“IT'S BEEN 10 YEARS AND I STILL FEEL LIKE THAT, EVEN IF I'M STRESSED AND FRUSTRATED AND TIRED, I STILL FEEL THIS IS WHAT I WANT TO DO”
AN EXPLORATION OF PRIMARY-SCHOOL TEACHERS’ PROFESSIONAL LIFE NARRATIVES

by

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ABSTRACT

Historical discourses founded in the 1981 Education Act caveats, that inclusion of children with SEND should not be to the detriment of other children, have permeated current policy and legislation, continuing to constrain children's entitlement to a mainstream education. Meanwhile, successive changes to schools' systems and policies, introduced to improve accountability and standards in education, have changed teaching practice in England, leading to a 'performative' culture and lower levels of well-being reported among teachers (Jerrim et al., 2020).

A narrative approach was used to elicit and analyse primary school teachers' professional life histories in order to inform a broader contextualised understanding of their perspectives on inclusion. Consistent with the lifespan perspective (Berger, 2017; Fingerman et al., 2011; Lerner et al., 2010), this research considered the multifaceted, multicontextualised and temporally-situated nature of teachers' experiences, drawing on elements of life history work and oral history approaches, using an adapted version of McAdams' (1993) personal narrative interview schedule.

The 'Listening Guide' (LG) (Woodcock, 2016) was used to analyse participants' narratives. A distinctive feature of this method of analysis is the creation of 'I poems', which allow the researcher to tune into how the participant speaks about him/herself (Gilligan et al., 2003). Evident within all participants' narratives were contrapuntal voices of uncertainty and doubt and of confidence, suggesting that participants' experiences are perhaps best understood as oscillating between and striving to achieve balance between experiences that enrich and reward, and those that frustrate, undermine and cause stress. The themes elicited from the narratives offer a range of considerations for the practice and training of both teachers and EPs and for future research.

DEDICATION

Tom, you've kept me going, encouraged me, and believed in me, at times when I've doubted myself and my ability to complete this doctorate course. Your patience, love and support know no limits. Thank you for making me laugh and smile even on the toughest days.

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ABBREVIATIONS

ASC	Autism Spectrum Condition
BERA	British Educational Research Association
BPS	British Psychological Society
CoP	Code of Practice
CYP	Child(ren) and Young People/Person
DfCSF	Department for Children, Schools and Families
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
DfE	Department for Education
DoH	Department of Health
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPs	Educational Psychologists
LA	Local Authority
LEA	Local Educational Authority
LG	Listening Guide
NQT	Newly Qualified Teacher
PGCE	Post Graduate Certificate in Education
RQ	Research question
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
TA	Teaching Assistant
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities

1 INTRODUCTION

1.1 Introduction to the Research

This volume details research undertaken as part of my three-year (2018-2021) professional training in educational psychology at the University of Birmingham. This research focuses on primary school teachers' subjective narratives, aiming to elicit their professional life histories, in order to inform a broader contextualised understanding of supportive factors that have influenced teachers in their capacity to provide high quality education, to enjoy and love their job, and be inclusive in their beliefs and practice.

This initial chapter briefly positions the research and its rationale, with reference to personal interest and national and local contexts. It presents a summary of the remit of the current study, including its expected contribution to knowledge.

1.2 National Context

Successive changes to schools' systems and policies, introduced to improve accountability and standards in education, have changed teaching practice in England, increasing workload, reducing autonomy and agency, and leading to a 'performative' culture and lower levels of well-being reported among teachers (Jerrim et al., 2020). This has led to national shortages of teachers (House of Commons Education Committee, 2019), with fewer considering a career as a teacher (McCallum et al., 2017), as well as high levels of attrition from the profession (Weale, 2021).

The current National Curriculum (Department for Education [DfE], 2013) (last updated in 2014) reiterates teachers' statutory duty to provide inclusive education and to plan lessons which enable all pupils to achieve success, including those with special education needs and disabilities (SEND). However, latest reports from the House of Commons Education Committee (2019) suggest that mainstream schools were failing to be inclusive. This is discussed further in Chapter 2.

Currently there is a system of choice between mainstream education and specialist placement, recognising the benefits of inclusion for children and young people (CYP), schools and society (Hodkinson, 2019), whilst also an awareness of the possible advantages offered by special schools, such as:

- better social and behavioural outcomes for children with an autism spectrum condition (ASC) (Reed et al., 2012);
- improved ability to meet academic, social, emotional and behaviour needs (Kelly et al., 2014);
- improved access to health resources (Kelly et al., 2014);
- improved sense of belonging (Hornby, 2011); and/or
- increased parental satisfaction (Parsons et al., 2009)

Hodkinson (2019, p.116) suggests defining inclusion as "a catalyst that requires schools, colleges and society to identify and overcome the barriers that inhibit a pupil's choices and their ability to achieve their full potential". What is argued is that "recognition and a celebration of difference are the most important keystones of inclusion" (Hodkinson, 2019, p.103). Arguably, achieving this is largely dependent on the beliefs, attitudes and contingent practices of school staff (Monsen et al., 2014; van Steen & Wilson, 2020).

1.3 SEND Provision: National and Local Trends

The most recent national statistical data from January 2020 demonstrates that the number of pupils identified as having SEND has increased across all schools since 2019 (a rise from 3.1% to 3.3% of pupils in England having an Education, Health and Care Plan [EHCP], and a rise from 11.9% to 12% of pupils having SEN support). The number of pupils in special schools has increased by 5.3%, an ongoing trend since 2006 (HM Government Statistics, 2021).

The local authority (LA), in which the current research took place, "Greenville[1]" is a unitary authority. It has a lower percentage of CYP with a statement or EHCP than the national average for England. However, of these pupils, the LA has a much higher percentage attending special school provision and a lower percentage attending mainstream school. Many special schools are at capacity, generating a renewed focus within the LA on improved use of a graduated approach to meeting CYP's SEND, with increased responsibility of the mainstreams schools in accommodating these needs. There is now a push for the majority of CYP with SEND to be supported within their mainstream school through 'quality first teaching' (which "seeks to engage and support the learning of all children and young people" (Department for Children, Schools and Families [DfCSF], 2008, p.9), and targeted and personalised support.

