 'personalise generalisations' (Gibbs, 2007: 57), I was also keen to see whether adopting narrative inquiry as my research method would provide opportunities for individual stories to 'dislodge' (Connolly, 2007: 453) more generally held ideas. During the interview process, I noted aspects of narration that I had not anticipated or considered through my reading or own experience as a teacher educator.

Although I was aware of the importance of peers co-working within a community of practice from my understanding of Lave & Wenger's conceptual framework (1991), I was struck by the significance given to the *mentoring* support offered by fellow student teachers in Callum's narration. He explains that he needed '*the other student teacher to speak to, because he gave me the positive energy I needed to get me through the day'.* His reliance on the support of his peer during a challenging period of placement made me think about the provision for such peer reflection within the placement element of ITE programmes.

In contrast to the idea that newcomers learn **to** talk, not **from** talk proposed by Lave & Wenger (1991: 108-9), both Sarah and Elen identified the positive part that opportunities to observe and engage in information-gathering activities with teachers played in their professional teacher identity development. Operating as a teacher within a school context, focusing on researching an area of individual interest, provided them with a chance to confirm their own approach to teaching and to expand their understanding of the role of teacher. For Elen, her engagement in forest school provision confirmed her belief in nurturing pupils in informal contexts. Sarah gained a more holistic, pastoral side to the teacher role by working with colleagues outside her department.

Through using narrative inquiry as my approach, my own perceptions of professional teacher identity development within an ITE programme were challenged. In particular, I recognised my misconception in believing that having school experience before embarking on an ITE programme was wholly positive through the narrations of Paul and Lynne. Both participants were restricted by their previous roles within the school context: Paul felt like a hybrid of his past and future selves, whilst Lynne's trajectory towards a

professional teacher identity had been hampered by perceptions of the teacher role developed as an intervention officer.

Having understood from my reading that one characteristic of a community of practice is the reified tasks undertaken by members that are recognised as necessary to show belonging to the profession, the participants provided several small stories where they identified teacher tasks that did not necessarily add up to a coherent picture or marry with my expected responses. Before the interviews, I expected reference to mechanical tasks, such as Lynne's focus on classroom management or Kate's reference to tidying up in good time for the bell. I had not considered references to continuity of learning, from Bryony and Callum for example, or pastoral responsibilities, as suggested by Sarah and Paul. These more holistic tasks made me consider two things. Firstly, I was interested to consider who reifies what in the process of learning to teach: the community of practice (as in the enterprise that binds the community), or the members, or external agents. Secondly, I was keen to explore whether the tasks change according to alterations or developments within the CoP. These considerations form part of the Discussion chapter (Chapter 5).

To conclude, this chapter represented the eight narrations provided by my participants, all of whom had successfully completed their initial teacher education programme and gained Qualified Teacher Status (QTS). In the next chapter, I will consider the narrative re-presentations further in relation to my research questions to provide a rich discussion in order to draw out my contributions to the fields of professional teacher identity development, initial teacher education and the Community of Practice model. The discussion will focus on four points that have arisen from my research study, namely the balance between self and others in professional teacher identity development; the context for professional teacher identity development; the reification of teacher tasks; and the challenges relating to student teachers' engagement with school and university communities of practice during initial teacher education.

CHAPTER FIVE: DISCUSSION

Introduction

In the previous chapter, I re-presented the narrative interviews carried out with eight student teachers at the end of their initial teacher education (ITE) programme. Within each account, I shared my reflexive commentary on the participants' reflections of their professional teacher identity development. My intention was two-fold: to share the lived experiences of the participants so as to demonstrate the complex, individual nature of professional teacher identity development; and to draw out responses that resonated with a priori themes relating to my two research questions in order to recognise any 'social relevance' (Bauer, 1996: 11) for the broader student teacher population.

In this chapter, I discuss my findings through synthesising threads from my literature review and data collection in the form of four discussion points:

- The balance between influence of self and influence of others
- Professional teacher identity development in school contexts
- Challenges to the creation of one community of practice for initial teacher education incorporating schools and university
- Reification of teacher tasks

This chapter sets out my contributions to new knowledge within the fields of student teachers' professional teacher identity development and the community (or communities) of practice within initial teacher education, with particular pertinence for the reform context in Wales. In order to reach conclusions, I maintain a focus on my two research questions throughout the discussion, namely:

- How do student teachers perceive their development of professional teacher identity during their initial teacher education?
- In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?

To organise the chapter in relation to my research questions, I have addressed my four discussion points in line with the research questions that they address. The first two

points, discussing the balance between the influence of self and influence of others and whether professional teacher identity development only happens in school contexts align with my first research question. The other two points, discussing whether it is possible for universities and schools to create one community of practice for initial teacher education and consideration of who reifies the tasks within the CoP in ITE align with my second research question.

Research Question	Discussion Points
How do student teachers perceive their development of professional teacher identity during their initial teacher education?	The balance between influence of self and influence of others
	Professional teacher identity development in school contexts
In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?	Challenges to the creation of one community of practice for initial teacher education incorporating schools and university
	Reification of teacher tasks within initial teacher education

Table 6: Relating discussions points to research questions

I appreciate that there are several aspects that resonate in more than one section, and that I could have organised the discussion in order to draw these connections more fully. However, this chapter has been organised in such a way as to clearly demonstrate how the data from my study provided opportunities to respond to the research questions I posed at the outset. In the conclusion to this chapter, I draw connections between the discussion points in order to form my contributions and to make recommendations for further study.

Discussion Point 1: The balance between the influence of self and influence of others

When considering the balance between the influence of self and the influence of others during professional teacher identity development, my study reveals the complex, individualised nature of this balance. As all individuals in my study were successful in

achieving QTS, this variance was not detrimental to their development of a professional teacher identity overall, but appeared to shape their journey towards qualification. However, considering the data provided by the narrations, it becomes apparent that although each trajectory is personal, there are also similarities in the way that participants experience 'identity negotiation' (Goldie, 2012: 644) to find their own place within the teaching community of practice.

Before embarking on this study, I had been aware, from my experiences of working with student teachers while they were on school placement, that there was something about 'fitting in' with their colleagues in the teaching community that shaped their professional teacher identity development. I must admit that, primarily, I was of the opinion that student teachers moulded themselves to fit in: that the change was on the novices' side. My exploration of key literature relating to identity development gave me a better understanding of the influence of self in relation to others, leading to my recognition that student teachers need to feel comfortable with approaches in order to accept them into their identity. I tested this aspect through my narrative interviews, and re-presented many references to the influence of self and others in the previous chapter (Chapter 4: Vignettes). What I didn't anticipate before analysing my data was the variation in the relative balance between student teachers' 'I-position' (Arvaja, 2016: 393) as a developing teacher and their desire to fit in with their more experienced colleagues. The balance between self and others is complex and fluid, and this was borne out in the student teachers' reflections. Wenger (1998:145) identifies identity development as the 'pivot between the social and the individual', and the accounts in the previous chapter show that this pivot can be closer to either the self or others. To extend Wenger's idea of a pivot, I have introduced a sliding scale between influence of self and others; following analysis of the narrative interviews, I am able to position each of the student teachers in the study at a particular 'pivot point' on this scale. This pivot point illustrates my interpretation of their current position in relation to the influence of self and others in their professional teacher identity development.

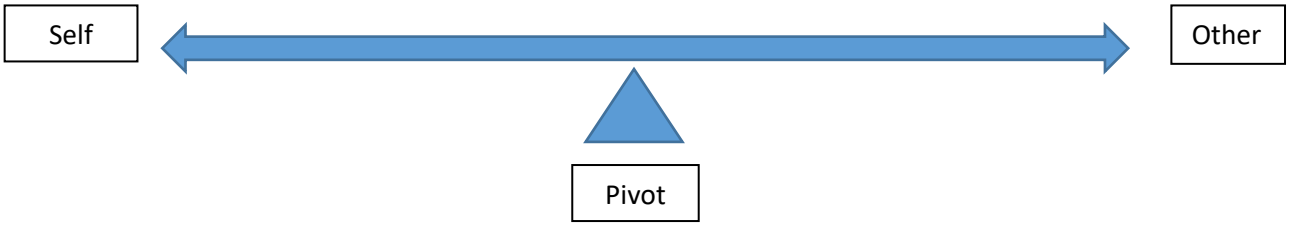

Figure 1: Sliding Scale of Influence of Self and Others

To exemplify this, I identify the position I would place participants' pivot on the scale in the commentary below.

For several participants, the pivot point between self and others is positioned closer to 'others' than to 'self', as they express their desire to fit in with the expectations of the CoP. John's reflections show his recognition that he is working alongside more experienced teachers in order to learn from them, and therefore mirrors their approach. His acceptance that they are more knowledgeable than him is borne out in his willingness to follow their suggestions even when he feels that his plans would work equally well. As John's recount also uncovers his belief that he may be found out as not being worthy of the role of teacher, it may be that this '*imposter syndrome*' plays its part in placing the pivot point nearer to others, to acknowledge their shaping of his professional teacher identity. In being so accepting of others' approaches, John may be allowing other CoP members to become 'tacit co-authors' (Sfard & Prusak, 2005: 18) of his personally 'designated' (Sfard & Prusak, 2005: 18) professional teacher identity, as he mirrors their teaching approaches.

Figure 2: John's pivot point on the sliding scale, representing the dominant influence of others in the development of his professional teacher identity.

My interpretation of Sarah's narration suggests that her pivot point is also closer to others than self. She explains that she is keen to fit in with the teaching styles of the teachers she works with, although her reason for this is different from John's. Her recollections centre

on her perception that to be accepted she needs to adopt the approach favoured by her mentors, constantly modifying her style to suit theirs. She reasons that although she hasn't had the opportunity to learn whether techniques that she has met in university would work for her or not, she will learn from her more experienced colleagues and develop her own way when she has her own classroom. It is only when she prepares for her NQT post (in the same school as she undertook her ITE placement) that she realises that she has developed a style that is an amalgamation of her colleagues' approaches. At this point, she believes that she has gained from mimicking others rather than trying to adhere to her own preferences. She feels that she has '*played the game'*, and that it has paid off, as she has qualified and gained employment as a teacher. In other words, she has been accepted into the CoP. For the most part, Sarah reflects that her personal 'internalised expectancies' (Chong, 2011: 50) were not challenged by others, and what she recognised as 'what matters' (Wenger, 1998: 155) to her as a teacher is borne out in her colleagues' styles. However, she recalls one particular moment where she felt sufficiently uncomfortable to avoid mimicry because a teacher acted in a way that did not resonate with her own approach. Her lack of ease meant that she did not (or possibly could not) adopt this characteristic into her own professional teacher identity. It could be that, in this instance, her pivot point had shifted towards influence of self, and the feelings of discomfort in the situation signalled the movement of the balance from 'others' to 'self'. So although Sarah generally pivots towards others rather than self, at this time of 'crisis' (Erikson, 1968:96), she is influenced more by her own belief in what feels right than the pull of the CoP member with whom she is working.

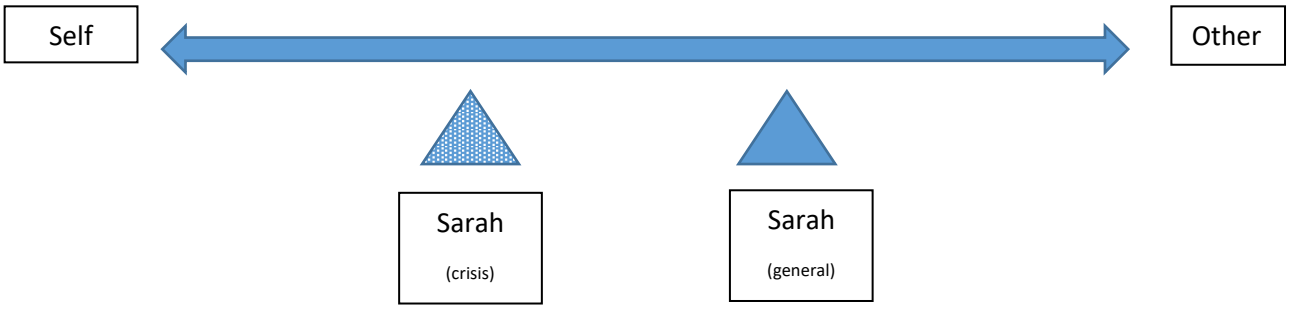

Figure 3: Sarah's pivot point on the sliding scale, representing her willingness to mimic others for the most part in the development of her professional teacher identity. The hashed pivot point shows her position during crisis.

For other participants in the study, I recognised that the pivot point balancing influence of self and others (Wenger, 1998: 145) seemed to resonate with their personal understanding of a professional teacher identity. To exemplify this point, I use data provided by Callum's and Bryony's narrations, both of whom felt that their negotiation of professional teacher identity had started before embarking on their journey to qualification. For them, although their previous teaching experience (as an outdoor activities trainer and workshop facilitator respectively) gave them an awareness of the type of teacher they wanted to be, they recognised that they needed to modify their initial ideas to be effective in their new role. For both, their recognition of the need to be more consistent and to provide meaningful learning opportunities rather than short-lived experiences was very much at the heart of the teachers they aspired to be. As their position within the CoP changed, moving from the outer periphery of the teaching community (or even possibly from outside it, as they were not 'real' teachers in their previous roles) to a more central position as student teachers, their personal expectations modified through their experiences. In reflecting on their development, there is evidence of a constant internal dialogue (Akkerman & Meijer, 2001) with themselves to negotiate their I-positions (Arvaja, 2016: 393) and to modify their approach accordingly. For Callum, it was important that he could create a calm environment for learning that was in contrast to his previous outdoor teaching experience. Although he recognised that his '*high energy*' may return in certain contexts when he felt more confident in his teacher role, he also reflected that the faster paced approach he had adopted outside was not as suitable for the classroom. Following varied experiences within the CoP, he recognised that it had been '*great to have these teachers to work with, to see what I wanted to be like and what I couldn't be like*'. Callum's commitment to his self-belief in the teacher he wanted to be saw him living with discomfort rather than moulding to the teaching style of one of his mentors, because he didn't want to be like her.

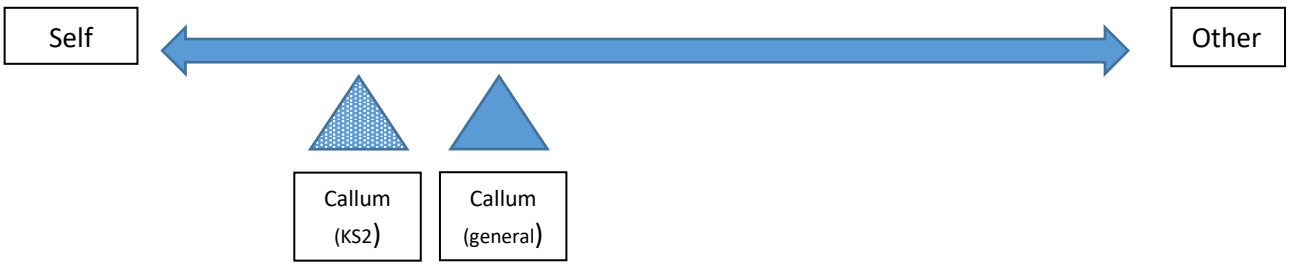

Figure 4: Callum's pivot points during his school experiences. Note the different pivot for his KS2 experience.

For Bryony, the difference between being a drama practitioner and a teacher focused on the continuity of learning for her pupils. She recognised that when facilitating workshops, her aim was to engage her learners effectively for them to enjoy a memorable experience. When she became a student teacher, Bryony identified the need to plan for pupil progression, and consequently this became the focus of her teaching, as it provided a scaffold for her approach, and meant that she could see herself developing as a professional. Although she recognised that it would be acceptable for the occasional lesson to be similar in nature to previous drama workshops, she felt strongly that she could not have a series of these, as she could not class this as teaching.

For both participants, the need to 'find an identity that can reconcile the demands of accountability' (Wenger, 1998: 160) with their preferred teaching style led to modifications during ITE as they moved towards their personally 'designated' professional teacher identity (Sfard & Prusak, 2005: 18). This contrasts to John and Sarah, whose narrations suggest that their professional teacher identity development was co-constructed with their experienced colleagues. Their identity could be seen to be shaping more to the expectations favoured by the CoP members rather than the self-designated (Sfard & Prusak, 2005: 18) persona developed by individuals like Bryony and Callum.

When plotting the pivot points of the student teachers in my study, Paul's pivot was the one that I interpreted to fall closest to self.

Figure 5: Paul's pivot point is positioned close to influence of self.

Of all of the participants, Paul is the individual whose narration suggests that he is most closely aligned to his personal teaching philosophy; so much so that he withstands negative feedback from his more experienced colleagues in order to uphold his own

approach. He is determined to prove to his colleagues that his approach is worthy, committing to '*be strong and take a stand for something I thought was important'*. He is keen to show more experienced members of his community that he is effective as a teacher. In contrast to Wenger's belief that experienced CoP members act as 'living testimonies to what is possible, expected, desirable' (1998: 158), and that newcomers therefore wish to align themselves to their practices, Paul's developing identity is founded on a different approach to his colleagues. He is keen to change the established practice of the classroom, to focus on differentiation in relation to the emotional needs of individuals rather than to provide differentiated activities to cater for different levels of ability. Paul appears unwilling to '*readily change*' his approach to comply with his colleagues if it means changing his 'self-perception' (Goldie, 2012: 646) as an '*empathetic, committed and passionate'* teacher. The fact that Paul had been a staff member at the same school for several years before starting his initial teacher education meant that he was also attempting to change his identity within a familiar context, where his colleagues knew him in a different role. Wegner (1998: 89) identifies this as a particular challenge because 'it is not easy to become a radically new person in the same CoP'. I see that in Paul's context, this could be due to his colleagues' familiarity with him as a person that makes it harder to 'experiment with his provisional self' (Ibarra, 1999: 164).

The lived experiences of the participants in my study exemplify Rogoff's recognition that 'variations among members of communities are expected' (2003: 12) and that identity development (in this context professional teacher identity) is shaped both by the individual's response to their environment and the environment's response to the individual. In the symbiotic relationship of student teachers working within the teaching community of practice (Wenger, 1998: 145), professional teacher identity development can be explained as a constant negotiation of meaning where individuals work through a complicated process (Olsen, 2010) of making sense of their own beliefs and experiences in light of the expectations of the CoP (Lawler, 2008). The relative strength of 'self' and the defence of principles, beliefs and practices held by the student teacher is apparent in the narrations of the participants in my study, as is the way in which they negotiate their way through the complex process of fitting in with the teaching community of practice whilst also developing their own professional teacher identity. The stories shared in this study

confirm Pillen et al's notion that 'the practice of learning to teach is not only very complex but also very personal' (2013: 86). Conversely, in considering the narrations of my eight participants, it is clear that there are some commonalities in the way that each individual weighs up the expectations of the CoP in relation to their own 'individualised set of internalised expectancies' (Chong, 2011: 50) of their professional teacher identity to find their place within the community. As individuals develop their professional teacher identity, they engage in continual negotiation of what it means to be a teacher: testing their personal beliefs against the expectations of the CoP. Interpreting the lived experiences of a sample of student teachers at the end of their ITE programme has allowed me to highlight new information relating to the balance between the influence of self and others that they have to negotiate, and the variation and fluctuation in that pivot point as they develop their professional teacher identity within the teaching CoP.

I propose the recognition of the relative influence of self and others could provide a way to make the negotiation of professional teacher identity explicit to both the student teacher and their more experienced colleagues, for example mentors or class teachers, in order to support this process more effectively. For student teachers, plotting themselves on the sliding scale may support them with the crises (Erikson, 1968: 96) they may experience as they negotiate 'fitting in' to the CoP in a manner that they feel comfortable, by making them more aware of fluctuations. For their mentors, identifying the importance of individuals' resonance with approaches to teaching may open up their recognition that student teachers will develop their *own* professional teacher identity, rather than becoming carbon copies of their more experienced colleagues through mimicry of their pedagogy. For university tutors, providing a concrete concept that will support student teachers' reflections will be beneficial as a teaching tool to scaffold development of these important skills. Over time, recognising patterns in the relative positions of many student teachers along the scale may provide useful data to inform ITE provision, and may offer some evidence of changes in the balance of self and others that could be further interrogated to recognise the reasons for these in the context of educational reform in Wales. Such insights may be valuable to the wider ITE community, particularly during times of reform.

My contribution to the field of professional teacher identity development of student teachers focuses on the creation of a sliding scale of influence, ranging from 'influence of self' to 'influence of others', where individuals can be positioned to demonstrate the relative impact of the two elements. Placing student teachers on this scale could prove useful for the individuals and their mentors in recognising their personal approach to professional teacher identity development, in order to inform differentiated support. Exploring the influences of others more deeply, and unpicking the reasons why certain pedagogical practices feel uncomfortable, may lead student teachers to recognise that aspects attributed to the self may be informed by the university provision, in effect explicitly identifying that 'influence of others' is not solely school-oriented. This will be further considered later in the chapter in relation to moving the CoP forward and transforming the nature of teaching within Wales in line with Furlong's (2015) vision [Discussion Point 3].

Discussion Point 2: Professional teacher identity development in school contexts

In choosing the Community of Practice as my theoretical model, I recognised the significance Wenger placed on the context in which professional teacher identity develops. In his description of the model, Lave & Wenger note that such learning is *situated* (1991:1): individuals develop through shared engagement with the community to which they wish to belong; the shared endeavour of the community develops the optimum environment for newcomers to acquire the skills required to belong through 'actually engaging in the process' (Lave & Wenger, 1991: 18).

As part of my study, I was interested to see whether the participants recognised their university-based input as part of their situated learning, or whether they focused their narrations on their school-based experiences. During my career, I have been told by countless student teachers that the *real* learning to become a teacher takes place in school: that the university element of the ITE programme may gain credits towards a degree, but that developing a professional teacher identity happens in classrooms, working alongside more experienced members of the teaching community of practice to which they wish to belong.

As recognised in the introduction to the thesis, my small-scale study was carried out in the context of the introduction of new partnership arrangements for initial teacher education in Wales, designed to bring school and university provision closer together to support student teachers to bridge theory and practice more effectively than previous iterations of ITE provision.

The lived experiences of the participants in my study revealed a general consensus that the predominant context in which they developed their professional teacher identity was school. When prompted, individuals could identify where specific input from their university-based provision had shaped their thinking in relation to professional teacher identity in some way, but this was not automatically considered by any of the student teachers in their narrations.

To exemplify this, I recall Elen's narration, where she centres on the two school placements she completed during her BA programme when reflecting on her professional teacher identity development, recognising that '*you do a lot of developing in those short periods in a professional context'* because '*you have to live it to get it',* which resonates with Wenger's notion (1998). She strengthens her recognition of the importance of the school environment by explaining that she identifies as a teacher '*when I [am] in school'* but does not feel like a teacher in other contexts. In essence, Elen's narrative appears to align with the conceptual framework of my study that in order to develop, people need to be 'participants in cultural communities' (Rogoff, 2003:3) where they develop their ways of thinking in resonance with the requirements of the context (Rogoff & Chavajay, 1995).

Kate, as a PGCE student, also recognises the importance of context when she speaks about feeling alienated in university lectures by peers who were more knowledgeable than her regarding education theory. She demonstrates the stark contrast in her comfort by explaining that she felt like an '*imposter'* when '*sitting in a lecture and not knowing who Vygotsky was'* but understood the theory when she saw '*Vygotsky's More Knowledgeable Other…happening in front of me'.* Kate sees the theoretical input provided by the university as validation for her teaching in class, but recognises that she benefitted more from participating in the CoP, as it provided a 'contextualised, specific and concrete' (Tennant, 1997: 77) environment that aided her to see what she had learned in university.

Kate only once felt that she gained professionally from the content of a lecture, explaining that the reason that it was useful was because it culminated in a '*list of the type of teacher you wanted to be'* in relation to classroom management: directly aligning with school practice.

For the PGCE and BA student teachers within my sample, restrictions around the Covid-19 pandemic meant that they were unable to complete their final placement. To compensate, the university provided alternative experiences for them to rehearse aspects of the teaching role that they would not encounter in the school context, several of which involved direct engagement online with school partners. However, the student teachers on these programmes all mentioned their feelings of unpreparedness due to lost time in school. For example, Elen feels '***nearly*** *like a teacher'* at the point of our interview, even though she was a matter of weeks away from starting her first teaching post. Sarah ''*definitely felt*' like she was '*developing more of a teacher personality'* by the end of her first and (as it turned out) only placement, but explains in her narration that the time out of class between February and our conversation in July had '*absolutely had an impact*' because '*it's just been so long that I can't quite remember it'*. This resonates with Wenger-Trayner's comment regarding consistency in experience, who sees that 'through continued and regular interaction, they learn to do it better' (2015: 1). Gaps in this engagement with context have an effect on student teachers' trajectory towards developing a professional teacher identity, as exemplified in the narrations collected in my study.

For three of the participants in my study, the pandemic had less of an impact on their teaching experience in schools, as they were employed for the duration of their ITE programme. This meant that they continued to teach throughout the year, albeit online when schools were closed. The programme they were undertaking also had far less university input than the PGCE or the BA QTS, with only ten days dedicated to academic study. It may be significant that none of them expressed a concern that they had not engaged more with university input: it could be suggested even that they were as confident, or even more so, in their professional teacher identity than their PGCE and BA counterparts. These employment-based student teachers exemplify Lave & Wenger's desire that newcomers 'learn **to** talk not **from** talk' (1991: 108), as they all confirm that

their professional teacher identity has developed during their ITE programme. This could suggest that the situation for developing a professional teacher identity is school-based, and that working within a school allows them to develop their personal 'knowledge, confidence and competence' (Jimenez-Silva & Olsen, 2012: 341). The school context does not always necessarily offer perfect conditions for professional growth, e.g. Bryony and Paul are both less comfortable in their staff communities than Lynne, but they all recognise school as the optimum environment in which to develop their professional teacher identity. One contrast to the notion of learning to teach by teaching promoted by the conceptual model is Bryony's reflection that when she felt '*hindered …to think of myself as a teacher',* it was to theory that she turned to find her '*path'.* This suggests that some student teachers are self-motivated to seek support from theory to inform practice and support practical development of professional characteristics. A similar contrast came through in Paul's narration. He recognised the positive input that university lectures can have on professional teacher identity development through his recollections of relating well to a session on classroom management, where the tutor spoke about approaches that resonated with his own teaching style. I feel that the reason for him recognising this positively is likely to be his need for validation of his pedagogy, as several of his school colleagues are less convinced by his approach.

Although the student teachers in my study stated in their narrations that school experience provided the context for their professional teacher identity development, it may be the case that university-based input provided influence in a more subtle manner than the school community, which may have also had an impact on their journey towards a professional teacher identity. In considering the differences between the reified tasks I had anticipated and those that were mentioned by the participants (as argued in discussion point 4, below), it could be suggested that university input shaped student teachers' expectations through engagement in research and interrogation of the new Curriculum for Wales (Welsh Government, 2020). If this is the case, then it may be necessary to engage the student teachers in deeper self-reflection to raise their awareness to the relative influence of their academic studies in connecting theory to practice. This argument cannot be expanded upon at this time, as the data from my study

does not exemplify this explicitly, and therefore this aspect requires further development to corroborate my suggestions.

Despite the narrations suggesting that there is possibly a lesser regard for the role of the university, or less awareness of its worth, in developing professional teacher identity in comparison to the school-based experiences of an ITE programme, it became apparent to me through listening to the participants in my study that there is a need to consider the interaction between peer groups of student teachers as an important aspect of professional teacher identity development. Participants saw this as a benefit of university sessions: the opportunity to work with peers undertaking the same journey as themselves was seen as having a positive impact on several participants' journeys towards professional teacher identity. This is recognised within the Community of Practice model, where the positive impact of 'near peers' (Lave, 2011: 32) working with each other is noted. This sentiment was replicated within the narrations, where I detected a recognition from participants that they benefitted from each other in various ways. Jimenez-Silva & Olson (2012) suggest that individuals experiencing similar events in parallel engenders some solidarity and empathy; that it is easier to share experiences with peers than more experienced teachers within the CoP, and there are reflections within the narrations that referred to receiving support from other student teachers in their school settings and in university that was crucial for their professional teacher identity development. For Callum, conversations in the school car park with his fellow student teacher kept him going when he needed '*positive energy*' to counter crises he was experiencing in class. Having a peer in the same school allowed him to be open about his feelings about situations in a timely manner; this in turn provided him with an opportunity to reflect on the conflict and move forward. Similarly, Kate found support from peers in the same school network as her: coming together in one school on a regular basis from their prospective placement schools, and keeping in contact throughout their experiences, provided a safe place to reflect. She equates the network group to '*a close-knit family*', supported by the network lead (a very experienced mentor). Using fellow student teachers as 'peer advisors' to 'mentor each other' (Cho, 2016: 87) is recognised as a broadly positive endeavour, helping individuals to discuss their 'conflicted selves' (Cuddapah & Clayton, 2011: 69). However, there is a danger that the group can develop

their own shared understandings of certain scenarios that become 'reified and endorsed' (Cuddapah & Clayton, 2011: 73) despite being unrelated to the expectations of the CoP. I am struck that both examples of peer-to-peer engagement are school- rather than university-based. Little reference is made to the ample opportunities for supported group discussion relating to school experiences that epitomise university sessions, which further supports my earlier recognition that student teachers see school as the context in which professional teacher identity development occurs, and that the university is not seen as part of the 'situated learning' required for professional teacher identity development (Lave & Wenger, 1991: 1).

As discussed in the literature review, plans to bring university and schools closer together in ITE provision in Wales were founded on the different contributions that the two contexts can play. In his report 'Teaching Tomorrow's Teachers', Furlong (2015) states that the provision pre-2019 did not capitalise on these distinctions, with a focus on practical training in both contexts which naturally was more effectively provided by schools. He argues that universities need to provide input relating to research and theory, supporting professional teacher identity development through reference to national and international practice. He also recognised that student teachers may benefit from being able to reflect 'away from the politicised atmospheres of their schools' (Cuddapah & Clayton, 2011: 65) in order to provide them with a wider perspective than the practices valued within their particular context. This was exemplified by Paul, who gained confidence in his own teaching approach through engagement within a university-based lecture on behaviour management. Although Sarah was unable to try out different pedagogic approaches she had met in university during her ITE, she stated she would be able to experiment with these once she had qualified. I recognise that a non-contextualised (or differently contextualised) space for reflection could be particularly useful for those individuals who are employed by the schools in which they undertake their experience and who are likely to be fully immersed in the practices of that context. My study does not present any data to directly support this or shape its development, but the need for space for reflection is a consideration for the sector during a time of change.

In light of reflections made by participants in my study, it would appear that the contribution of universities within the newly accredited programmes (EWC, 2017) is still

not recognised as being significant in terms of professional teacher identity development by the student teachers undertaking them. If the policy direction is to bring university and schools together more closely to create a joint context for teacher education, more will need to be done to draw attention to this intention so that student teachers can recognise the contributions of the two partners more clearly. As suggested earlier in this section, providing further opportunities for student teachers to reflect more carefully on ways that their professional teacher identity may be shaped, not only by the influence of others in the school setting, but also by others in university, may tease out more reference to university input. If there is a tacit relationship between what they perceive to be their own understanding of the type of teacher they wish to be and what they meet in lectures, this needs to be drawn out explicitly. Further study is required to consider this suggestion further, as the data provided by my study does not confirm this point. However, in reflecting on the data in light of this thinking, I must stress my recognition of some content of university modules in the reified tasks mentioned by my participants: their references to progression, differentiation, continuity of provision and approaches to pedagogy have come from, or at least been shaped by, university input.

In order to further develop ITE partnerships in the way envisioned by Furlong (2015) and adopted by the Education Workforce Council for Wales in their accreditation criteria (2015), it is essential that there is a more explicit awareness of the relative influence that university input has on the development of student teachers' professional teacher identities. This awareness is required for the student teachers and also for school and university partners within partnerships: recognising the component parts of the programme more clearly may pave the way for the development of a single community of practice for initial teacher education [as discussed below in Discussion Point 3].

In considering the context in which professional teacher identity development happens for student teachers, this contribution is pertinent to the fields of ITE partnerships in Wales and beyond, and professional teacher identity development. The new partnership arrangements in Wales have been introduced to encourage a more coherent dialogue between schools and universities to ensure that student teachers are able to make connections between theory and practice. New arrangements introduced in 2019 do not appear to have successfully created this context for the student teachers involved in my

study, as their narrations show that they still consider the school context as the environment for professional teacher identity development, and do not volunteer aspects of the university-based input as contributary factors. Further consideration of the effectiveness of the proposed new approach needs to happen in order to inform continuing development of an appropriate partnership to achieve the expectations set out by Furlong in his report to the Welsh Government (2015).

Discussion Point 3: Challenges to the creation of one Community of Practice for Initial Teacher Education incorporating schools and university

Within the context of the Community of Practice conceptual model, developing a professional teacher identity takes place in the community to which the individual wishes to belong. Wegner (2001: 1) suggests that 'communal activity is vital for pre-service teachers to increase teacher professionalism'. In light of Discussion Point 2 above, it would appear that my sample of student teachers consider the context for their learning as the school community, and only made passing comments, on my request, relating to the way that university input shapes their professional teacher identity development during ITE. If university and school elements of the programme are perceived to be separate parts of the journey, I find myself wondering whether there is a need for student teachers to belong to two distinct communities of practice for the duration of their ITE. If so, this can create more challenges for them, as they navigate the expectations of the two communities in tandem, as it is recognised that belonging to more than one CoP can create conflict for participants. As Wegner (1998: 158) suggests, it may not be possible for student teachers to 'decompose' their professional teacher identity into 'distinct trajectories in each community'; instead, they may have to aim to 'find an identity that can reconcile the demands' of each. Several responses within the narrations signify student teachers' discomfort with the differences between university and school expectations. In relation to the re-accreditation criteria prepared in response to Furlong's report (2015), this could suggest that his proposal that student teachers become professionals who 'relish change and help to lead it' (Furlong, 2015: 6) could be beginning to manifest itself with the first cohort of the new programme specification. At this stage, there is little evidence that the newly accredited provision is changing the nature of the

teaching community of practice; however, the data from my study suggests that there is some discord between the expectations of schools and universities.