[1] "Greenville: is a pseudonym used to address the need to ensure the anonymity of both the research settings and participants.

1.4 Positionality: Development of Research Ideas

My experiences on placement gave me a varied picture of inclusive practice, whereby some teachers appeared to endeavour to support all children in their classroom and had the narrative of 'holding on' to these children if they believed that there was no better, specialist placement available. In other schools, staff had narratives of not being able to meet needs. This diversity made me reflect on the ambivalent language and caveats that have been part of SEND education policy in England for many decades.

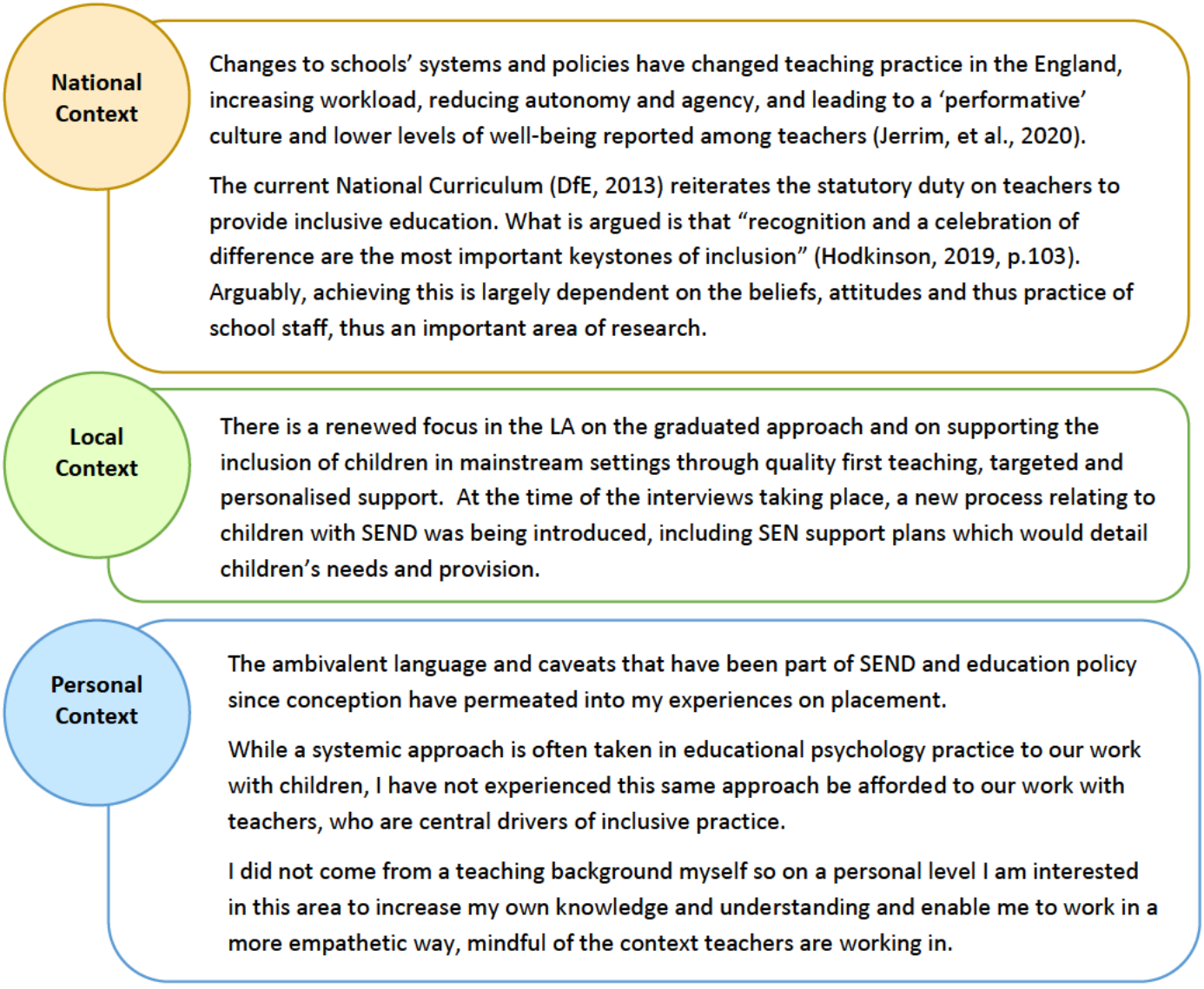
Educational psychologists (EPs) generally work in collaboration with teachers to improve outcomes for CYP (Fallon et al., 2010), typically positioning children's strengths and needs systemically, considering their contexts: environment, family, culture (British Psychological Society [BPS], 2017). I have not seen the same systemic considerations, of the nested systems of influence which contribute to teachers' beliefs and attitudes towards children with SEND, and their subsequent inclusive practices, afforded to teachers.

While scoping the literature, I found a wealth of international literature on the attitudes of teaching staff to the inclusion of CYP with SEND, but studies were typically quantitative in nature, which I judged inappropriate to investigate individual experiences of teaching and subsequent perspectives on inclusion. Since practitioner beliefs and attitudes to the inclusion of children with SEND are, in part at least, constructed through interactions and experiences with others in the system, I judged the use of narrative approaches relevant to understanding how these interactions and

experiences shaped the different attitudes and commitment toward mainstream special education I had experienced in my work as a trainee EP.

I did not come from a teaching background, so on a personal level I am interested in this area, to increase my own knowledge and understanding and enable me to work in an increasingly empathetic way, mindful of the context teachers are working in.