The most significant example of this discord comes from Sarah, who approaches her teaching placement as a game of mimicry, feeling that she is a '*guest for a period of time'* in the classrooms of experienced teachers. She follows the approach of each teacher to *'appease'* them, rather than trying out *'particular techniques'* from university sessions, even though she recognises the need to experiment, because she realises that '*I won't necessarily know until I try'* what will work for her. The revelation that Sarah has to avoid trying out pedagogies she has heard about in university in order to fit in with her school colleagues could be seen to indicate that the new partnerships between schools and universities are not yet embedded, as linking theory and practice, and university and school, is a key feature of the new arrangements (EWC, 2015).

To exemplify this point further, I note other participants' response in relation to university and school contexts. Elen sees the importance that her peers (with whom she works in school and university) assume different personas in the two contexts and states, '*You say you're a different person depending on who you're with, but you don't very often get to see that!'*. She recognises in others the requirement to alter to fit in to different communities: a challenge of multimembership (Wenger, 1998). When analysing Kate's narration, it is clear that she feels much more comfortable in the school context, stating that '*the school-based experience gives you more, because that's you going with your instinct, and that's you developing you and who you are'.* In identifying that the student teachers in my study found discord between the expectations of the university and the school contexts in which they worked, I recognise a need for further work within ITE partnerships to make their constituent parts explicit within the programme in order to make it clear that both are important in professional teacher identity development. Although this work may have been done in developing the partnership documents provided to the Education Workforce Council of Wales during the accreditation process, it is apparent from the data produced in my small-scale study that, at best, the student teachers involved are yet to recognise the symbiotic relationship between schools and university. Taken at its worst, it may be the case that further study of the partnerships in Wales will show that they are not yet fulfilling Furlong's intention that 'programmes have

to develop systematic ways of integrating what student teachers learn in school with other forms of professional knowledge that they acquire through their universities' (2015: 24).

As discussed earlier in the chapter, the student teachers participating in my study recognise the school-based aspect of their programme as the context for their professional teacher identity development. But if ITE providers in Wales are partnerships consisting of university and school partners with equal accountability, I propose that it may make more sense for there to be one community of practice for initial teacher education, encompassing both school and university elements. The definition I adopted for my study reflects Wenger's belief that communities of practice are informal constructs that grow organically where participants exist within a community that shares a domain that is distinguished by its practice (Wenger, 1998: 58). If the development of the CoP for ITE needs to develop informally, then the data coming from my study may signal the initial shoots of this growth: discomfort at the discord between the two contexts inhabited by student teachers could instigate changes to the current communities which could eventually lead to one homogonous community of practice that is recognised for its shared vision and practices. In this regard, the development would be instigated by the newcomers (Lave & Wenger, 1991: 29), that is the student teachers, in response to the discomfort created by differences in the expectations of university and school. As such, the community of practice would transform itself in response to the demand of its members to more effectively deliver on its 'sociocultural endeavours' (Rogoff, 2003: 52). As my study has not investigated this consideration fully, I recommend further research is required.

Whilst considering whether one CoP can be created for ITE partnerships, it is important to return to the model to identify if it is possible to do so. In choosing Lave & Wenger's Community of Practice as the conceptual model for my study, I took heed of the characteristics they purported to be core to a CoP, namely domain, community and practice (Wenger, 1998: 58). As the model developed, Wenger shared deeper insights into the potential uses of the CoP and further enhanced the model. In collaboration with others, Wenger-Trayner (2014) considered the idea of a landscape of practice in order to elaborate on the concept of multimembership (Wenger, 1998: 161) to several CoPs. In

considering the landscape concept, he suggested that 'all practices in a landscape have a fundamental locality' (Wenger-Trayner et al, 2014: 16), but recognised that there were 'boundaries' (Wenger-Trayner et al, 2014: 17) that required 'negotiation of how the competence of a community of practice becomes relevant (or not) to that of another' (Wenger-Trayner et al, 2014: 17). In relation to the communities of practice within ITE, namely university and schools, co-construction of newly accredited programmes could be seen as providing an opportunity for such negotiation to occur. As Wenger-Trayner identifies, 'engaging at boundaries can expand what a community sees as important or even core to a practice' (Wenger-Trayner et al, 2014: 17), suggesting that ITE reform could potentially lead to transformative change and innovation across the landscape (Wenger-Trayner et al, 2014: 108).

At the provision level, the creation of an ITE landscape of practice sounds plausible, but in relation to the focus of my study, namely the professional teacher identity development of individual student teachers, such boundary crossing is inherently challenging, as data from my narrative interviews demonstrates (e.g. Sarah's resignation that she is unable to try out techniques encountered in university within the school setting, or Elen's recognition of her varying identity between the two contexts). Wenger-Trayner (2014: 19) acknowledges this challenge, although he suggests that 'the journey within and across practices shapes who we are', so that 'our identities come to embody the landscape through our experience of it' (Wenger-Trayner, 2014: 20). Although I recognise the transformative opportunity of moving between CoPs (Wenger-Trayner, 2014: 109), I feel that for beginning teachers it would be more appropriate for them to negotiate their position within one Community of Practice rather than navigating a landscape of distinct CoPs as 'newcomers' (Lave & Wenger, 1991: 18).

Although it is recognised that Communities of Practice can be engineered (Jimenez-Silva & Olson, 2012; Cuddapah & Clayton, 2011), Lave & Wenger (1991) do not include intentionality as an assumed characteristic, as they recognise that CoPs tend to form informally in response to a shared enterprise. It is also important to remember that as newly formed partnerships only began their enterprise in the shared domain of initial teacher education in Wales in 2019, it is possibly too early to speculate as to whether the

formation of a single CoP is likely to emerge informally from closer working between school and university personnel.

As identified in Chapter 2, whilst studying literature relating to communities of practice within ITE, there have been examples of providers creating CoPs to support student teachers within the university-based aspect of the programme. In proposing that the ITE sector in Wales considers establishing a shared community of practice for ITE consisting of members from school and university in the shared endeavour of supporting the development of student teachers' professional teacher identity, I am suggesting something new to the field. Having recognised from the responses of participants in my study that schools and universities are not yet aligned in their expectations, and considering the potential discomfort that could persist for student teachers if the CoP was left to evolve organically, I can see potential in bringing the partners involved in the sector together to consider the *establishment* of an ITE CoP, that is that the community of practice is designed by school and university members.

Working within a single community of practice for ITE could support student teachers' sense of belonging to a homogonous community where their school mentors and university tutors 'engage in a process of collective learning in a shared domain' (Wenger-Trayner, 2015: 1), namely the preparation of 'newcomers' (Lave & Wenger, 1991: 29) to the teaching profession. Working as one CoP could strengthen the significance of theory in student teachers' progress towards a professional teacher identity, and create a space for university input within the context for learning. A shared CoP could also support Wales' desire to develop teachers to drive forward wider education reform. Furlong (2015) recognises the need for change within the teaching profession in Wales in order to tackle concerns raised by Donaldson (2015: 58) that the Curriculum for Wales (Welsh Government, 2020) requires 'much more than the implementation of a pre-determined repertoire of methods' of its teachers. For the Curriculum for Wales to succeed, 'high quality teachers with a sound understanding of the 'why' and 'how' of teaching as well as the 'what'' (Donaldson 2015: 58) are needed. This need is at the heart of the reform in ITE, and development of the workforce required to successfully deliver Donaldson's vision could be achieved through a single CoP model.

For one homogenous community of practice for ITE to be a possibility, university and school partners need to share a sufficiently robust enterprise (Wenger, 1998) to create the optimum conditions for a CoP to develop. It is evident that the main goal for ITE is that student teachers gain qualified teacher status (QTS) and are prepared to enter the education workforce. In working towards this goal, both school and university partners focus on the development of the skills and dispositions laid out in the Professional Standards for Teaching and Leadership in Wales (Welsh Government, 2017) in order to collaboratively 'produce the practice' that the standards 'give rise to' (Wenger-Trayner, 2014: 16). In response to Furlong's report (2015) and the resulting criteria for accreditation (EWC, 2017), ITE partnerships have developed more distinct component parts for school and university partners, which could lead to divergence of enterprise. The resultant co-construction of the curriculum, featuring shared activities that incorporate a theoretical element provided by the university and a practical element provided by schools, has brought personnel from the two partners together in a shared enterprise. As working closely together in pursuit of a shared goal is a characteristic of a community of practice, this could be an opportunity for school and university staff to develop 'sustained mutual relationships' (Wenger, 1998: 122) and develop a 'collective competence' (Wenger, 1998: 122) that could work within a single CoP for ITE.

Whether a single community of practice is created or evolves over time, this is only one part of the problem currently facing student teachers. As the shared domain of a CoP would consist of 'tacit, taken-for-granted events and ways of doing things' (Rogoff, 2003: 11) it would be essential to make student teachers explicitly aware of the constituent roles of university and school members. In relating to Wenger's consideration that identity development occurs as situated learning (1998), student teachers will need to recognise the ITE CoP as **one** situation rather than as two separate entities; they will need to recognise the value of the university's input in relation to their professional teacher identity development in order to accept this. As the participants in my study showed in their narrations, this is not apparent at present. They did not appear to link the opportunities offered within university provision to explore different pedagogies, to reflect on practice in a neutral context or to share ideas with their peers to the opportunities afforded by school-based experience.

As part of the development of a single community of practice for initial teacher education, I recognise the potential to support the professional teacher identity development of student teachers. In creating a homogonous community, the process of negotiating meaning through belonging would become more comfortable, as the individual would be aiming to 'fit in' to one community rather than considering multimembership (Wenger, 1998) of separate school and university CoPs. As such, engagement with the domain through its practices would promote active involvement in meaning-making for student teachers, using reflection and exploration to align with recognised practices in a personally negotiated manner (Wenger, Traynor & De Laat, 2011). There would be potential for student teachers to embrace 'research informed' practice (Furlong, 2015: 24) to develop pedagogies that suited their identities and were also accepted by the CoP. In time, this could eliminate situations such as Paul's, where differences between his pedagogy and the approach of his experienced colleagues is problematic.

Discussion Point 4: Reification of teacher tasks within ITE

One way in which Communities of Practice demonstrate their shared enterprise is through their shared practices, resources and vocabulary. Whilst anticipating the responses I would potentially receive from my participants, I expected the student teachers to speak about their experiences of carrying out what I interpreted as reified 'teacher tasks'. These included behaviour techniques, administrative tasks such as taking the register, and operational activities such as lining the children up before leaving the classroom. Although there was some mention of such tasks within the narrations, I realised from analysing the data that the tasks that represented competence to the student teachers were far more subtle and nuanced than the tasks I had anticipated. This made me think about reified tasks more deeply, in order to consider reification in more depth, and in particular to question who reifies activities and resources within the CoP.

The notion of reification used by Wenger (1998: 58) to describe how a community of practice takes on an existence of its own through the collective adherence to routines, resources and vocabulary by its members can be equally 'potentially enriching and potentially misleading' (Wenger, 1998: 62) as the reification can sometimes become greater than the main goal of the shared enterprise. The reified characteristics serve to

bind the members together in recognised regular activities that signify their belonging and can be used as a measure of competence of existing or potential members. Wenger explains that the 'specific tools, representation and artefacts' (1998: 122) that signify the CoP are created and developed by the members, but doesn't specify whether these are experienced members or newcomers. My initial interpretation of this statement was that the former are responsible for reification as it is recognised that newcomers practise the 'reified actions' of the CoP through 'modified forms of participation' (Wenger, 1998: 100) when working at the periphery. What can prove challenging for newcomers is the *tacit* nature (Rogoff, 2003: 11) of these reified objects: experienced teachers know what they expect to see, but the student teacher does not always grasp what it is they need to be demonstrating because it is too subtle or has not been explicitly explained to them. It is also noticeable that the reasons for such reified tasks is not understood by the student teacher, which makes it less meaningful to them.

To delve deeper into the notion of who (or possibly what) reifies particular characteristics of a community of practice, Wenger refers to the duality of participation and reification, which he explains as the interaction between the 'social production of meaning and the concrete forms that reflect that meaning' (1998: 109) or the 'negotiation of meaning' amongst members of the CoP. As there is constant negotiation of meaning between members, there is an organic development of the characteristics, so that the community does not stand still but grows according to the internal and external needs of the enterprise. In effect, the participants in a CoP 'generate knowledge as they interact' (Smith et al, 2017: 213) to come to 'communal approaches' to understanding that embody the CoP's 'regime of competence' (Smith et al, 2017: 214) which evolve, or may even disappear if they are no longer seen to epitomise the enterprise of the community.

As I analysed the narrations, I looked for responses relating to reified tasks that symbolise the teaching profession. As mentioned earlier, the tasks I anticipated hearing about were not always mentioned by the participants, although there were instances when activities that I considered as 'reified' were presented. For example, Lynne speaks about her lack of classroom management techniques, which became a barrier to her embarking on her initial teacher education. She felt that she could not become a teacher because although she had a love of her subject, she was '*profoundly aware of being able to manage a*

classroom and how important that was'. In a similar vein, Kate recounts her mentor's comments relating to such tasks as tidying up and noise levels; as these were important to her mentor, their accomplishment became markers of teacher competence to Kate (perhaps without her conviction that they were the most important aspects of teaching to focus on). Various expected reified tasks, such as having a status amongst all pupils in the school (John), observing young learners in their play (Callum), and administrative tasks (Paul) were mentioned. However, I was struck by the array of other activities that the student teachers referred to in their narrations that they perceived as 'teacher tasks'; the activities, resources and practices interpreted by the student teachers as reified were far more sophisticated and nuanced than those I had anticipated. Several participants spoke about their planning for learner progression, including Bryony and Callum; planning for differentiation (Kate); or for engagement (Paul & Lynne). John spoke about the need for excellent subject knowledge, citing his varying confidence levels in direct correlation to his understanding of different curriculum areas. For Sarah and Elen, collaboration with more experienced members of staff was cited as a teacher task, whilst Callum spoke about the importance of reflecting on practice in order to ensure the best learning opportunity for his learners. Although the participants did not attribute these reified tasks to their university input, my position as a teacher educator gives me the insight to recognise the potential for these activities to have been borne out of academic discourse relating to pedagogy emanating from university-based input. As ITE programmes have been devised in line with the Professional Standards for Teaching and Leadership (Welsh Government, 2017), such aspects as differentiation and progression feature in the university-based provision. I return to the connection between reification and the standards in a later paragraph.

When considering the variety of tasks that are mentioned as reified within the narrations, I was struck by the fact that student teachers referred to more practical tasks when they mentioned tasks that had been expected by experienced members of the CoP, for example Kate being told by her mentor that she hadn't succeeded in tidying up in a timely fashion. In comparison, the reified tasks noted by the newcomers, the student teachers, were far more sophisticated, suggesting that their own expectations of what constituted effective teaching were more nuanced in nature. My understanding of who carried out

the reification shifted as I realised from my data that, although some were likely to have been generated by the mentors, student teachers were placing importance on different teaching practices. It appears that there was a discrepancy between the expectations of the mentors and student teachers in relation to the reified practices of the CoP. This could be due to the fact that the mentors, as experienced members of the CoP, have lower, or at least different, expectations of the newcomers who are working legitimately at the periphery. As Wenger (1998: 100) anticipated that such participation would be 'modified', it could be that mentors are happy to accept basic aspects of discipline and classroom management as evidence of their student teachers' potential to become members of the CoP. This explanation, however, does not explain the commonalities in the 'reified' practices that the student teachers refer to in their narrations. By considering the suggestion that reification can occur externally to the community of practice that it applies to (Blackmore & Lauder, 2004), I looked at recent changes to expectations from outside the school community and recognised that the student teachers were likely to be referring to the expectations of the newly introduced Professional Standards for Teaching and Leading in Wales (2017) and the Curriculum for Wales (2020) in their narrations. Although it is not clear whether the reification is taking place by the student teachers themselves, in their interpretation of the standards for Qualified Teacher Status, or by the Education Workforce Council through the introduction of the new expectations, there was some evidence in the data collected in my study that the standards are having the desired effect of reifying 'certain behaviours, expectations and judgements *for* educators and *of* educators' (Rowe & Skourdoumbis, 2019: 51) in line with Furlong's desires (2015). To add another layer of complexity to the situation, the fact that the professional standards were co-constructed by representatives of the wider education sector, including school leaders and ITE providers, suggests that these are the expectations that the members of the teaching community of practice desire from their newcomers, even though it appears that those tasked with mentoring student teachers have yet to reify these within their own expectations for beginning teachers. In this regard, conversations with mentors to find out which tasks they recognise as reified in relation to student teachers' engagement would be valuable.

If, as Wenger suggested, external reification needs to be 'reappropriated' (1998: 60) into a recognised form by the CoP members in order for it to become meaningful to them, it could be anticipated that the practices being prioritised by the student teachers will be recognised by their mentors in time. Considering Furlong's recognition of the need to 'raise the bar' (2015: 19) for the teaching profession in Wales by improving initial teacher education, it is possible to see that there could be a lag before experienced teachers recognise the need for 'a different type of teacher professional' (2015: 19) leading to changes in the reified tasks expected of student teachers. However, with time, there may be a shift to a more sophisticated set of expectations for newcomers to demonstrate their potential to belong to the CoP, reflecting the changes to the professional standards for QTS. This could be accelerated by explicit support within partnerships to address the differences in expectation. However, in the context in which this study has been conducted, the potential conflict for student teachers developing their professional teacher identity whilst there is a discrepancy in understanding needs to be acknowledged, as the hierarchical nature of the CoP means that newcomers – the student teachers - are more likely to conform to the expectations of more experienced members - their mentors - than argue that the focus has changed. It could be seen as unfair that student teachers have been put into a position where they are being used as 'professional agents' (Toom et al, 2017: 127) who should 'relish change and help to lead it' (Furlong, 2015: 7) whilst navigating their journey towards acceptance into the teaching CoP. This is where the establishment of one initial teacher education community of practice could support the process of reification by encouraging collaborative efforts by members from university, school and the student body to ensure that reified teacher tasks are fit for purpose in relation to educational reform in Wales.

Conclusion

This chapter has provided me with the opportunity to discuss the findings of my research study that represent my contributions to knowledge within two distinct fields: initial teacher education in Wales and professional teacher identity development of beginning teachers. With due acknowledgement of the small sample involved in my research, the results of my study can offer some new insights into student teachers' professional teacher identity development during ITE in Wales, incorporating regard to the community

of practice in which their journey occurs. Such insights may be valuable to others in the wider national and indeed global context of ITE, where the OECD acknowledge there is a global drive to improve the quality of the teaching profession (OECD 2019).

As suggested in the introduction to this chapter, in discussing points in relation to the research questions I posed at the outset of my study, I was aware of the need to reorganise my outcomes within this section once I reached the point of stating my contributions. Consideration of the discussion points leads me to make the following contributions in relation to points one and four, and to recognise the need for further research into points two and three, hence offering my main recommendations for future study.

I also recognise that there are connections between my contributions to the field and the main recommendations I make, which I refer to explicitly in the explanations below.

Contributions:

1. In relation to Discussion Point One, focusing on the balance between the influence of self and others by student teachers during their ITE programmes, I make the following contribution to the field of professional teacher identity development:

As exemplified by the reflections of the participants in my study, the development of professional teacher identity is personal to individuals. However, my data shows that the individual is shaped by the CoP in which they work, and there is an element of needing to 'fit in' with more experienced members whilst also maintaining their personal perception of the teacher they want to be. In negotiating meaning within the CoP, the student teacher pivots between influence of self and others; the tipping point is individual and changeable.

2. In relation to Discussion Point Four, focusing on the consideration of who reifies the tasks within the community/ies of practice in ITE, I make the following contribution to the theoretical model of the Community of Practice:

As the provision for ITE in Wales is changing to encourage new teachers to 'relish change and help lead it' (Furlong, 2015: 7), this study provides a perspective on the way that expectations for the ITE programmes are being met by the teaching community of practice. If the teaching CoP is evolving at a slower rate than the expectations set by the Welsh Government in response to Furlong's report on ITE (2015), student teachers may

be conflicted between 'fitting in' with expectations of the teaching CoP whilst wanting to demonstrate competence in the QTS standards (EWC, 2018). In setting student teachers the task of being change leaders, Furlong (2015) indicates that the teachers required for the Curriculum for Wales being rolled out in schools from September 2022 will be newcomers to the teaching CoP. This implies that more experienced members of the teaching profession are not ready for the educational reform in progress. Due consideration must be made to the incorporation of reifications promoted by school and university into the CoP's expectations for new teachers, in order to avoid conflict for student teachers through multimembership (Wenger, 1998) of contrasting CoPs.

Main Recommendations:

1. In relation to Contribution One, I recognise the opportunity to devise a scaffold to support individuals to identify the balance of influences shaping their professional teacher identity through creating a sliding scale of influence. This is shown earlier in this chapter in diagrammatic form. Encouraging student teachers (and their mentors and tutors) to consider where their pivot point lies on the scale at any one time would provide an opportunity for them to reflect honestly on their current position and possibly offer them a clear indication of how to move forward to navigate the line between staying true to the teacher they want to be and fitting in with their colleagues. I expand on my suggested approach to the use of the sliding scale in the final chapter.
2. To support Contribution Two, I recommend further consideration of the formation of one single CoP for ITE, incorporating both university and school partners. Within Lave & Wenger's model (1991), CoP is contextualised in situated learning, and participants in my study focused mainly on professional teacher identity development in relation to school experience. However, the newly accredited ITE partnerships in Wales consist of school and university partners, suggesting that their contributions to professional teacher identity development should be complimentary. If so, creating one CoP that incorporates university and school experiences would support the shared understanding of the expectations for newcomers into the community of practice.

Additional Recommendations

As noted within this chapter, there are other aspects of my study that offer scope for further study. These are:

- Consideration of the ways in which the sliding scale of professional teacher identity development could be used within ITE provision. I explain in further detail the proposed use of the scale to support individuals, their mentors and their tutors to negotiate the trajectory towards professional teacher identity during initial teacher education. Analysis of the data collected from such activity could highlight patterns that could be addressed appropriately through expectations of both school and university contexts to develop provision. I am reminded of McKerr's (2017) longitudinal study of PGCE students that revealed their altering confidence in their teacher persona throughout the year-long programme. Data analysis that allowed partnerships to provide appropriately at each stage of the trajectory would support professional teacher identity for student teachers.
- Consideration of the importance of peer-to-peer interaction during professional teacher identity development. In recognising through the narrations of my small sample of student teachers that support and mentoring from peers (as well as competition, as suggested by Callum) was valuable during ITE, further study relating to the varying nature of peer-to-peer activities and their relative usefulness to individuals would be appropriate. Further recognition of why such interaction is important to individuals would also be useful in ensuring that opportunities to work with their 'near peers' (Lave 2011: 132) are incorporated into school- and university-based provision.
- Recognition that space and time for professional reflection is an important part of developing as a teacher suggests that further study relating to how this could be integrated effectively into ITE provision would be advantageous. Consideration of how student teachers can be supported to reflect both individually and collectively – both with peers and more experienced members of the teaching community – could encourage a more explicit recognition of reflection's place in professional teacher identity development, as suggested by Cuddapah & Clayton

(2011). Further study into reflection would further enhance the way in which the sliding scale model could be used within ITE provision.

- Further interrogation of the way that university input may shape student teachers' own understanding of the teacher they wish to become could provide more explicit awareness that could be useful for ITE partnerships in the suggested development of a single CoP for ITE.
- Reflection on the effectiveness of new partnership arrangements in Wales to integrate 'what student teachers learn in school with other forms of professional knowledge that they acquire through their universities' (Furlong, 2015: 24), including further study into the apparent discord between more experienced and student teachers' reification of teacher tasks.

In the following chapter, I will reflect on my personal development as a researcher during my study, with particular focus on my competence and confidence in the use of narrative inquiry to extract data from my participants to answer my research questions. I evaluate the research methodology and study design in relation to the contributions I make to the fields of professional teacher identity development and initial teacher education in Wales, and the possibility that my study will also contribute to these fields in the wider context.

CHAPTER SIX: REFLECTION ON RESEARCH METHODOLOGY

When embarking on my study to answer two research questions:

- How do student teachers perceive their development of professional teacher identity during their initial teacher education?
- In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?

I considered the research methods that I could use to collect data that would support my work, and decided to use narrative inquiry as a means to encourage participant reflection on their ITE journey. As this was a new method to me, I carried out pilot studies to test out the effectiveness of my use of narrative inquiry in exploring the research questions with the participants and also to develop my mastery of the method. This personal reflection of my growing confidence as a narrative inquiry researcher is described in the Methodology chapter.

During the research period, I developed my approach to the use of narrative inquiry to allow for more focused attention on the a priori themes I had devised from my literature review, which meant that although I encouraged the participants to narrate freely, their stories were shaped by my prompts and comments in order to gain data in relation to my themes. I grew to acknowledge my own role in the proceedings more confidently as I gained experience in narrative inquiry, recognising the co-constructive nature of narratives: the multivoicedness suggested by Moen (2006:6).

In reflecting on the analysis of the data collected through narrative interviews, I acknowledge my shaping of the re-presented vignettes through the tendency to be 'subconsciously attracted to what I know' (Etherington, 2008: 9) and the desire to highlight data in relation to the themes I was interested in exploring. Although I was mindful to represent the participants' stories authentically, I recognise that during the two passes at the data, I added an additional layer of interpretation that adds to my part in the co-construction of the representations of their professional development identity development.

On reflection of the choice of participants in my sample, I realised that I had not only used purposive sampling (Dolores & Tongco, 2007) to determine the individuals to represent the 'theoretical norm of the population' (Dolores & Tongco, 2007: 151), but that I had also chosen a relatively homogonous group: the majority of the participants were mature students (as in the fact that they had not enrolled on their programme at the age of 18, although Elen was only slightly older than this) and had worked in other roles before embarking on their ITE. In relation to my contribution to the field of the identification of a pivot point between the influence of self and others, it could be significant that the participants were more mature and had experienced different work expectations before their ITE programme. Wider involvement of a more varied group of student teachers, including those who had come straight to university from school, would provide data to test any variance in the positioning of individuals' pivot point determining relative influences on professional teacher identity development.

The number of participants in the sample was small, with eight individuals representing four ITE programmes provided by one institution. Although this gave the study insight into undergraduate, postgraduate and employment-based routes into teaching, the size of the sample must be considered as a limitation of my study. In choosing narrative inquiry as my research method, I was taken by the idea that individual stories could together build a view of the wider community in which the participants engaged (Heikkinen, Huttunen & Kakkori, 2000:1), whilst also occasionally changing perspectives (Gibbs, 2007). To build on the outcomes of my study, a larger-scale research project could test the usefulness of my contributions to the field of ITE in two ways: firstly, through wider participation, the concept of the 'pivot point' could be further trialled; and secondly, the suggested emergence of a CoP for ITE comprising of both university and school members could be further explored with a larger cohort of participants within the same partnership.

As the student teachers involved in my study had undertaken their ITE through programmes in which I was involved as a teacher educator, I recognised that I would have an influence on their narrations. My involvement in their ITE experience could lead to participants aiming to 'express, confirm and validate the claimed identity' (Mishler (1986:243) that they wished to portray to me, based on their assumptions regarding my beliefs (Andrews, 2008: 71). Although I was keen for the student teachers to tell their

stories regarding professional teacher identity development in their own words, I grew to appreciate my part in shaping their responses, both consciously through my prompts and comments and unconsciously through my role in their ITE. I accepted, in part, Bolton's (2010: 93) description of narrative as 'inevitably fiction, in that events are reconstructed or recreated from a perspective' but considered that the participants' viewpoints were valid and valuable in respect of my data collection.

I also accepted that narrative inquiry produces temporal data, in so much as the participants would invariably tell a different story on another occasion, or to another audience. This could be seen to limit the impact of my study in informing the field of ITE in Wales, as the data was collected at one point at the end of the student teachers' ITE experience, reflecting on their professional teacher identity development. A longitudinal study following participants' journeys towards a professional teacher identity could provide more useful formative data to inform and shape not only the individuals' progress but the ITE programme's support of this development of a professional teacher identity. Such a study would build on the outcomes of my study to gain a deeper understanding of student teachers' professional teacher identity development throughout their initial teacher education.

In consideration of a longitudinal study throughout a student teacher's ITE programme, as suggested earlier in relation to the temporal nature of data collected using narrative inquiry, I recognise the potential use of the method to encourage individuals to reflect on their own progress towards the development of a professional teacher identity *during* their ITE programme. Using the narrative inquiry approach, teacher educators in school and university settings could regularly focus student teachers' attention on their personal development, drawing their attention to the importance of their own beliefs and aspirations as well as the influence of others, including mentors, tutors and peers. Although potentially time-consuming, and occasionally misleading (as the method relies on individual viewpoints), giving such opportunities to student teachers would provide a scaffold for them to self-reflect meaningfully and to recognise more explicitly the progress they are making towards a professional teacher identity. As Biesta (2008) suggests, narrative learning can be considered a form of identity work, as it encourages individuals to reflect inwards and articulate their stories. If the role of the teacher educator in

relation to professional teacher identity development is seen as 'critical co-investigator' in a 'discursive community of professionals in which each member shares responsibility for critical reflection and discussion' (Barone, 2000: 153), narrative inquiry could be the scaffold to support the telling of honest, personal stories.

In considering my personal journey as a researcher using narrative inquiry, I recognise the privilege I was afforded to be able to listen to the stories of individuals reflecting on their professional teacher identity development. The narrations have stayed with me long after they took place, confirming Clandinin's (2013:201) remark that 'no-one leaves a narrative inquiry unchanged'.

CHAPTER SEVEN: CONCLUSION

This chapter will serve to conclude my study through consideration of the contributions it makes to initial teacher education in Wales within the fields of professional teacher identity development and the Community of Practice model. The contributions will also have resonance for ITE developments in other nations. As part of the conclusion, I will also consider the limitations of the study in order to suggest areas where additional research would be beneficial. As this chapter concludes my thesis, it must also demonstrate the extent to which my study answered the questions that I set out for it to explore.

The chapter is organised in sections entitled 'Answering my Research Questions', 'Professional Teacher Identity and the Pivot between Influence of Self and Others', 'Reification and the Possibility of creating a single Community of Practice in ITE', 'Limitations & Further Considerations' and a final 'Concluding Thoughts'.

Answering my Research Questions

My research study set out to explore the following questions:

- How do student teachers perceive their development of professional teacher identity during their initial teacher education?
- In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?

Responding to Research Question One

How do student teachers perceive their development of professional teacher identity during their initial teacher education?

In considering this question, I used narrative inquiry to collect individuals' reflections of their lived experiences in order to ascertain their perceptions of professional teacher identity development during their ITE programmes. Using a small purposive sample of eight student teachers studying with one ITE provider in Wales, I prompted them to tell their own stories in order to recognise two main things: firstly, the very individual nature of professional teacher identity development, and secondly (and conversely) the

similarities between their stories that suggest more generic features of professional teacher identity development.

Having been involved in the ITE sector for over two decades, my interest in the lived experiences of student teachers came from the many individuals with whom I had worked during my career. Having witnessed many student teachers during their initial steps into teaching, and recognised the widely different approaches to developing a professional teacher identity manifested by these individuals, as well as varying degrees of success in this endeavour, I was compelled to explore the similarities and differences in individual recollections of this process. I decided that, although it would be interesting to discover the experiences that led to individuals not being successful in achieving Qualified Teacher Status, suggesting that their progress towards a professional teacher identity was not wholly effective, it would not be ethically appropriate to focus on individuals who had failed their ITE programme. I therefore chose my small sample purposively (Delores & Tongco, 2007: 151) to include student teachers who had successfully undertaken different pathways into teaching, including undergraduate, postgraduate (primary and secondary) and work-based learning routes as I was interested to see whether the type of route undertaken led to any recognisable differences in individuals' reflections on their professional teacher identity development.

My use of narrative inquiry was considered carefully in the study design, as I was keen to encourage the participants to tell their own stories freely. In order to ascertain the individual nature of the development of professional teacher identity, I needed to adopt a research method that would encourage me to stand back from the contributions whilst encouraging individuals to be honest in their reflections. My involvement in their ITE provision would impact on the interactions, and I wanted to mitigate against them telling me what I wanted to hear as much as I possibly could by devising a scaffold for narrative interviews that encouraged the participants to speak freely.

Reflexive analysis of the told stories of my eight participants enabled me to ascertain the following:

- Each student teacher perceived their professional teacher identity development as individual in nature. The small stories (Manstead & Wetherell, 2005) told reflected each

student teacher's unique set of circumstances, including their previous experiences before beginning the programme, their personal set of principles and their experiences during the programme (including the settings in which they undertook their school placements and the experienced individuals who engaged in their teaching practice).

- Although the small stories I heard were personal in nature, it was possible to build big stories (Manstead & Wetherell, 2005) through the identification of generic features of professional teacher identity development within the sample.
- Significantly, each student teacher spoke about the influence of self and influence of others, which led me to recognise the importance of the balance between the two in relation to an individual's professional teacher identity development. The data collected allowed me to consider Wenger's pivot point (1998:145) in more detail, identifying the changeable nature of the pivot point for each individual as they encountered experiences that they had to process in relation to themselves and their relationships with colleagues.
- The participants in my study recognised the importance of situated learning (Wenger, 1998) in relation to developing a professional teacher identity, and cited school as the setting in which this development took place. Although I probed their recognition of how their university input shaped their professional teacher identity development, it was apparent that this was not something that they had perceived as a significant part in this trajectory. This led me to consider the need to heighten student teachers' awareness of the contributions made by university and school partners in professional teacher identity development.