Figure 1.1: *Rationale Overview*



1.5 Purpose of the Research

The purpose of the research was to elicit the experiences of mainstream primary school teachers who, amongst a wide range of other mandatory requirements, support children with SEND. In doing so, this research adopted a narrative approach to elicit and analyse teachers' professional life histories, in order to inform a broader contextualised understanding of their perspectives on inclusion.

A narrative approach is considered by other researchers to be useful and desirable in research into teachers' attitudes, values and the life experiences which shape these, and their developing practice (e.g. Carter, 1993; Webster & Mertova, 2007), and considers the social and cultural influences on features of the narrative to which participants afford primacy, or largely omit from their narrative (Murray, 1997).

Consistent with the lifespan perspective (Berger, 2017; Fingerman et al., 2011; Lerner et al., 2010), this research considers the multifaceted, multicontextualised and temporally-situated nature of teachers' experiences, drawing on elements of life history work and oral history approaches, using an adapted version of McAdams' (1993) personal narrative interview schedule. By doing so, this research considered teachers' experiences from a developmental perspective, seeing teachers as people balancing their many personal and professional roles and responsibilities as adults.

The research adopts a social constructionist perspective, aiming to illuminate and inform greater understanding of participants' subjective experiences within a particular

social and cultural context, and not claiming to produce a 'truth' or 'laws' widely applicable to teachers.

1.6 Structure for Remainder of the Volume

Table 1.1 provides a summary for the remaining chapters of this volume, detailing a brief rationale for their inclusion.

Table 1.1: *Chapter Summaries*

	Chapter Title	Chapter Summary and Rationale
2	History of SEND and the emergence of inclusive education in England	This chapter presents developments in policy and legislation relating to education and SEND in England, spanning three centuries. This is critical due to the enduring legacy of the past influencing current policy, practice and experiences of teachers.
3	A developmental lifespan approach to understanding teachers' experiences	This chapter provides a developmental lifespan perspective to consider the multifaceted nature of teachers' experiences, positioning teachers as individuals with various roles and responsibilities, personally and professionally. Teachers' experiences are understood in the context of interacting systems, and themselves as a developing person, which determines how experiences effect their well-being, professional identity, values, beliefs and practice.
4	Working with children with SEND in mainstream schools	Chapter 4 further develops arguments introduced in Chapter 3 to consider teachers' views of inclusion as these relate to their inclusive practices. Teachers' experiences of providing inclusive education form a particular focus.
5	Methodology	Chapter 5 details the methodological decisions made and their rationale, arguing that the chosen narrative methodology constitutes a practicable approach to research with teachers, sensitive to the social and cultural context in which they work. This research adopts a retrospective nested case study design, with the sample drawn from two primary schools in one LA. Details of participant recruitment, ethical considerations, data collection and analysis are provided. Lastly, the trustworthiness and dependability of data are considered.
6	Analysis	This chapter presents the individual narratives of each participant, aiming to respect and prioritise the uniqueness of each participant's experiences and voice.

	Chapter Title	Chapter Summary and Rationale
7	Discussion	The research questions are revisited and addressed with reference to existing literature and to themes abstracted from analysis of and reflections upon the four individual teachers' narratives. The contribution of these to knowledge and their implications are discussed for both teachers and EPs. Further research developments are suggested, and a concluding critique of this research offered.

2 HISTORY OF SEND AND THE EMERGENCE OF INCLUSIVE EDUCATION IN ENGLAND

2.1 Chapter Overview

This chapter presents developments in policy and legislation relating to education and SEND in England, spanning three centuries. By doing so, this chapter aims to explore how the constructions of SEND and approaches to supporting children identified as having SEND are believed to have changed over time, however concludes that, despite the terminology shifting from segregation to integration to inclusion, historical social/cultural discourses have permeated current policy and the practices of teachers. Within this chapter are references to the disability language used within policy at the time, terms which are now viewed as stigmatising and discriminatory. The effect of these policy changes on the practice of teachers, specifically on creating a culture of 'performativity' are discussed. Chapter 3 further develops this, considering teacher well-being and motivation for providing inclusive education.

2.2 Developments in the Construction of SEND and Inclusion

The education system in England, and discourses and practices concerning SEND and inclusion have been subject to tremendous changes. It is important to consider these changes, which form the context for the research.

2.2.1 Segregation

In the 19th Century, children with additional needs were viewed as "societal misfits" (Hodkinson, 2019, p.78) whose needs were barriers to "industrial productivity" (Wood, 2004, p.91). Policy at this time introduced school boards with a responsibility to provide sufficient education for children. Some children with SEND, then referred to as 'defective', were deemed 'ineducable', with early policy beginning only to advocate the educational provision of children with sensory impairments. Non-compulsory charitable provisions for children with additional needs were typically in the form of workshops, asylums or special schools for the blind or deaf (Hodkinson, 2019) (Table 2.1 provides a summary of the key developments in SEND and education policy and legislation in the 19th and early 20th Century).

As children with additional needs began entering the education system, an ethos of segregation arose, born from the view that children with additional needs risked hindering the progress of other children (Hodkinson, 2019). This was further reinforced by a payment-by-results system, which placed an emphasis on measurable pupil progress outcomes, which has arguably permeated today's education system.

The early 20th century saw the introduction of Local Education Authorities (LEAs) replacing school boards and becoming responsible for making educational provision for children then labelled as 'defective'. Tomlinson (2017) argues that political interests at the time were focused on the control of 'disruptive groups', through assessment and segregation, and on keeping funding costs low.