Responding to Research Question Two

In what ways does engagement with the teaching community of practice during their initial teacher education shape student teachers' professional teacher identity development?

My adoption of the Community of Practice as the conceptual model for my study provided me with the context to consider the engagement of student teachers with their more experienced colleagues, as well as considering their relationships with their peers. Exploration of the literature relating to how communities of practice develop and operate provided me with ideas on which to base my a priori themes relating to engagement between student teachers and their more experienced mentors. In recognising the

significance of the influence of others in professional teacher identity development (Goldie, 2012), I anticipated that mentors and other experienced colleagues would feature in the narrations of my participants. Analysis of the data showed that all participants in my study recognised the influence of the experienced teachers with whom they engage within the context of the community of practice. The nature of the influence varies.

In response to this question, undertaking the study enabled me to construct the following insights:

- The student teachers participating in my study highlighted the 'situated' (Lave & Wenger, 1991:1) nature of their professional teacher identity development through their reflections on their school experiences. They told personal stories of their interactions with staff, children and routines of school life in relation to their developing professional teacher identity.
- The narratives told by the participants revealed their recognition of the importance of 'fitting in' with the teaching community of practice in which they were developing their professional teacher identity. This extends the notion of 'influence of others', with something more fundamental in student teachers' need to be accepted into the community by experienced members of the CoP that they wish to become a part of. Individuals recognised the need for confirmation that they were accepted by their mentors, even if they were not wholly comfortable with the practices they used.
- Inherent in being accepted into the CoP from their status on the periphery of the teaching community is a student teacher's ability to show competence in the expected behaviours that distinguish an individual as a member of the CoP. Having read about reified tasks within the CoP model in the context of a group of tailors (Lave & Wenger, 1991), I anticipated that the types of tasks that would signal acceptance of an individual's legitimate peripheral participation would include activities such as behaviour management or organisational duties. These were less regularly referred to than more sophisticated activities that the student teachers themselves recognised as signifiers of effective teaching. This, for me, was significant, and provides me with the opportunity for further consideration of the connection between the developing sophistication of reified

tasks and the reformed expectations for teachers signalled by the new professional standards (Welsh Government, 2017) and national curriculum reform.

Contributions

As a result of my small-scale study, I am able to make the following contributions of knowledge:

Contribution 1:

Considering the relative balance between a student teacher developing their individual or unique professional teacher identity whilst fitting into the teaching community of practice leads to a recognition that in negotiating meaning within the CoP, the student teacher pivots between influence of self and influence of others. For each student teacher, the pivot point is individual and changeable depending on the context.

Contribution 2:

A perspective on the comparative rate of change prompted by the newly accredited ITE programmes in Wales. If schools and universities within the partnerships are expecting different dispositions from their student teachers, it puts individuals in uncomfortable positions as they try to 'fit in' with the expectations of both partners. Reifications promoted by schools and universities can conflict, leaving the student teacher in a compromised position.

Recommendations

From my study, I propose two main recommendations:

Recommendation 1:

That the development of a diagrammatic representation of a student teacher's individual pivot point in relation to influence of self and influence of others is piloted to consider its effectiveness in recognising personal journeys of professional teacher identity development. When considering its use within initial teacher education, I envisage a process to embed the model within programmes, so that it is used at particular points throughout student teachers' progress towards qualification. In considering the most appropriate opportunities for reflection, research by McKerr (2017) would be useful in recognising the pattern of professional teacher identity development over the duration of

their programme. Although this would need to be considered carefully in relation to each ITE partnership, I propose the following structure as a possible approach to its integration:

Step 1: The diagram is introduced to student teachers as part of their induction to their ITE programme, encouraging individuals to note their current consideration of the relative influences of self and others. At this point, the student teachers could draw on their previous experiences in schools, their perception of the teacher role, and recognition of any engagement with teachers and significant others, including family and friends. This would raise student teachers' awareness of their possibly sub-conscious expectations for the teaching role, allowing them to recognise what they bring with them to their journey towards a professional teacher identity. It may be advantageous to encourage student teachers to discuss with others – both peers and teacher educators from within the ITE partnership – in order to ascertain that although there are likely to be commonalities in their diagrams, there will also be very personal aspects to their starting positions.

Step 2: At the beginning of each period of school placement experience, student teachers would be encouraged to share their most recent individual pivot point model with their school-based mentor as a starting point for professional dialogue. This could encourage mentors to recognise a student teacher's individual trajectory towards professional teacher identity and prompt appropriate support throughout the placement. In this way, student teachers could be encouraged to develop in accordance with their *own* teacher persona rather than being moulded to the mentor's practices [as reflected by Sarah in Chapter 4]. This professional dialogue could also serve to highlight expectations to both mentor and student teacher, which in turn could raise possible differences in these, including in relation to reified tasks.

Step 3: At the end of each period of school placement experience, student teachers would be expected to complete their individual pivot point model through reflection of their professional teacher identity development to date. This could then be shared within a professional conversation involving their mentor and/or their tutor. Including this opportunity for personal reflection that is then shared with other CoP members (from the ITE community of practice – see above) would align with Furlong's recommendation to develop a teaching profession of reflective practitioners (2014). Reflecting as individuals,

with peers and with more experienced others in a scaffolded way could provide greater clarity for the student teacher between school experiences. Analysis of data from a cohort's pivot point models could also be useful in shaping university input to address common features.

Step 4: At the end of a student teacher's initial teacher education, individuals would be encouraged to share a narrative of their professional teacher identity development over their ITE period in order to recognise the journey that they had personally undertaken in relation to the contexts in which they had engaged. Being engaged in telling a teacher educator their own story would allow them to articulate their journey and recognise their professional teacher identity development through reflection. Recognising the influences of self and others during their initial teacher education could consolidate their recognition of their professional teacher identity as they enter the teaching profession.

Recommendation 2:

That the newly accredited ITE partnerships in Wales consider the development of communities of practice that encompass both universities and partner schools.

Although each ITE partnership would need to consider exactly how they would want to develop a combined community of practice that married with their own mission, I propose the following as a possible approach to its formation:

Representatives from partner schools and the university ITE team consider *together* their expectations for student teachers' professional teacher identity development. In relation to the Professional Standards for Teaching and Leadership (Welsh Government, 2017), school and university staff would consider the characteristics that they would expect student teachers to demonstrate in order to gain qualification by the end of the programme. Agreement on the reified tasks (Wenger, 1998) that would signify appropriate participation in the CoP would need to be reached by all so that there was a shared understanding of these in school and university contexts. It would then be possible to devise a programme that allowed mentors and tutors to contribute appropriately to support student teachers' professional teacher identity development. Roles within the provision will be consolidated through co-construction of content. It is worth noting here that the terms old-timer and newcomer coined by Lave and Wenger (1991) to denote

types of members within the CoP should be avoided so that there is a recognition that each member of the community – student, mentor, tutor – would be able to shape the practice within the enterprise of teaching.

As members of the ITE community of practice, all partners would promote their shared expectations clearly to the student teachers as they embark on their route to teaching, thus ensuring a clear, shared understanding of what characteristics constitute belonging to the ITE CoP.

Limitations & Further Considerations

Although I have been able to respond to my research questions through my research study, I am aware that there are limitations to its design.

The small-scale nature of the study is a significant limitation with regards to its impact on the fields of professional teacher identity development, initial teacher education and the Community of Practice model, and extending the sample would be advantageous in order to further explore connections between narratives of student teachers completing their ITE programme. However, within the ITE sector in Wales, there is the potential for such a study to contribute meaningfully to considerations for development of provision. Further expanding the study to other providers in Wales or to a greater number of student teachers would provide a deeper recognition of connections between individual stories and societal generalisations within the context of professional teacher identity development during initial teacher education.

Although I refer to the Welsh context, I recognise that there is also potential for the outcomes of this study to be useful in supporting exploration into professional teacher identity development in other countries, particularly those undertaking wider educational reform. My study resonates with current research by the OECD (Suarez & McGrath,2022; Mezza, 2022) which recognises the importance of teacher professional identity within successful education systems, highlighting the need to move towards teacher autonomy and a recognition of the 'roles and values that teachers themselves consider the heart of their identity' (Suarez & McGrath, 2022: 7). Current research by Mockler (2022) also recognises that there are 'many ways to be a good teacher' and suggests the need to 'reclaim the complexity' of professional teacher identity development through

problematising the role in order to 'push back' on standardisation. Her study is contextualised within reform to standardise teacher education in Australia. My study, although small-scale, could provide an alternative perspective, as it is within the context of Wales' approach to reform, which focuses on 'changing what it means to be a professional teacher' (Hagger, 2022) to incorporate such characteristics as 'confidence, commitment and analytic expertise' to become 'effective, lifelong professional learners'.

Incorporating a focus on teacher professional identity into initial teacher education is noted in an OECD report (2022) as a significant driver in raising standards within the teaching profession as a whole, whilst Mezza (2022) suggests that empowering teachers in their ITE could benefit continuing professionalism and contribute to teacher retention.

A study by Rodrigues (2022) is currently considering individual and collective teacher professional identity, focusing on the ways that teachers connect their own values to their context. I can see some potential to use my sliding scale of influence model to support teachers' recognition of this connection between self and others, which could result in greater awareness of their teacher professional identity, which Rodrigues suggests will lead to 'better' teachers. Her recognition that teachers need to fit in with the image of 'who we are as a profession' regardless of tensions at a local level connects with my consideration of the teaching community of practice.

In considering the sample that I chose for my study, I recognise that although I justified my purposive sample in relation to the desire to involve individuals who were representative of the whole cohort of student teachers completing their ITE with a single provider, I also realised that there were no individuals who had started their teaching degree immediately from school. To take this study further, I would aim to explore the professional teacher identity development of a wider range of student teachers to recognise similarities and differences in their reflections to my current sample of participants. To enhance my understanding of both commonalities and individualities within the development of a professional teacher identity, I would focus on such characteristics as age and relative previous experiences of the participants in future research to recognise whether these factors had any bearing on personal trajectories. As new routes to qualified teacher status are introduced, for example the salaried route and

the part time route, incorporating students following these would also be advantageous to identify whether the nature of the pathway to qualification shaped professional teacher identity development in any significant way.

In recommending that ITE partnerships consider provision for student teachers to more explicitly recognise their developing professional teacher identity throughout their programme, and the potential use of the sliding scale of influence (as shown in diagrammatic form in the Discussion chapter) to scaffold this thinking, I am aware that there is an implication that teacher educators, from both schools and university, support student teachers to reflect on their pivot points between influence of self and others. This is a consideration of staff time that may prove limiting and further research into this proposal would be beneficial in recognising approaches to the use of narrative that are time effective for student teachers and their mentors and tutors.

In light of my contribution to the model of the Community of Practice, I recommend that ITE partnerships in Wales consider the explicit development of one CoP comprising of both university and school communities. Inherent in this suggestion is a consideration that the CoP will be constructed rather than developing naturally over time. This clashes with my adoption of Lave & Wenger's definition of a Community of Practice as an 'activity system' (1998: 98) that develops when participants share a 'common ground' (Agrifoglio, 2015: 35) composed of a shared, continuously expanding repertoire of ideas, commitment and memories (Wenger, 1998). Although Lave & Wenger do not preclude the possibility of intentionality, it suggests a more natural development over time than my recommendation implies. Forcing development of a single CoP may not be as effective an approach as allowing the CoP to develop naturally in response to the wider reform in education in Wales. However, in relation to the discomfort felt by participants of my study as they negotiated two sets of expectations: that of the university (in response to Furlong's report, 2015) and that of experienced members of school staff, expediating the rate of change could relieve this tension by aligning expectations across the partnership.

From the perspective of being an initially inexperienced narrative inquiry researcher, I recognise the limitations inherent in my personal skills in co-constructing stories to represent lived experiences. With further experience, I recognise that my contribution to

narrative inquiry interviews will encourage richer narratives that explore individuals' professional teacher identity development ever more deeply. I will be able to share my trajectory towards becoming a narrative inquirer with other researchers, therefore promoting the method more widely.

Concluding Thoughts

My exploration of the development of a professional teacher identity by student teachers in Wales is the culmination of many years of personal interest in the way that individuals with whom I engaged as a teacher educator developed throughout their initial teacher education. The use of narrative inquiry to reflexively analyse the stories of lived experiences told by student teachers at the end of their ITE journey provided me with rich data to test against the literature with which I had engaged. I recognised many characteristics that I was anticipating through a priori themes in the stories that I was told, but I also heard details that were new, including some that did not resonate fully with the literature reviewed. These have been discussed in order to arrive at original contributions to the fields of professional teacher identity development and sociocultural development (Rogoff, 2003) in relation to the Community of Practice model (Lave & Wenger, 1991). These will prove valuable to the ITE sector in Wales as it continues to reform in light of the need to encourage student teachers to 'engage critically with both the practical and intellectual dimensions of professional practices' (Furlong, 2014: 66) to prepare them for 'a new vision of teacher professionalism' (Furlong, 2019: 579). These contributions may also provide useful insights for those working in the field of ITE in other countries.

As a researcher, I have grown in confidence through the process: the privilege of listening to student teachers reflecting on the development of their professional teacher identity will remain with me and will shape my future practice as a teacher educator.

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APPENDIX 1

Copy of ethical approval for the research study

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

EC091 BLEASDALE RESUBMISSION
More detail required in Section 5
Awareness and use of RDMP

E1 FORM

APPLICATION FOR ETHICAL APPROVAL - Research

CAIS AM GYMERADWYAETH MOESEGOL - Ymchwil

CEFNOGWYD APPROVED		A GYFEIRIWYD REFERRED		NIS CEFNOGWYD NOT SUPPORTED	

Mae'r ffurflen hon i'w defnyddio cyn cynnal gwaith ymchwil, prosiectau neu gynyrchiadau. Dylai'r ffurflen hon gael ei chwblhau gan yr ymchwilydd, yn achos myfyriwr, dylid ei gwblhau mewn ymgynghoriad â'r goruchwyliwr. Rhaid i bob ffurflen gael ei gefnogi gan Bennaeth yr Ysgol / Gyfadran. Dylai'r ffurflen gael ei chyflwyno i'r Swyddfa Ymchwil Ôl-raddedig. **RHAID ffurflen hon gael ei chwblhau a'i gymeradwyo gan y Pwyllgor Moeseg cyn cychwyn y prosiect / ymchwil.**	This form is to be used prior to conducting research, projects or productions. This form should be completed by the researcher; in the case of a student, it should be completed in consultation with the supervisor. All forms must be supported by the Head of School/Faculty. The form should be submitted to the Postgraduate Research Office. **This form MUST be completed and approved by the Ethics Committee prior to the commencement of the project/research.**

ADRAN 1 – MANYLION MYFYRIWR SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Catharine Anne Bleasdale	Rhif Myfyriwr Student Number	9801734
Ysgol / School Cyfadran / Faculty	Education and Communities	e-bost Email	c.bleasdale@uwtsd.ac.uk

Teitl dangosol yr ymchwil: Indicative Title of Research:

An exploration into the development of professional identity of student-teachers during their initial teacher education.
.

Categori'r Prosiect - Ticiwch un blwch i ddynodi categori'ch prosiect	Category of Project - Please tick one box to identify your category of project	
Categori A – Staff	**Category A - Staff**	
Prosiect Ymchwil y Staff	Staff Research Project	✓
Cynhyrchiad / Cyflwyniad Ysgol	School Production / Presentation	
Prosiect Ehangu Mynediad	Widening Access Project	
Categori B – Myfyrwyr	**Category B - Students**	
Hefyd yn aelod o Staff	Also Member of Staff	
Graddau Ymchwil	MPhil/PhD Research Degree Thesis	✓
Prosiect dysgu seiliedig ar waith	DProf Work Based Learning Project	
Prosiect Ehangu Mynediad	Widening Access Project	

		Ydw / Yes	Na / No
A yw hwn yn brosiect cydweithredol sy'n cynnwys ymchwilwyr o sefydliadau neu gyrff allanol?	Is this a collaborative project involving researchers from		✓

	outside institutions or organisations?		

ADRAN 2 – GWEITHGAREDD YMCHWIL SECTION 2 – RESEARCH ACTIVITY

Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/No
Defnyddio holiadur neu offeryn ymchwil tebyg (atodwch drafft gopi)	Use of questionnaire or similar research instrument (attach draft copy)		✓
Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		✓
Cyfweliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)	✓	
Dyddiaduron	Diaries		✓
Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		✓
Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		✓
Recordio fideo neu sain	Audio-taping	✓	
Mynediad i wybodaeth bersonol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		✓

Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		✓
Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		✓
Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		✓
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		✓
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		✓
Dull arall o gasglu data neu fformat cyflwyno (esboniwch)	Other method of data collection or presentation format (please explain)	Interrogation of formative/summative assessments and personal reflections (with consent)	

Os NADDO i bob cwestiwn llofnodwch y dudalen gefn a'i dychwelyd i'r Swyddfa Ymchwil Ôl-raddedig **Os OES i unrhyw gwestiwn, os gwelwch yn dda llenwch y ffurflen ac yna dychwelyd i'r Swyddfa Ymchwil Ôl-raddedig**	**If NO to every question please sign the back page and return to the Postgraduate Research Office** **If YES to any question, please complete the form and then return to the Postgraduate Research Office**

ADRAN 3 – MANYLION Y PROSIECT / YMCHWIL / CYNHYRCHIAD	SECTION 3 – PROJECT / RESEARCH / PRODUCTION DETAILS

1.	Braslun o'r prosiect	Project outline

The overall aim of the project is to critically evaluate student-teachers' development of professional identity in order to ascertain the scope and nature of the term and to determine how student-teachers develop the appropriate attributes with support from experienced practitioners.

The project will include study of literature and narrative interviews with student-teachers at the end of their ITE programme, to collect their stories relating to professional identity development.

2.	Hyd y Prosiect	Duration of Project
	O / From January 2017	hyd / to September 2021

3.	Disgrifiad	Description
	Rhowch fraslun cryno o'r prosiect, heb unrhyw jargon, ac yn cynnwys beth bydd angen i'r cyfranogwyr ei wneud. Esboniwch unrhyw dermau technegol neu derminoleg sy'n benodol i'r ddisgyblaeth (Uchafswm 300 o eiriau.)	Provide a brief outline, free from jargon, of the project including what participants will be required to do. Explain any technical terms or discipline specific terminology (Max 300 words.)

The research will focus on studying the perceptions of student-teachers at the end of their initial teacher education programme with regard to the development of their professional identity. A purposive sample will be identified from the current cohort of BA3 and PGCE student-teachers to take part in narrative interviews Individuals taking part in the narrative interviews will be guided in an informal manner to share their own experiences relating to the development of their professional identity: student-teachers will relay their own journeys through ITE, sharing their experiences in relation to identity development. Narrative inquiry may also involve the use of supporting documents that provide further information regarding an individual's 'journey' – with permission, it may be useful to study formative/summative assessments and personal reflections

to gain further insight into an individual's progress in the development of a professional identity. This activity would be used to support the narrative interview and would be considered in this context only.

4.	**Amcanion a Chyfiawnhad i'r Prosiect:** Rhestrwch y nodau a diben y prosiect. Uchafswm 300 o eiriau. Defnyddio pwyntiau bwled i ganolbwyntio eich ymateb.	**Aims and Justification for the Project**: List the aims and purpose of the project. Max 300 words. Use bullet points to focus your response.

Aims:

1. To identify how student-teachers perceive their development of professional identity during their initial teacher education.
2. To recognise the influence of the Community of Practice of teachers in which student-teachers engage during their initial teacher education on the development of professional identity

Justification:

The project is justified within the current context of Initial Teacher Education in Wales. As routes into teaching and initial training approaches are being considered nationally following the Tabberer Review (Welsh Government, 2013), and the re-accreditation process for initial teacher education recommended by Professor Furlong (2015), it is opportune to consider how students acquire professional values, and how all participants in ITE impact upon this process. Through consideration of this fundamental aspect of initial development of the professional values and practice required to enter the teaching profession, it will be possible for the outcomes of the research to inform future ITE provision within Wales.

The concept of 'becoming' a teacher, and behaving and responding to school experiences in an appropriate manner, has been of particular interest to me as I have engaged with student-teachers during the past two decades. How do students develop their professional identity, and to what extent do the communities in which they practise support this identity development?

The use of Lave and Wenger's model of situated learning will frame the study of a student teacher's 'participation in a community of practice'(Smith, M.K, 2009, p.1), where the community of practice (CoP) is the general teaching profession. Student teachers move from 'legitimate peripheral participation' (Lave & Wenger, 1991, p.29) into the community of practice as they master the professional values and practices required to 'fit in' to the community. I am interested to ascertain to what extent student-teachers consider this as a significant contributor to their professional identity development.

The use of narrative inquiry will elicit 'interviewees' reconstructed accounts of connections … between events and contexts' (Coffey & Atkinson, 1996) which, when considered together, will not

only provide personal perspectives of the acquisition of their professional identity, but more generic conclusions that will prove pertinent to the wider community (Andrews, 2009).

5.	**Dulliau Arfaethedig:** Rhowch fraslun o'r dulliau casglu data neu o natur yr amser mewn ymarferiadau. Dylech gynnwys technegau / dulliau penodol, tasgau y gofynnir i'r cyfranogwyr eu gwneud, amser ac ymrwymiad y cyfranogwyr a dadansoddiad o'r data. Os ydy'r prosiectau'n cynnwys gweithdrefnau / gweithgareddau nad ydynt yn dilyn arfer derbyniol a sefydlwyd eisoes, esboniwch a rhowch gyfiawnhad (hyd at 700 o eiriau).	**Proposed Methods:** Outline how the data will be collected or the nature of rehearsal time. Include specific techniques / methods, tasks participants will be asked to do, time and commitment of participants and analysis of the data. If the project includes procedures / activities different from already established acceptable practice then please explain and justify (up to 700 words).

The study will involve three groups of participants: student teachers, school mentors and university tutors.

A purposive sample will be identified for individual interviews, which will be based upon a narrative enquiry approach. The purposive sampling will take the form of paradigmatic case sampling (Palys, 2008), with an emphasis on exemplar practice of student-teachers at the end of their ITE programmes. Using comparative prompts that broadly focus on common themes will ensure that data collected from the interviews can be analysed in an attempt to understand the 'social reality' (Cohen et al, 2011:15) of student-teachers' professional identity development through the eyes of individuals.

Due to the current situation – namely the social distancing measures to combat COVID-19 (from 23.3.20) – narrative interviews will now need to take place through online platforms such as Skype or Microsoft Teams. Although this means that the personal identity and contexts of the participants will be shared through the recording of the interview, I will endeavour to mitigate against this being overly intrusive by asking individuals to blur their backgrounds and through following the same procedure as originally planned to store the recordings confidentially. It is hoped that the participant will feel sufficiently comfortable in their home environment to discuss personal experiences with the interviewer in a context where interruptions are kept to a minimum. The interviews will take approximately one hour, with the emphasis on the interviewees' free flow communication regarding their professional identity development. Interviewees will be asked to sign their consent to participate in the interviews and to allow recording of the proceedings in order to ensure accurate analysis.

If prompted by the participant during the narrative interview, the researcher and participant will jointly access formative and summative assessments and/or personal reflections during the process

to support individuals' recall of their acquisition of professional values and practices. It has been recognised (by Tamboukou, 2003) that participants find it useful to refer to written materials to focus on the paralanguage and context to frame their stories.

As narrative inquiry identifies individual understandings, the analysis will focus on identifying themes from the multiple valid interpretations and multiple narrative 'truths' ((Andrews et al, 2008) that have been shared by the participants. Indentified common themes will be highlighted that can be used to inform the further development of appropriate ITE programmes to ensure that students have the opportunity to acquire the appropriate values and practices to successfully develop their professional identity.

6.	**Cymwysterau / Profiad Ymchwilwyr:** Rhestrwch unrhyw gymwysterau gorfodol sy'n ofynnol ar gyfer casglu data neu ar gyfer y cynhyrchiad.	**Investigators' Qualifications / Experience:** List any mandatory qualifications required for the collection of data or for the production.

Bachelor of Education (Hons) 2.1 Exeter University 1990

Masters in Educational Drama Distinction Trinity College, Carmarthen 2005

Current post: senior lecturer within Faculty of Teacher Education with responsibility for primary partnership

Experience within teacher training 1998 – present

7.	**Lledaenu Gwybodaeth / Cynulleidfa:** Rhestrwch i bwy y rhoddir neu y dangosir copi o'r canlyniadau neu adroddiad / cyflwyniad terfynol.	**Dissemination of Information / Audience:** List to whom a copy of the results or final report / presentation will be given or shown.

An electronic version of the thesis will be offered to all participants.

The information will also be available to individuals involved in initial teacher education.

8.	**Lleoliad y Prosiect:** Nodwch bob lleoliad lle y cesglir data neu y cynhelir ymarferiadau / cynhyrchiad.	**Location of Project:** Identify all locations where data will be collected or rehearsals/ production will take place.
Wales Specifically: • Primary/secondary schools in partnership with Yr Athrofa (UWTSD); • university campuses will be used to engage with students undertaking primary ITT programmes within the partnership; • through online communication platforms such as Microsoft Teams & Skype		

9.	**Cymeradwyaeth Arall:** Oes angen cael cymeradwyaeth unrhyw sefydliad arall cyn cychwyn neu gwblhau'r prosiect? Os felly, gan bwy ac a ydy wedi'i sicrhau eisoes?	**Other Approvals:** Is there a requirement for approval from any other organisation / institution prior to starting or completing the project? If so, by whom and has it been obtained?
N/A		

ADRAN 4 – MANYLION CYFRANOGWYR / CYNULLEIDFA

SECTION 4 - PARTICIPANT / AUDIENCE DETAILS

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwyr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David	✓	

Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	✓	
Plant a phobl ifanc dan oed	Children / legal minors		✓
Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		✓
Rhywun sy'n cael ei gadw yn y ddalfa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		✓
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		✓
Eraill: Nodwch: / Others: please identify: N/A			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.		**Participant / Audience Number and Age** Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ Audience number	Student-teachers immediately following completion of their ITE programme within Yr Athrofa(UWTSD) (narrative inquiry interviews will be undertaken with 6 individuals).
Grŵp oedran y Cyfranogwyr/ y Gynulleidfa	Participant/ Audience age group	Adults (student-teachers immediately following completion of their programme)

Cyfranogwr Ffynhonnell: Sut wnaethoch chi adnabod y cyfranogwyr? Rhestru eich dulliau o recriwtio ac unrhyw feini prawf gwahardd.	**Participant Source:** How did you identify the participants? List your methods of recruitment and any exclusion criteria.
Participants have been identified through their association with initial teacher education within Yr Athrofa	

ADRAN 5 – RISGIAU YN PROSIECT / SECTION 5 – RISKS IN PROJECT

Bydd y diffyg ateb cadarnhaol i bob un o'r cwestiynau hyn yn arwain at y gofyniad eglurhad a gallai arwain at oedi yn eich ymchwil. Dim neu Dim NID yn dderbyniol.	A lack of a positive answer to all of these questions may result in the requirement of further explanation and a delay in your research. None or Nil is not acceptable.

1.	**Risg bosibl i'r Cyfranogwyr:** Rhestrwch unrhyw risgiau posibl i gyfranogwyr (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd) sy'n gysylltiedig â'r prosiect. Dylech gynnwys dadansoddiad o debygolrwydd a difrifoldeb posibl unrhyw risg.	**Potential Risk to Participants:** List any potential risks to participants (physical, psychological, legal, social or economic) associated with the project. Include an analysis of the likelihood and potential severity of any risk.
As individual student-teachers will be providing personal viewpoints regarding the development of their professional identity, participants and institutions could be at risk if procedures are not followed appropriately. Student-teachers (on completion of their ITE programme) may feel coerced into taking part due to my position as strategic lead for partnership and their sense of loyalty to the programme.		
1.a	**Rheoli Risg:** Rhestrwch sut y bydd unrhyw risgiau a nodwyd yn cael eu rheoli.	**Management of Risk:** List how any risks identified will be managed.

It will not be possible to identify individuals or their institutions within the project report and all data collected will only be viewed by the researcher.

The use of voluntary informed consent will ensure that student-teachers (on completion of the ITE programme) do not feel coerced into taking part in the research.

2.	**Risgiau Posibl i'r Ymchwilydd:** Rhestrwch unrhyw risgiau posibl i'r ymchwilydd sy'n fwy na fyddai'n debyg o godi o ddydd i ddydd.	**Potential Risks to Researcher:** List any potential risks to the researcher greater than might be encountered on a daily basis.

Information that contravenes the Education Workforce Council Wales' professional code of conduct could be identified or shared with the researcher.

2.a	**Rheoli Risg:** Rhestrwch sut y bydd unrhyw risgiau a nodwyd yn cael eu rheoli.	**Management of Risk:** List how any risks identified will be managed.

If any such information is identified, the researcher will follow the procedures outlined by the Education Workforce Council, Wales and the safeguarding procedures within the university.

3.	**Risgiau Posibl i'r Prifysgol:** Rhestrwch unrhyw risgiau posibl i'r Brifysgol yn fwy na debygol o godi o ddydd i ddydd	**Potential Risks to University:** List any potential risks to the University greater than might be encountered on a daily basis.

The potential risk to the university relates to information gained from participants that may raise issues within the partnership between the university and partner schools. The reputation of the

university may be adversely affected if the report identifies issues with preparing student-teachers in respect of professional identity development during their initial teacher education.

3.a	**Rheoli Risg:** Rhestrwch sut y bydd unrhyw risgiau a nodwyd yn cael eu rheoli.	**Management of Risk:** List how any risks identified will be managed.

Details of discussions will not be identified within the report. Any information raising concerns regarding partnership with primary schools will be investigated in accordance with the university's standard Quality Assurance procedures.

The student-teachers involved in the project will have completed their programme before they are interviewed, ensuring that the research will have no bearing on their assessment.

4.	**Canlyniadau Niweidiol:** Rhestrwch unrhyw mesurau yr ydych wedi'u rhoi ar waith i gyfyngu ar unrhyw effeithiau andwyol neu canlyniadau'r prosiect, lle y bo'n briodol. Dylech gynnwys unrhyw brotocolau argyfwng.	**Adverse Outcomes:** List any measures you have put in place to limit any adverse effects or outcomes of the project, where appropriate. Include any emergency protocols.

Any information raising concerns regarding partnership with primary schools would be investigated in accordance with standard University QA procedures.

The researcher will not be involved directly in the assessment of student-teachers that would be involved in the interviews. It is anticipated that the interview activity with student-teachers will take place following completion of the programme.

ADRAN 6 – MONITRO, ADBORTH A CHYFRINACHEDD

SECTION 6 - MONITORING, FEEDBACK AND CONFIDENTIALITY

1.	Monitro:	Monitoring:

	Os ydych yn sylwi ar unrhyw ymddygiad sy'n groes Cod y Brifysgol Ymarfer, unrhyw ganllawiau a gyhoeddir gan y gymdeithas broffesiynol priodol neu weithred anghyfreithlon. Amlinellwch eich strategaeth adrodd.	Should you observe any behaviour that contravenes the University's Code of Practice, any guidelines published by the appropriate professional association or is illegal outline the strategy of your reporting action.

Should such circumstances arise, standard University procedures will be applied. Also, the EWC Code of Conduct and university safeguarding procedures will be applied if necessary.

2.	Adborth Pryd a pha gefnogaeth neu adborth yn cael ei ddarparu i gyfranogwyr, os yn briodol?	Feedback When and what support or feedback will be provided to participants, if appropriate?

An electronic summary of the thesis will be offered to all participants.

Participants involved in interviews will be given the opportunity to check transcripts to ensure that they are happy with the contents.

3.	Cydsyniad Gwybodus: Erbyn pa ddull yr ydych yn dogfennu'r 'caniatâd i gymryd rhan yn y prosiect' (yn cynnwys copi o'r ffurflen caniatâd os ydych yn defnyddio un).	Informed Consent: By which methods are you documenting the 'consent to participate in the project' (include a copy of the consent form if you are using one).

Participants will provide voluntary written informed consent. Participants willing to take part in the narrative interviews will be asked to sign a consent form to indicate that the participant can, at any time, withdraw from the process and can also ask that their responses are not used within the thesis.

All potential participants will be fully informed of the nature of the project and will be provided with a detailed brief.

4.	Cyfyngiadau Cyfreithiol ar Gyfrinachedd: Nodi unrhyw wrthdaro posibl a all godi rhwng yr angen posibl am gyfrinachedd a'r gofyniad cyfreithiol i gael mynediad at y wybodaeth, megis subpoena, rhyddid gwybodaeth ac adrodd gorfodol gan rai proffesiynau. A gynghorir y cyfranogwyr am y gwrthdaro posibl hwn?	Legal Limitations to Confidentiality: Identify any potential conflicts that may arise between the potential need for confidentiality and the legal requirement to access the information, such subpoena, freedom of information and mandatory reporting by some professions. Is the participant being advised of these potential conflicts?
	Participants will be advised of any potential conflicts, should they arise.	

ADRAN 7 – STORIO, DIOGELWCH A MYNEDIAD I DDATA	**SECTION 7 - DATA ACCESS, STORAGE AND SECURITY**

1.	Cyfrifoldeb am Ddata a Gesglir: Pwy sy'n gyfrifol am storio a diogelwch yr holl wybodaeth a gesglir?	Responsibility for Data Collected: Who is responsible for the storage and security of all information collected?
	The researcher	

2.	Sut y bydd y data yn cael ei storio?	How will the data be stored?
	The researcher will store the data on a password protected computer. Back-up data collection will be kept within a locked filing cabinet and will be destroyed two years after successful completion of the thesis. The university's data policy will be fully adhered to.	