Table 2.1: *A summary of the key developments in SEND and education policy and legislation: 19th to early 20th Century*

Period	Policy	What were the key influences?	What did the policy achieve?	What issues remained?
19th Century	1870 Elementary Education Act	Born from the industrial revolution was the development of the concept of "societal misfits" (Hodkinson, 2019, p.78), whose needs were barriers to inclusion and "industrial productivity" (Wood, 2004, p.91). This was addressed by a growth in charitable provisions (Hodkinson, 2019).	Introduction of school boards to provide sufficient education to children aged 5-13 years. While it did not specify provision for children with SEND, it did introduce a right for all children to be educated within their local school (Hodkinson, 2019).	These non-compulsory provisions were typically workshops or asylums for children with sensory impairments, whose needs were not catered for in 'ordinary schools' (Hodkinson, 2019). An ethos of segregation was further reinforced due to a 'payment-by-results' system (Hodkinson, 2019) and a view that children with additional needs entering the school system were hindering the progress of others (Hodkinson, 2019).
	1893 Elementary Education Act		Required school boards to make educational provision for children with sensory impairments.	
	1899 Elementary Education Act		This requirement was extended to 'defective' and epileptic children.	
20th Century	1902 Education Act	Tomlinson (2017) argues that political interests at the time were focused on the control of disruptive groups, through assessment and segregation, and on keeping funding costs low. Another influence at the time was the Eugenics movement, a developing interest in the possible hereditary nature of 'defect' (Tomlinson, 2017).	LEAs replaced school boards. The distinction between primary and secondary education was introduced.	The 1929 Wood Report suggested that a high number of CYPs' needs were not being recognised. Dominant discourses remained that children with SEND were different to normal children, so required a different education (Hodkinson, 2019). The 1944 Act was criticised for their deficit focus, which ignores the role of the environment in disability.
	1914 Education Act		LEAs became responsible for making educational provision for 'defective' children.	
	1918 Education Act		School leaving age was raised to 14	
	1944 'Butler' Education Act		This legislation introduced terminology of 'disability of body and mind' and legislated that LEAs must ensure provision within special schools or 'special educational treatment' ('SET') within mainstream schools that is catered to pupils' age, aptitude and abilities.	

A further influence was the Eugenics movement at the time, which considered a possible hereditary nature of 'defect' (Tomlinson, 2017) and the risks that unless separated from others, disabled people would contaminate the general population. Dominant discourses at this time were that children with SEND were different from 'normal' children and so required different education (Hodkinson, 2019). However, a high number of CYP's needs were neither recognised nor addressed (Wood, 1929).

2.2.2 The Beginning of an Inclusive Education: Integration

Inclusion is not a new phenomenon; it is argued that inclusion can be tracked to welfare pioneers in the 1800s who advocated non-segregated schools (Hodkinson, 2019; O'Brien, 2001).

While children with the most severe learning difficulties were still considered ineducable, entitled only to care and training, the 1944 'Butler' Education Act introduced terminology of 'disability of body and mind', and legislated that LEAs must ensure sufficient provision within special schools or 'special educational treatment' ('SET') within mainstream maintained schools, 'where possible', that accommodated pupils' age, aptitude and abilities. This was considered the foundation of an integrated approach to educational provision for children with SEND.

However, inclusion largely came to the forefront of discussion and debate in the 1960s, when segregationist educational policies began to be disputed (Hodkinson, 2010; 2019). At the time, parents, educators and disability rights groups began to scrutinise the policy of segregated school systems (Hodkinson, 2019), arguing that the separation of children

from their local communities and peer groups would have a negative effect (Morris, 2005), and considered the special school system to be a form of social oppression (Morris, 1991). 'Children and their Primary Schools,' more commonly referred to as 'The Plowden Report' (Central Advisory Council for Education [CACE], 1967), was published following a request by the then Minster of Education, to review primary education and the transition to secondary school. Within this report many references recommend a child-centred education and the integration of children with additional needs into mainstream schools.

> The unnecessary segregation of the handicapped is neither good for them nor for those with whom they must associate. They should be in the ordinary school whenever possible (CACE, 1967, para. 837).

Further, this report alluded to the importance of initial teacher training and the 'climate' or ethos of the school, mandating that a school must 'provide for and cherish all its members' (CACE, 1967, para. 845).

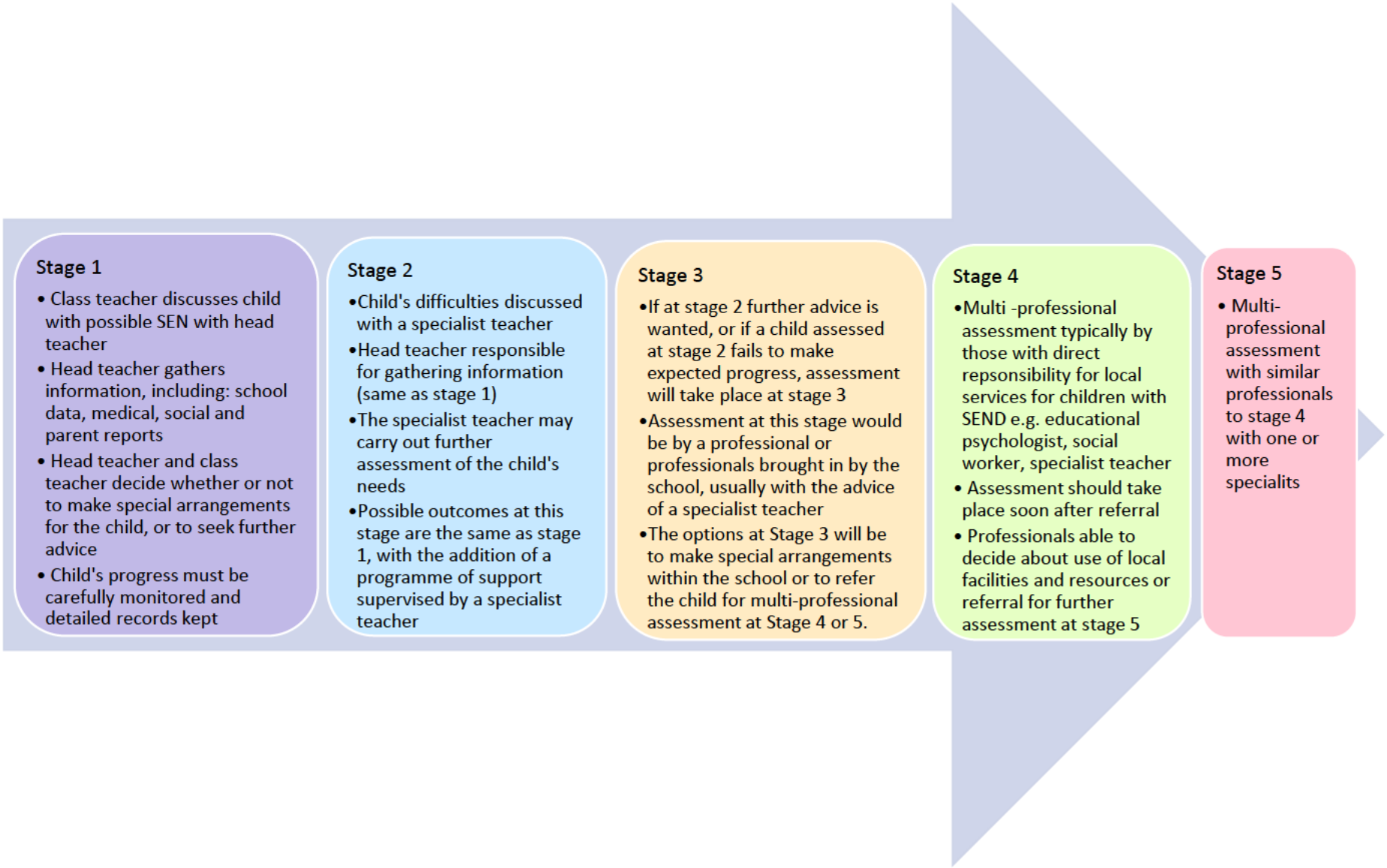
It was not until the passing of the Handicapped Children Education Act (1970), that all children were legally entitled to a 'full and broad' education. This was a significant landmark, which resulted in transferring responsibility for the education of children classified as 'educationally sub-normal' from health to LEAs.