3.	Mynediad i Ddata: Pwy fydd yn cael mynediad at y data? A oes unrhyw amodau i gael mynediad?	Data Access: Who will have access to the data? Are there are any conditions to access?
The data will be accessed by the researcher and supervisors only.		

4.	Cyfrinachedd / Anhysbysrwydd: Rhestrwch y dulliau a fydd yn cael eu defnyddio i sicrhau cyfrinachedd ac anhysbysrwydd y cyfranogwyr.	Confidentiality / Anonymity: List the methods that will be used to ensure the confidentiality and anonymity of participants.
1. Pseudonyms will be used if individual responses are required within the report. 2. Contextual information will not allow any identification of setting/individual participant.		

ADRAN 8 - CYLLID

SECTION 8 – FUNDING

		Ydy / yes	Nac ydy/ No
Ydy'r prosiect yn derbyn cyllid?	Is the project being funded?		✓
A oes angen i'r prosiect gael ei gymeradwyo cyn cael ei ystyried gan asiantaeth gyllido?	Does the project require approval before consideration by the funding agency?		✓

Ffynhonnell y Cyllid	Source of Funding: N/A

Adran 8 – Ychwanegwch unrhyw sylwadau pellach yr hoffech iddynt gael eu hystyried gyda'r cais hwn.	**Section 8 - Please add any further comments you wish to be considered with this application.**
N/A	
ADRAN 9 – DATGANIAD	**SECTION 9 - DECLARATION**

Rhaid i'r adran hon gael ei chwblhau gan bob parti perthnasol cyn y gellir cyflwyno' r cais i'r Pwyllgor Moeseg.	This section must be completed by all concerned parties before it can be submitted to the Ethics Committee.
Datganiad **Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod f'ymrwymiadau innau a hawliau'r cyfranogwyr.**	**Declaration** **The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.**

Myfyriwr / Student

Dyddiad: / Date: 06.04.2020

Disclaimer:

To the best of my knowledge the above information supplied to me is correct.

Cydlynydd y prosiect / Project co-ordinator (if appropriate) Dyddiad: / Date: 23.9.16
Cyfarwyddwr Astudiaethau / Director of Studies Dyddiad: / Date 23.9.16
Pennaeth Ysgol / Head of School Dyddiad: / Date 23.9.16

Pennaeth Ysgol / Head of School Dyddiad: / Date 23.9.16

Appendix 2

Copy of Information Letter/Consent Form

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Dear Participant:

My name is Catharine Bleasdale and I am studying in Yr Athrofa.

Thank you for agreeing to participate in my research project. This project will explore how student teachers develop professional teacher identity, considering whether legitimate peripheral participation in a Community of Practice of teachers impacts on this development. As a student teacher at the end of your Initial Teacher Education, I believe your opinions will be extremely helpful to me.

All responses will be kept strictly confidential to the researcher involved and at no time will individual responses be released to the general public. This gives you a chance to express your views in a confidential and anonymous forum. Your participation in this study is completely voluntary so you can withdraw at any stage.

After careful and precise analysis of the data obtained from the individual narrative interviews, I will be happy to provide you with a copy of the findings at your request. The data collected will be stored on a password protected computer. The results of the research will be fed back to individuals involved in the project, if requested.

Thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

Many thanks,

Catharine Bleasdale

Faculty of Education and Communities

University of Wales Trinity Saint David

College Road

Carmarthen

SA31 3EP

CONSENT FORM

Name of Participant:
_____

ITE
Programme:_____
__

I am happy to participate in Catharine Bleasdale's research, and understand that I can withdraw from the study at any point.

I also understand that any information collected will be treated anonymously and will be stored on a password protected computer.

Signature: _____

Date: _____

Appendix 3

A Priori Themes for the Study

The following a priori themes were devised following extensive review of literature pertaining to the Community of Practice model and professional teacher identity development.

A priori theme	Key vocabulary/aspects	Explanation/Sources
Influence of self	Motivation Experiences Confidence Work ethic	My definition of Professional Teacher Identity refers to the *personal understanding of an individual's 'place' within the teaching community of practice.* The definition recognises the need for an individual to be comfortable with their place in the CoP. My recognition of the importance of 'self' was shaped by Arvaja's concept of an 'I-position' (2016: 393), negotiated through an individual's experiences within the CoP. Pillen et al also resonated with me in their recognition that 'the process of learning to teach is …very personal' (2013: 86).
Influence of others	Others include teachers, mentors, university tutors, other students (recognising positive and negative influence)	Within the context of a Community of Practice, student teachers' trajectory towards qualification will be shaped by other members with whom they engage. Recognising Wenger's (1998) consideration that a student teacher's Professional Teacher Identity development is negotiated through their interactions with other members of the CoP, I wanted to explore who the participants recognised as 'others' who influenced their trajectory – either in a positive or negative way. In essence, I was interested to hear who each participant mentioned as 'significant' Sfard & Prusak (2005: 18), and how they had influenced their development. My interest in school-based and university-based contexts of ITE is reflected in the vocabulary I was

		anticipating in narrations: personnel from both are anticipated.
Progression/development	Confidence Teacher persona Soft skills Understanding of the type of teacher you want to be Finding your own style	I consider that as student teachers develop their Professional Teacher Identity, they progress in their understanding of the teacher role (and the teacher they want to be) as well as their competence in teacher skills. Working from the periphery of the CoP (Lave & Wenger (1991), student teachers gain confidence in their own teacher persona as they understand more deeply what teaching is. Hagger & McIntyre (2006: 158) recognise that this involves drawing on 'diverse kinds of knowledge' that I hope would include reference to both practical experience within the school context and theoretical thinking based in university.
Recognition of different settings and dynamics	Knowing your place Not standing out Belonging	During my experience as a teacher educator, I recognised that some student teachers found it challenging to adapt to different schools. This sometimes led to student teachers struggling to progress. During my review of literature, I identified with Wenger's idea that each participant within a CoP 'finds a unique place' (1998: 75) that becomes 'further integrated and further defined in the course of engagement in the practice'. This statement resonates with Rogoff's recognition that an individual's development can only be understood within the context of the community in which they are engaging (2003: 3).
Moments	Specific significant events that aid or hinder professional teacher identity development Symbiosis between individual and society	Based on the work of Erikson (1968), who spoke about 'crises' involving conflict between the influence of self and others, Pillen's work on the 'internal struggles' (2013: 86) experienced by student teachers informed this theme. I altered the focus from only considering 'crises' to incorporate more positive events that were seen

		as significant to the individual. I was interested in the types of event that would be narrated by each student teacher.
Legitimate Peripheral Participation	Working on the edge of the teaching profession Recognising one's place as a student teacher	The term Legitimate Peripheral Participation was created by Lave & Wenger (1991) to legitimise the modified activity of newcomers (in this context, student teachers) as they develop competence in the enterprise of the CoP (i.e. teaching). With this a priori theme, I was keen to identify to what extent the participants recognised their position at the edge of the teaching community, and their reflections on their need to demonstrate potential in order to progress.
Reified tasks	Demonstrating competence in the execution of teacher tasks	My interest in reified tasks grew from the idea that newcomers needed to show competence in teacher tasks. My understanding before undertaking the narrative interviews was that these were 'practical' teacher jobs (as suggested by Lave & Wenger (1991) in relation to their Community of Tailors). My expected vocabulary therefore centred around such teacher activities; I was keen to identify whether the participants realised the need to master these in order to be accepted by more experienced members of the CoP.

Appendix 4

Coding Frame

I devised the coding frame shown below in Excel to code parts of each student teacher's narration against my a priori themes.

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	Count (hide)	Additional Code	Observations/comments		Code	Heading	Description		Code	Heading
								< This option is just a drop down	1	Influence of self	motivation, experiences, confidence, work ethic		A	Prompt question relating to one of the themes
									2	Influence of others	teachers, mentors, university tutors, other students – recognising that this can be a positive and a negative		B	Follow-up on participant input
									3	Progression/development	confidence, teacher persona, soft skills, understanding what type of teacher you want to be and finding your own style		C	steer towards a theme (picking up on something that has been said
									4	Recognition of different settings and dynamics	knowing your place – not standing out, belonging		D	clarifying participant input
									5	Moments	not seen as crises (Erikson,1950) but specific significant events that aided or hindered teacher identity development and symbiosis between individual and society		E	confirmation of participant input
									6	Legitimate peripheral participation	working on the edge of the teaching profession; knowing one's place as a student-teacher		F	linking my reading to the interview
									7	Reified tasks	demonstrating competence in the execution of teacher tasks			

Appendix 5

Example of Pass One Analysis of Narrative Interview

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
At the end of the ITE programme, do you consider yourself as a teacher, and if you do, how you got to where you are	A		I definitely think that I am a teacher, even before the qualification came through. I've been working in outdoor education since I was 15/16, so I started off very simply with safety briefings for quad biking, or safety briefings for paintballing and climbing, and then as I got older, I took on more responsibilities and teaching clubs and voluntary roles and surf lifesaving and first aid.	3		Culmination of various 'teaching' activities that developed confidence
			As I've grown up and tried all sorts of careers, I've always gone back to sharing what I know, sharing what I've done with others.	1		
			I always felt that I was going to be a teacher, even if I took the long route around. In the last five years especially.	1		
			What I found the ITE course did was collect all these transferable skills from a little bit of outdoor work, a little bit of lifeguarding, little bit of the fire service, and all those things coming in together and being able to test what works in a classroom	3		
			It's all about the teaching style and where you are. If you're working outdoors, you have this big outdoor voice and you need to get everyone around you but in a classroom it's completely different, so it's learning what transfers and what gets you into that teaching role.	4	3	Less knowing your place and more about different settings requirements in relation to teaching skills - so could be more 3 (progression) rather than 4?
			The ITE programme has given ample opportunity to be in the class and to have that first- hand experience and to become that teacher - It's been fab.	3		
			My only regret is not having the chance to get that last placement done			Not sure this links to anything!
You talk about different styles indoors and outdoors - do you think that you changed your style at all during the year or do you think you knew what sort of teacher you were going to be before you started the programme?	C					
			I had an idea of what I thought I was going to be, but the more I worked the more I developed this 'gentle giant' persona, which was what I found to be the most engaging for the pupils. It was based on my time in nursery, which taught me the power that you have just got to be there, observe and know when to get involved and when to let them go with it and see what you can take from their experiences. So it was sit back, go gentle.	1	3	

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
			When I got into Year 6 then, I found that the pupils responded better to not shouting, not raising your voice, not being the leader all of the time and giving them the freedom to think what they are in Year 6 - they think they're adults - so giving them respect, and space. I found that much more beneficial and almost less draining, and gave you more energy to be creative and to work with them.	4		Recognising the dynamics between teacher and pupils
			Something I wasn't sure of before going in was how it was going to play out, because in my roles outdoors, you'd only be with the learners for maximum a week and a mimimum of 3/4 hours so it was all high intensity, lot of energy, lot of fun - you put all your energy into that experience for them. So I was wondering how you were going to be able to do that, day in, day out, and actually I found that taking that step back and mellowing out a bit you were able to turn it on when you needed to.	1	3	Own idea of what he wanted to be, but development of 'sustainability' through experience
That's a really great learning experience as well, isn't it? I guess in an outdoor experience, you're always leading and always on high alert because of the danger, so taking a step back is a really inspired move.	E					
You talk about new experiences - did you feel that the people in the schools around you had an impact on the way that you developed?	C					
			Absolutely. In Nursery, I worked with two fantastic teachers. One of them was [redacted], who had only ever taught in Year 6 until the same year as I was there. Because he was learning how to teach nursery at the same time as I was, he was able to share his thinking with me.	2		
			[redacted] was the other teacher, and she was early years through and through. She was outdoors-focused - forest schools trained .	2		
			These two people were exactly what I needed to learn how to work with nursery, because I was terrified about my first placement with nursery, because not only is 6 foot 4 a long way away from them but most of the work that I do is with 8 to 18 year olds and I definitely favour the older, so I wasn't sure how it was going to go. I was really nervous that I wasn't going to be good at it, but I hope now that in a couple of years my career will take me into working with younger pupils.	2	3	

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
			These two practitioners were brilliant. [redacted] could see where I was coming from, so he could see how to help me get to the nursery level, and [redacted] was nursery through and through so everything was tried and tested, so you were able to take some of it, and do some of it yourself so that what worked for me as well. Some of the things that [redacted] did I couldn't actually do - it didn't fit with my own teaching personality and stuff like that. A lot of it was transferable, which was amazing.	2	3	recognising that although some aspects of another teacher's practice was effective, it wasn't for him
			When I got to Year 6, I worked with a long term supply teacher. My class mentor was supposed to be with me but the head went off and my mentor became the acting head. The long term supply and I taught 50/50, so for my Year 6 experience I didn't feel like a student-teacher, I felt like a supply teacher.	4		
			The teacher, [redacted], was the opposite of what I wanted to be as a teacher, and I didn't know that until I saw how the pupils reacted sometimes more to her than to what I was doing. She would shout, she would scream, and it was always like she was in control, she knew what she was doing, it was quite controlled, and it could be quite scary for some of the kids, but for a lot of them, they saw that as almost a challenge to match the levels. If the teacher was louder, the kids were louder. It felt to me like it wasn't working for that class. It made me think about my way of dealing with the class, and I went a different route, a quieter route, and it was interesting. It definitely had its set-backs. They were a challenging class, and some days the success was teaching a lesson and other days the success was that the class was still in school at the end of the day!	2	3	Recognising that he couldn't mirror this teacher's approach
			It was great to have these teachers to work with, to see what I wanted to be like and what I couldn't be like. I'd go home somedays sad because I felt like I'd spent the whole day fighting with the class rather than sitting with them and working it out and even if that meant sitting with them in their own time or sacrificing one of the lessons you'd planned to ask 'What on earth is going on today?' - it was almost perfect. I would have loved to see what the class mentor did with the class - from what I understand, she has a way with them, and I didn't get to grips with them until the third week.	2		

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
You've spoken about recognising your own style and also about learning from others and also not wanting to learn from teachers who you don't want to be like - and almost being in the position of being able to observe how a class responds to someone else and recognising what wasn't working. It's an opportunity that in your own teaching you'll have to step back from yourself.	B					
You recognised that you have to have respect for the pupils and being able to have an honest conversation with them	E					
It's really interesting as well that in your outdoor work you are high energy but in both classes you recognise a gentler approach	D					
			The high energy works in some contexts, but I think it works better with slightly older learners - 13, 14, 15 year olds - because they're almost too cool for everything. It sometimes works with Year 6. But if you go into primary school high energy, they come back at you with the same energy, and there's too much in the room, and nothing gets done. You're all having a whale of a time, but actually nothing gets done. You almost lose the learning. And I think that may have something to do with really knowing the areas I was working in - as an outdoor instructor - or really knowing the material I was giving, that I could do it high energy and still get to where I needed to be, but in school I'm still learning.	3		
			With the new curriculum for Wales, each teacher teaches different subjects or areas of learning, and with a different overarching breadth, so maybe in a few years when I have worked out exactly what topics I'll be teaching over the curriculum the high energy might come back...if it works.	7		In relation to knowledge of the curriculum as a reified task
I guess what you'll find is that you will adapt to the class that you have. You did that with teaching nursery and Year 6, but even if you had another Y6, you may need to teach differently.	E					

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
It sounds like you had the feeling that you were working together with your mentors, and part of the reading I've done is about belonging. So do you think that in your reflections, you recognised a connection or a disconnect with your colleagues?	F					
			Absolutely - within the first or second week that we were on placement, we were told that the school was going through inspection and that we were going to be there for their inspection week. And it was immediate, the change from 'you're students, and we'll work from where you need to be' to 'I really need you to teach the class today - I've got all of this to do!'. And all the bizarre things that you have to do for inspection, that you never know about, like 'I've got to collect all of the information about the ICT lessons over the past 2 years'. So I was given almost complete freedom, after two weeks of teaching nursery. They trusted me that I wasn't going to hurt anyone or do harm - so I could teach the lessons that we had planned together. So we were engulfed into the team, and because we were engulfed into the team, and we were one of them, myself and the other student genuinely felt like we were working in the school. We were part of the team, and we worked that much harder because we were invested into, with the performance of that inspection as a mark on us as well as the school - it definitely helped.	4	6	LPP - having proved that he was competent, he was given more responsibility - and he lived up to it even though it was early in his experience!
			When we came back after Christmas it was like we were returning members of the team. It really did feel like we were working there. I definitely think that pushes you & it definitely helps with the professional relationships you form with the other teachers, and I feel we had way more support because we'd given up quite a bit to help so they gave that all back to us.	4	2	This could also link to 1 (work ethic) as there is a link between the commitment shown by the student, the belonging and the support
And like you say, that mutual respect is key – so being willing to be thrown in, they were willing to help you.	E					
Was it important to you to have positive feedback - to have them feeling confident that you can do it? Do you think that was a 'moment' - a realisation that you are a teacher?	A					