The terminology of 'special educational needs' (SEN) was first introduced in 1979, after a committee was established with the aim of reviewing and making recommendations about educational provision for CYP with SEN in England, Scotland and Wales. Recommendations from the following report, known commonly as 'The Warnock Report' (DES, 1978), can be seen to have shifted discourses from a focus on disability, to

the educational provision for CYP identified as having SEN: defined as children likely to require education provision that is additional to or different from what is ordinarily available, at some point in their school career (DES, 1978, para. 3.18). Echoing the Plowden Report, the Warnock report affirmed an ethos of integration, stating that the majority of children with SEN could be and should be educated within mainstream settings, where possible.

The Warnock Report challenged the statutory categorisation of 'handicapped' pupils and the use of terms such as 'educationally subnormal' and 'maladjusted,' recognising that this language was simplistic, stigmatising and open to differential interpretation. It further suggested that this language inferred that the child had "an intrinsic deficiency" and did not consider the social and cultural environment of the child (DES, 1978, para. 3.26). Instead, recommendations were to use the terms 'children with learning difficulties' or 'specific learning difficulties' to describe particular difficulties. Other recommendations from the report aimed to improve the integration of children with SEN and create a more sophisticated assessment, monitoring progression of the development and learning of all children. Far more emphasis was placed on the central role of the mainstream class teacher, the head teacher and child's parents, with the introduction of a graduated five-stage model of assessment and decision-making (formally introduced with the first SEN Code of Practice (CoP) (DfE, 1994), starting with the class teacher's routine monitoring of children and in-class differentiation and support, illustrated in Figure 2.1.

Figure 2.1: *Stages of assessment of SEN for school aged children proposed by the Warnock report (1978)*



The report further proposed: a multi-agency, multi-professional approach to the assessment of SEN and provision; employing a special educational needs coordinator (SENCo) in every school (not legislated until the 1993 Education Act); an emphasis on parental views; and recommending that special provision should be part of mainstream schools where possible (Daniels et al., 2019).

The Warnock Report (DES, 1978) and the subsequent 1981 Education Act, which legislated some of the reports' recommendations, were important landmarks in the journey towards inclusion (Hodkinson, 2010; 2019). However, while the 1981 Act and preceding Warnock report aimed to recognise contextual factors of the child as influencing the expression of SEN, a 'within-child approach' was still assumed (Bines, 2000). These policy developments were further criticised for their emphasis on the integration of children into schools, without the necessary restructuring within schools that would enable a response to the individual needs of all children (Ainscow, 1995; Clark et al., 2018). This omission was argued to be linked to financial constraints, since no additional funding was attached to the implementation of the 1981 Education Act (Barton, 1988). Furthermore, the 1981 Act caveats that children should only be integrated if their needs could reasonably be met, in terms of efficient use of resources, and not to the detriment to other children, have constrained children's entitlement to a mainstream school education and legitimised continued segregation, with such language permeating current policy and legislation. A summary of the key developments in SEND and education policy and legislation of the mid 20th Century is provided in Table 2.2.

Table 2.2: *A summary of the key developments in SEND and education policy and legislation: mid 20th Century*

Period	Policy	What were the key influences?	What did the policy achieve?	What issues remained?
20th Century	1967 Plowden report	Parents, educators, and disability rights groups began to scrutinise the policy of segregated school systems (Hodkinson, 2019).	Promoted child-centred education, recommending the integration of children with additional needs into mainstream schools.	The 1981 Act caveats that children should only be integrated if their needs can be reasonably met constrained their entitlement to a mainstream school education. Parents had no say in the child's educational placement, which remained the decision of the LEA. While the 1981 Act and preceding Warnock report aimed to recognise contextual factors of the child as influencing SEN, a within-child approach was still assumed (Bines, 2000).
	1970 Handicapped Children Education Act	Limited research at the time suggested that there were minimal differential outcomes for children with SEN in mainstream and special school settings (Hodkinson, 2019).	All children legally entitled to a 'full and broad' education. The responsibility for the education of children classified as 'educationally sub-normal' transferred from health to Local Education Authorities (LEAs).	
	1978 Warnock Report & 1981 Education Act		Introduced new terminology, including the concept of 'SEN'. Affirmed an ethos of integration, stating that children with SEND should be educated within mainstream setting, where possible.	