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
			As I've come into this a bit later, and being a bit older, I was conscious of being watched, so being given the freedom to get on with it let me be myself, and when they came back into the room to observe and give feedback (after the inspection), I'd already relaxed into what I was planning to be as a teacher. When my mentors spoke to me and said that I needed to take on more responsibilities - that I could meet parents at the door and greet the children and things - it was an amazing feeling to think that they were saying 'You are the teacher - crack on.'	2	1	Bit of a mixture here - freedom initially to 'become the teacher' followed by confirmation from teachers
			If you believe that you're the teacher and someone else is telling you you're the teacher, and you're speaking to the parents and their asking you things and you know the answers, you're in! Everything comes together nicely.	1	2	Confirmation from parents adds to self-acceptance in the role
			One thing I was worried about with this course was standing in front of a class with a teacher watching you thinking 'I wouldn't do it like that' - I didn't want that, and I think that may be something to do with being older. When you're 21 and going into school, maybe you want those extra steps, but I've been left to my own devices for years so I was hoping to be left on my own in the class - and I was!	1		
And you'd had lots of experiences already - different experiences but teaching experiences, so you already had that partly formed idea that you then had to put into a classroom situation.	E					
Were there any moments when you felt less confident about your identity?	A					

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
			Definitely - there was one lesson. So for a lot of the PTE, I decided to teach subjects that I haven't had to teach before; I always seem to teach Maths, Science, PE, which everyone keeps telling me are male subjects in primary. I wanted to teach English, which I find quite difficult myself as I'm dyslexic, so I've always shied away from it in school and knew I had to try to teach it as much as possible, as well as a few other subjects. It came to Y6, and I didn't have the luxury of picking subjects anymore, I was teaching everything. So I came to my first PE lesson, and I thought, ' Great! This is going to be easy! I've been a sports coach for years.' Then I found out that the subject was dance. I am not a dancer! So I decided that we'd do some sort of Zumba for the first lesson, like an active dance class. But they didn't like that idea! They wanted me to link to the class topic of Egyptians. I perceive myself to be quite creative but that was really difficult to put together. And when we did put it together, the kids **hated** it! And they were probably the least well behaved that I ever saw them. So I pulled the lesson back at about the half way mark and said, 'This isn't working, we'll do something else.' And as I was sitting there explaining that it wasn't working - and I had set the lesson up so that I said that we'd do the dance and if they did well we'd do some team-building games - ***'That was the worst we'd ever been as a class'*** - thinking how am I calmly going to approach this, the other teacher came in and let rip, and did the telling off for me (or not even for me, but instead of me, as I felt that I was pulled out of the situation). So as I walked away from everything, listening to everything that was going on, I felt like I had caused this, that the kids were that disinterested in my lesson that she had had to come in. It pulled me completely, and that was probably the worst moment for me in the entire placement.	5	2	Conflict between mentor and student
			When I went home I was annoyed and upset, and couldn't work out why she took that moment away. I spoke to the class mentor about it and said that I didn't want that to happen again because I needed to know how to work through that scenario, not have it done for me. I was more worried that when I got back to school tomorrow, the pupils would think, 'There's [redacted] - he's the teacher today, but we don't really need to listen to him because we can get away with it, but when [redacted]'s teaching...' - I was worried that it was going to be like that split. I was worried that the consequences that I put in place don't matter. And we'd worked so hard to get to this point and lost it all. But thankfully, the kids were brutally honest, and the next morning they were like 'we're so sorry, but please don't shout at us like she did'! So we were able to move on.	4	1	Again, conflict between the teacher he wants to be and the teacher he thought he may need to be in order to fit in
			For that hour, I thought 'Maybe I'm not a teacher. I've done this wrong. I felt that the row wasn't just for the kids, it was for me too - I genuinely felt like a naughty school kid!	1	2	

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
So getting confirmation from the children that the way that you were handling it turned that moment from an awful moment into a positive reinforcement that the teacher that you were was the teacher that they responded better to, even though I assume they were quiet when they were having their row.	D					
			In the end it turned out to be a positive, because they realised that if they behaved for me, I would teach them more, and if they didn't behave for me, they would have less contact time with me because [redacted] would feel like she had to step in.	2		Influence of the mentor but also influence of the pupils' response
			Looking back, I think it was a stroke of genius on her part, because it was good cop bad cop - they're going to behave for good cop, but you've got bad cop in the corner - but you shouldn't need it. At the time, I hated it, and I did everything I could to keep the kids mellow so that we could just get through some of the things that we just weren't getting through.	4	1	recognition in hindsight that there was method in the classteacher's madness but still recognition that it didn't fit with his own i-position
Do you think that having a different approach to someone you have to work alongside, although challenging, maybe strengthens your own professional identity because you know better what you want to be.	E					
Did you think this is the way that works for these children, so this is the way I'm going to continue, even though it probably caused some friction	D					
			Children are amazing - they are brutally honest (unless they were playing us against each other!) but I genuinely felt like I had their respect.			
			It was harder at the time because I hadn't had time to reflect on it - it was so full on, because you had to come home, do the marking, get everything ready for the next day - so you don't actually have time to sit and reflect. So at the time, it was hard. And I remember sitting in the car park a couple of times talking to the other student-teacher and saying, 'I'm really struggling, you know.' I love positive energy. [redacted] has been teaching for years and years and she has a different way and it works for her and she is a good teacher, but it isn't what works for me. I would be incredibly tired and bored of teaching if I went in in that way - I needed someone super positive. I'm so glad I had [redacted] (the other student-teacher) because he gave me the positive energy I needed to get me through the day. It was sort of recharging the batteries.	1	2	Influence of other student-teacher's respopnse to his situation **NEW IDEA - PEER INFLUENCE**

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	Column1	Comments & Links
			So there was a little bit of conflict between us, but not much. Mostly because I'm a student-teacher at the end of the day, and I'll take as much as I can from learning about this, but I can't do any more because I'm a student-teacher. If I was a teacher in that school, I could say, 'That's not how I want the class to be,' but I couldn't do that because [redacted] has been teaching for years and years and the more I've looked back at it, I can see what she's done and how it worked, but at the time I thought there's nothing much I can do	4	2	Interesting - at the time, definitely a case of knowing his place but on reflection a recognition that the approach worked
Sometimes you see the method in somebody's 'madness' even though you don't have to think that you have to be like that or that you agree with the way that it was working, but you can see the results of the approach	E					
Interestingly, you talked about knowing your place as a student-teacher, and how supporting the school meant that they supported you. I was just wondering if there was an element of feeling increasingly confident throughout the weeks in school, or throughout the programme as well?	C					
Obviously, with Covid, you didn't have a chance to show what you had learned in the second placement, but whether you felt more confident at the end of the taught element of the programme?	A					
			The more you are in school, the more you feel like you are working in the school. It becomes everyday - you're in work, so you're working. Then the bridging day was brilliant, because you'd go to see all the other student-teachers and you'd all share the experiences that you'd had. 'I had to tell a kid off,' or 'A kid threw a book at me' - and you thought, 'Wow - this is what's happening to you guys.' And it was so nice to catch up and you get that confidence that everyone else is having similar experiences. And you go back to school where you feel just like a teacher again.	2	7	Influence of other student-teachers - peer reflection. LPP increasing confidence in skills?

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
			Some of the big confidence boosts for me the mentors in Nursery giving me the reigns and saying, 'Off you go!' and maybe the 2nd week of working with Y5/6, because they were still slamming doors and leaving the class, things like that, I thought that I wasn't succeeding, but then the LSOs told me that they still behaved like this with their main teacher, so it's not like you're not controlling them, you're doing a fantastic job. Once I knew that I was having similar problems to the class teacher, I felt a lot better, and it started to affect me less if a pupil didn't want to do the work, or slammed the door.	2		
			After one lesson, one of the LSOs thanked me for the lesson, and said that she really understood algebra a little better.	2		
Building relationships with others is key – their reassurance that you were doing a good job was important to you.	E					
			Once I knew that I was doing as well as others, I stopped worrying about what others thought and just went with it!	1	2	Influence of others impacting on self-confidence
And I guess that once you had been assured that the response from the other adults in class was positive, that allayed your fears of being observed.	D					
You could work as a team. I imagine in your Outdoor Ed work, you worked with others, and a bit like in class, you would have been leading the learning and the support of that learning.	B					
			I was really lucky in those other jobs that I spent maybe a year or two learning and then the other 8 years leading and guiding other instructors, so having people observing me to assess me is the opposite of what I was doing. I'm used to watching others and helping but I wasn't used to others watching me. That was the bit that was quite daunting, especially on observation day - because we only had one observation - and I had three observers in the room at the same time, with the class teacher and the LSO. I had to explain to the children that they weren't interested in them, but only in whether I would make a good teacher. It was too much.	2		

My input (question/prompt/comment)	Input code	Analysis of input	Text/Response	Code	2nd code	Comments & Links
A couple of times you've talked about the support of your peers, which is really interesting. I've read lots about the support of more experienced teachers and mentors and its influence of developing beginning teachers. I haven't looked at the influence of peers. You're changing my perception by sharing that, because you mentioned a couple of times the importance of sharing with others who are working at the same 'level' as you.	F					
			I think it's really important. We were really lucky with our network. We all got on very well. The support was there, but there was also a slight competitiveness - you want to see what others are doing and you want to feel like you are dealing with it well - in the top percentage!	2	4	Interesting that although he needed support from his peers, he was also competitive (less knowing your place and aiming for the place you want in the cohort?!)
			I was the same in lectures - I wanted to get involved as much as possible. I had done an undergrad where I just used to sit in silence - listen to it, absorb it and maybe not understand all of it - and then trying to remember everything to ask the lecturer at the end. So I found that it was easier to interrupt with my hand up, and that gave me the competitive edge to try to be one of the best.	3		
			I really wanted to be someone that the university would remember so that my reference would say 'He cared, he was good'. Same in the schools - I wanted to be in a job in September and I wanted to do everything I could to get as high as I could.	2		
And that impetus is important - it's like when you're training for something, you've got a goal, you'll train harder. And if there's nothing on the horizon, you're less motivated, maybe?	D					
I need to do some more research about working with peers - you've mentioned two different aspects that I need to look into!	F					
			They were really useful because they had tried something different in a similar situation to you. Sometimes, what the teacher did didn't feel obtainable to you because the teacher's been doing it for 20 years and they've just got it. So if you can see what someone does after 4 or 5 weeks, you think if they can do it then I probably can – It makes it more manageable.	2	3	
and a little bit of, ' If she can do it, then I surely can...' too!	E					

Appendix 6

Example of Pass Two Analysis

1. To what extent do the codes artificially separate responses that are inextricably linked?	2. In relation to the complexity of the teacher role, to what extent do participants refer to teacher activities that could be identified as 'reified tasks' within the CoP?	3. Consider if there is significance in the repetition of particular responses.	4. What is the connection (if any) between the CoP of the teaching profession and the CoP of the ITE programme?	5. In relation to co-construction of the narrations, can I identify any specific examples of how my 'part' in the interview affected the narrative provided?
	Recognising pedagogic approaches: It was based on my time in nursery, which taught me the power that you have just got to be there, observe and know when to get involved and when to let them go with it and see what you can take from their experiences.	Previous experience outdoors: I've been working in outdoor education since I was 15/16, so I started off very simply with safety briefings for quad biking, or safety briefings for paintballing and climbing, and then as I got older, I took on more responsibilities and teaching clubs and voluntary roles and surf lifesaving and first aid.	Q: A couple of times you've talked about the support of your peers, which is really interesting. I've read lots about the support of more experienced teachers and mentors and its influence of developing beginning teachers. I haven't looked at the influence of peers. You're changing my perception by sharing that, because you mentioned a couple of times the importance of sharing with others who are working at the same 'level' as you. A: I think it's really important. We were really lucky with our network. We all got on very well. The support was there, but there was also a slight competitiveness - you want to see what others are doing and you want to feel like you are dealing with it well - in the top percentage!	You talk about new experiences - did you feel that the people in the schools around you had an impact on the way that you developed?

	When I got into Year 6 then, I found that the pupils responded better to not shouting, not raising your voice, not being the leader all of the time and giving them the freedom to think what they are in Year 6 - they think they're adults - so giving them respect, and space.	What I found the ITE course did was collect all these transferable skills from a little bit of outdoor work, a little bit of lifeguarding, little bit of the fire service, and all those things coming in together and being able to test what works in a classroom	I really wanted to be someone that the university would remember so that my reference would say 'He cared, he was good'. Same in the schools - I wanted to be in a job in September and I wanted to do everything I could to get as high as I could.	Q: It sounds like you had the feeling that you were working together with your mentors, and part of the reading I've done is about belonging. So do you think that in your reflections, you recognised a connection or a disconnect with your colleagues? A: So we were engulfed into the team, and because we were engulfed into the team, and we were one of them, myself and the other student genuinely felt like we were working in the school. We were part of the team, and we worked that much harder because we were invested into, with the performance of that inspection as a mark on us as well as the school - it definitely helped.
	But if you go into primary school high energy, they come back at you with the same energy, and there's too much in the room, and nothing gets done. You're all having a whale of a time, but actually nothing gets done. You almost lose the learning.	It's all about the teaching style and where you are. If you're working outdoors, you have this big outdoor voice and you need to get everyone around you but in a classroom it's completely different, so it's learning what transfers and what gets you into that teaching role.		Q: Was it important to you to have positive feedback - to have them feeling confident that you can do it? Do you think that was a 'moment' - a realisation that you are a teacher? A: it was an amazing feeling to think that they were saying 'You are the teacher - crack on.'

	Subject knowledge: And I think that may have something to do with really knowing the areas I was working in - as an outdoor instructor - or really knowing the material I was giving, that I could do it high energy and still get to where I needed to be, but in school I'm still learning.	Something I wasn't sure of before going in was how it was going to play out, because in my roles outdoors, you'd only be with the learners for maximum a week and a minimum of 3/4 hours so it was all high intensity, lot of energy, lot of fun - you put all your energy into that experience for them.		Q: Were there any moments when you felt less confident about your identity? A: the kids hated it (the active dance class)! And they were probably the least well behaved that I ever saw them. So I pulled the lesson back at about the half way mark and said, 'This isn't working, we'll do something else.' And as I was sitting there explaining that it wasn't working - 'That was the worst we'd ever been as a class' - thinking how am I calmly going to approach this, the other teacher came in and let rip, and did the telling off for me (or not even for me, but instead of me, as I felt that I was pulled out of the situation)... I was worried that the consequences that [redacted] put in place don't matter. And we'd worked so hard to get to this point and lost it all. But thankfully, the kids were brutally honest, and the next morning they were like 'we're so sorry, but please don't shout at us like she did'! So we were able to move on.

	Wider teacher responsibilities: When my mentors spoke to me and said that I needed to take on more responsibilities - that I could meet parents at the door and greet the children and things - it was an amazing feeling to think that they were saying 'You are the teacher - crack on.'	And I think that may have something to do with really knowing the areas I was working in - as an outdoor instructor - or really knowing the material I was giving, that I could do it high energy and still get to where I needed to be, but in school I'm still learning.		Q: Do you think that having a different approach to someone you have to work alongside, although challenging, maybe strengthens your own professional identity because you know better what you want to be. A: So there was a little bit of conflict between us, but not much. Mostly because I'm a student-teacher at the end of the day, and I'll take as much as I can from learning about this, but I can't do any more because I'm a student-teacher. If I was a teacher in that school, I could say, 'That's not how I want the class to be,' but I couldn't do that because [redacted] has been teaching for years and years and the more I've looked back at it, I can see what she's done and how it worked, but at the time I thought there's nothing much I can do

		So I came to my first PE lesson, and I thought, ' Great! This is going to be easy! I've been a sports coach for years.'		Q: Interestingly, you talked about knowing your place as a student-teacher, and how supporting the school meant that they supported you. I was just wondering if there was an element of feeling increasingly confident throughout the weeks in school, or throughout the programme as well? A: The more you are in school, the more you feel like you are working in the school. It becomes everyday - you're in work, so you're working. Then the bridging day was brilliant, because you'd go to see all the other student-teachers and you'd all share the experiences that you'd had. 'I had to tell a kid off,' or 'A kid threw a book at me' - and you thought, 'Wow - this is what's happening to you guys.' And it was so nice to catch up and you get that confidence that everyone else is having similar experiences. And you go back to school where you feel just like a teacher again.

		I was really lucky in those other jobs that I spent maybe a year or two learning and then the other 8 years leading and guiding other instructors, so having people observing me to assess me is the opposite of what I was doing. I'm used to watching others and helping but I wasn't used to others watching me.		Q: Building relationships with others is key - their reassurance that you were doing a good job was important to you. A: Once I knew that I was doing as well as others, I stopped worrying about what others thought and just went with it!
		Being a 'gentle giant': I had an idea of what I thought I was going to be, but the more I worked the more I developed this 'gentle giant' persona, which was what I found to be the most engaging for the pupils. So it was sit back, go gentle.		
		So I was wondering how you were going to be able to do that, day in, day out, and actually I found that taking that step back and mellowing out a bit you were able to turn it on when you needed to.		
		It made me think about my way of dealing with the class, and I went a different route, a quieter route, and it was interesting.		

		At the time, I hated it, and I did everything I could to keep the kids mellow so that we could just get through some of the things that we just weren't getting through.		