2.2.3 The Evolving Meaning of Inclusion

Thus far, schools in England had been operating a system of locational integration for some children with SEN within largely unchanged mainstream schools. However, the international inclusion agenda (e.g. United Nations Educational Scientific and Cultural Organisation [UNESCO], 1994, p.4) advocated mainstream education as the most effective way of supporting CYP's SEN: "combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all". The Salamanca Statement emphasised the right to education for all CYP within the 'regular education system', interpreted by some to mean mainstream schooling. Along with this view was a belief that changes at an organisational level were likely to advantage more children than just individual children with SEND (Ainscow, 1995). The Statement argued that it was the schools' responsibility to adjust to meet the needs of all children.

At the time, similar statements by the Labour government to "wherever possible… return children to the mainstream" school dealt only with locational integration and ignored other important factors such as appropriate curriculum and available support services (Clough & Corbett, 2000). These were further criticised for being framed within confusing, ambiguous and/or contradictory language, indicating that the government perhaps had not entirely embraced inclusion, placing a qualification on the definition of inclusion (Hodkinson, 2019) (Table ***2.3*** provides a summary of the key developments in SEND and education policy and legislation of the late 20th Century).

Table 2.3: *A summary of the key developments in SEND and education policy and legislation: late 20th Century*

Period	Policy	What were the key influences?	What did the policy achieve?	What issues remained?
20th Century	Education Reform Act	International inclusion agenda (e.g. UNESCO, 1994) advocating mainstream education as the most effective way of supporting CYP with SEN. The Act and subsequent CoP aimed to improve the SEN capability of mainstream schools so that they could respond to the diverse needs of children.	Introduced the first National Curriculum. Introduction of different types of schools e.g. voluntary schools; local management of schools; grant-maintained schools; city technology colleges.	No real mention of how to meet the needs of children's SEN. National Curriculum and associated assessment provided a 'market forces' culture, with competitive league tables being used to inform parental choice of school.
	1993 Education Act & 1994 SEN CoP		The 1993 Act required the publication a CoP which would provide guidance on the identification and assessment of SEN. This designated responsibility of a teacher to co-ordinate SEN provision (SENCo) and introduced a staged approach to intervention.	Criticisms were linked to LEAs having responsibility for SEN, leading to schools relying heavily on external support and funding from the LEA rather than utilising internal resources (Bines, 2000).

Rather than providing personalised education to support children with SEN, under the guise of inclusion, many schools were offering the same education for all CYP and not acknowledging the need for differentiated opportunities and provision. The focus on including children with SEN in mainstream classes has been argued to have promoted in-class segregation and the use of teaching assistants (TAs) (Blatchford & Webster, 2018; MacBeath et al., 2006), with the risk that the children with the greatest needs were segregated in their mainstream classes and their education supported by the least extensively trained staff (Blatchford & Webster, 2018). Difficulties associated with meeting the needs of CYP with SEN led to increases in requests for statements of SEN and associated funding (Bines, 2000).

Revision of the National Curriculum in 2000, and the supporting non-statutory guidance on fostering inclusive practice, seemed to move away from locational integration by proposing the transformation of schools so they were better equipped to accommodate a far greater diversity of needs. The Special Educational Needs and Disability Act (2001) endeavoured to update SEN law with a disability, discrimination, and disability-rights focus, and led to a 'reasonable adjustments' duty on schools; proactive measures schools needed to take to ensure children were not discriminated against. The Act (SENDA, 2001) amended Section 316 of the 1996 Education Act, which reinforced the rights of children to be educated in mainstream settings (Hodkinson, 2010). Schools were no longer able to decline children's attendance at their school by claiming that they could not meet their needs (Frederickson & Cline, 2015).

Despite the seeming advance towards a more inclusive education system where the

SEND of children would normally be met in mainstream schools, continuing lack of consensus regarding the definition of inclusion and the equivocal government acceptance, have been argued to have stalled developments (Hodkinson, 2019).

2.2.4 Difficulties of Defining Inclusion and Inclusive Education

Whilst inclusion, and in particular inclusive education have become widely accepted in educational thinking, permeating government SEND policy (Hodkinson, 2019), there remain diverse, poorly aligned definitions of inclusion. Early definitions of inclusion were criticised for prioritising educating pupils *together,* wherever this may be, utilising language which did not foster pride, respect or value of all pupils (Hodkinson, 2019), but instead encouraged only integration and tolerance (Hodkinson, 2019).

> Inclusion is about much more than the type of school that children attend: it is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of school. (Department for Education and Skills [DfES], 2004 p. 25)

Warnock (2005) argued that the concept of inclusion can be vague, and while children with SEND may be physically included in the same settings as their peers they may be emotionally excluded. At this time there appeared to be a softening view of what inclusion meant in England. This was in stark contrast to Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (UN, 2006 p. 16-17), which emphasised the rights of all children, including those with SEND, to attend their local mainstream school. The UK government in 2009 declined fully to endorse the convention, reserving the right for children to be educated outside their local community school if “appropriate”. A declaration was also made stating that, in the UK,

the general education system includes mainstream and special schools (Joint Committee on Human Rights, 2009). These reservations indicated a 'twin-track system' of SEND where the segregation of pupils continued through the continued presence of special schools (Hodkinson, 2019). Concerns about this were reported by the UN in 2017, stating that this system was preventing an offer of high-quality inclusive education (Committee on the Rights of Persons with Disabilities, 2017).

This continuing segregated education system created tension for some educational professionals who argue for full inclusion where "all children should be educated together in terms of location, need, curriculum and attitudes, with no tolerance of or justification for the maintenance of a separate segregated system of education" (Hodkinson, 2019, p.106). This view of inclusion was borne from the civil rights movement, and the philosophy of equality of opportunity (Hodkinson, 2019; Thomas et al., 2005). However, is it argued by some that this view of 'full inclusion' does not consider the practicalities to translate this theory into practice (Croll & Moses, 2000; Hodkinson, 2019) and was unrealistic, particularly for CYP with the most complex needs or social, emotional and behavioural difficulties (Croll & Moses, 2000).

2.3 Where are We Now?

In 2009, the Lamb inquiry, which aimed to improve parental confidence in the SEN system, concluded that "there needs to be a major reform of the current system. We need to act urgently to ensure we do not let a generation of children leave school ill-equipped to lead an independent life and make a contribution to society" (p.2). The

inquiry made 51 recommendations to the government, borne of a strong commitment to improving outcomes and strengthening parental voice. It placed a specific duty on Ofsted to report on the quality of SEN provision for CYP.

The current National Curriculum (DfE, 2013) reiterates teachers' statutory duty to provide inclusive education and to plan lessons which enable all pupils to achieve success. However, it is argued that there remains low consensus about what inclusive practice *is*, which leads to difficulty with its implementation (Mowat, 2015).

The Children and Families Act (2014) and subsequent SEND CoP (DfE & Department of Health [DoH], 2015) seemed to mirror earlier approaches in England towards inclusion, stating that children with SEND "have different needs and can be educated effectively in a range of mainstream or special settings" (DfE & DoH, 2015 para. 1.38). Along with many other changes, within the SEND CoP (DfE & DoH, 2015), 'statements' of SEN were replaced with EHCPs and more weighting was placed on parental choice of setting. However, choice remained constrained by caveats about the suitability of placement and efficient use of resources, that were apparent in the 1981 Act. These caveats, along with ongoing ambivalent or vague language, have constrained CYP's entitlement to be educated in mainstream schools. Within the 2014 legislation, the value of special schools was promoted and viewed as a valid option. A summary of the key developments in SEND and education policy and legislation in the early 21st Century is provided in Table 2.4.

Table 2.4: *A summary of the key developments in SEND and education policy and legislation*: *21st Century*

Period	Policy	What were the key influences?	What did the policy achieve?	What issues remained?
21st Century	2001 SEN CoP	Inclusion was on the political agenda, with a focus on meeting children's SEN within mainstream settings. This was argued to be linked to concerns regarding the need to save money following the 1981 Education Act's reports of no additional SEN funding (Barton, 1988).	Introduced the four areas of need: communication and interaction, cognition and learning, behaviour, emotional and social development, sensory and/or physical. It remained largely similar to the first CoP with a stronger emphasis on educating children with SEN in mainstream schools.	Rather than providing personalised education to support children with SEN, under the guise of inclusion, schools were offering the same education for all CYP and not acknowledging the need for differentiated opportunities and provision. The focus on including children with SEN in mainstream classes has been argued to have promoted in-class segregation and the use of TAs (MacBeath et al., 2006; Blatchford & Webster, 2018). Difficulties associated with meeting needs of CYP with SEN led to increases in requests for statements of SEN and associated funding (Bines, 2000).
	2015 SEND CoP	Informed by extensive consultation and initiated with piloting with a phased implementation. Conservative/ Liberal coalition conviction to end bias towards inclusive education. Criticising old systems as complex, inefficient, bureaucratic and costly (Perry, 2014).	Changes included a focus on the wishes, views and feelings of CYP and their families and their participation in decision making. Special schools were promoted and viewed as a valid option and there was a shift in terminology from behaviour to mental health within the categories of need.	Ongoing criticism that poor funding for pupils without EHCPs leads to increasing requests for assessment and an overidentification of SEND. There is also a reported lack of consistency across LAs in the structure and advice in EHCPs (Robinson et al., 2018).

The House of Commons Educational Committee sought to review the SEND reforms of the 2015 CoP (House of Commons Education Committee, 2019). Evidence was collated from various sources, including parents and a few young people. The report concluded that the SEND reforms were "the right ones" (House of Commons Education Committee, 2019, p. 3), but that the implementation had been hindered by difficulties with funding.

> Let down by failures of implementation, the 2014 reforms have resulted in confusion and at times unlawful practice, bureaucratic nightmares, buck-passing and a lack of accountability, strained resources and adversarial experiences, and ultimately dashed the hopes of many. (House of Commons Education Committee, 2019, p.3)

The report recommended that the DfE, as a last resort, should enable the development of new specialist schools. Furthermore, the report concluded that it received much evidence that suggested that mainstream schools were failing to be inclusive. The report did not conclude whether this was due to schools having difficulty meeting need or schools declining to meet needs. A need for accountability was raised as academy trusts were reportedly refusing to admit children with SEND, leading to increased pressure on "inclusive schools" operating in a "school system driven by attainment, performance and behaviour" (House of Commons Education Committee, 2019, p. 42). The non-inclusive practice of some schools can have a harmful effect on CYP with SEND and can result in; illegal exclusions, off-rolling, being encouraged to move school, not to apply to a school, and /or being excluded from school trips. Hodkinson (2020) argues that, while advances in policy continue, practice that improves educational outcomes for CYP with SEND seem to be at a standstill.

Meanwhile, research has increasingly attested to the benefits of inclusion for CYP, schools and society (Hodkinson, 2019). Hodkinson (2019, p.116) suggests defining inclusion as "a catalyst that requires schools, colleges and society to identify and overcome the barriers that inhibit a

pupil's choices and their ability to achieve their full potential". What is argued is that "recognition and a celebration of difference are the most important keystones of inclusion" (Hodkinson, 2019, p.103). What we have currently is an espoused system of choice, which was subscribed to by Mary Warnock, who believed that special schools should not be considered a last resort (Warnock & Norwich, 2010), but that that the notion of choice is important, particularly for some CYP who may prefer specialist placements (Norwich & Kelly, 2004). However, such choice is invariably severely constrained by availability, as noted in Section 1.3, with the most recent national statistical data from January 2020 revealing that there are more pupils being identified as having SEND and there has been a gradual rise in the number of pupils attending special schools (HM Government, 2021).

2.4 The Effect on Teaching Practice

Teachers' professional practice has been subject to requirements to anticipate and/or respond to the continuing changes to school systems and policies (Skinner et al., 2018) outlined above, intended to improve standards in education, increase accountability of schools, and foster inclusive provisions (Day & Smethem, 2009). Changes have included: the introduction of the national curriculum (1988); central control of the content of initial teacher training (1984); increased numbers of support staff (2003); changes in the systems of accountability in schools with the publication of school inspections reports (1992); and expansion of the categories of schools (1988 e.g. academies and free schools) (Frederickson & Cline, 2015; Passy, 2013).

2.4.1 The Rise of the Teaching Assistant

A remodelling of the teaching workforce undertaken between 2003-2006 saw an increase in numbers of support staff in schools, with the aim of reducing teachers' workload by delegating tasks to support staff, so releasing time for teachers to plan, prepare and assess (DfES, 2003). The use of support staff in schools has been the subject of criticism over relatively unqualified staff being responsible for educating children (Gunter & Rayner, 2007; Hammersley-Fletcher, 2008). Yet support staff have become important in supporting the inclusion of pupils with SEND in mainstream schools (Abbott, et al., 2011) and make up 58% of schools' workforce (HM Government, 2021). However, both in the UK and internationally their role is ambiguous (Webster et al., 2011). Large scale studies have considered the deployment and impact of support staff within schools. The Deployment and Impact of Support Staff (DISS) project (Blatchford et al., 2009) found that pupils who received the most support from TAs had less time with a qualified teacher and made significantly poorer academic progress than similar pupils who received less TA support. This was explained in terms of factors outside of TAs' control; their deployment, preparedness and practice. The findings from this and the 'Maximising Impact of Teaching Assistants' study (Webster et al., 2015) have important implications for teachers' practice, as teachers are often responsible for managing TAs in their class.

2.4.2 Increased Demands and a Culture of Performativity

Changes in systems of accountability in schools can also be seen to have influenced teaching practice in the UK. Troman (2008) talked of a culture of 'performativity' in which teachers are

made accountable through measures including: “target-setting; Ofsted inspections; school league tables constructed from pupil test scores; performance management; [and] performance-related pay” (Troman, 2008, p620). Research suggests that these reforms have increased demands on teachers in England. Passy (2013) argues that related changes reduced teachers’ autonomy concerning curriculum and pedagogy in their schools. For example, the implementation of the National Curriculum included national numeracy and literacy strategies, which outlined a framework for teaching maths and literacy to primary pupils, including guidance on how to implement the recommended daily input, which had a particular focus on whole class teaching (Department for Education and Employment [DfEE], 1998; DfEE, 1999).

Reforms have also led to increased workloads (Galton & MacBeath, 2008; Skinner et al., 2018) and to a performative culture, where teachers must adjust their practice to accommodate external pressure to meet standards (Ball, 2003). Skinner et al. (2018) interviewed 39 English and Welsh teachers who had experienced work-related stress. A theme from their research was ‘target-led performance’, which Skinner et al. (2018) argued was a barrier to teacher-pupil relationships and altered teachers’ role and practice.

> The constraints imposed by overly rigid syllabuses, curricula and performance targets were perceived to detract from teachers’ expertise and insights accumulated through practice. Job satisfaction previously derived from working spontaneously and creatively was considered to be eroded by bureaucratic demands. (p. 8)

2.4.3 Challenges to Teachers’ Values, Beliefs, and Professional Identity

Day et al. (2005) considered how socio-political changes can challenge teachers’ values, beliefs and professional identity. Their small-scale sample included 12 teachers, a head teacher and

two LEA advisors working in either England or Australia. From their interviews, they identified factors which either helped sustain or diminish teachers' 'commitment'. In this study, commitment was defined as being underpinned by "enthusiasm, belief in an ideal (vision), hard work, a sense of social justice, an awareness of the need to attend to their own continuing development, and a recognition of priorities" (Day et al., 2005, p. 570). The factors that related to commitment were categorised into personal, school context, system context and professional factors. The researchers concluded that it was primarily personal and school factors that sustained teachers' commitment, such as, leadership and school culture, self-efficacy, friends with similar professional interests, positive feedback from colleagues, and supportive peers in school. Factors which diminished teachers' commitment tended to be related to 'system context'; for example, administrative tasks, limited resources and funding, and reduced feelings of autonomy and agency.

Troman (2008) used an ethnographic approach, including informal conversations and participant observations with 37 teachers in six primary schools across five English LEAs. He argued that the performative culture in schools (measures which increase accountability e.g. target setting, Ofsted inspections, school league tables and performance-related pay) has changed teacher identities, and how their careers progressed.

2.4.4 Teacher Well-being

The challenges of contemporary teaching have repeatedly been shown to compromise teachers' well-being and contribute to attrition from the profession (Jepson & Forrest, 2006; Precey, 2015; Weale, 2021). Acton and Glasgow (2015) define teacher well-being as "an

individual sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students" (p. 101). Teacher well-being is an important area of research, especially in the UK where it has been rated significantly lower than in other professional occupations (Grenville-Cleave & Boniwell, 2012). There is a wealth of literature citing teaching as a particularly stressful profession (Griva & Joekes, 2003; Kelly & Colquhoun, 2003; Kyriacou, 2000; Naghieh et al., 2015; Roffey, 2015; von der Embse et al., 2016).

The stress teachers experience may lead to burnout if not appropriately addressed (Curry and O'Brien, 2012). Burnout "is characterized by emotional fatigue, disengagement, irritability, and apathy, resulting from the work environment" (Butler & Constantine, 2005, p. 55). It can "represent an erosion in values, dignity, spirit, and will" (Maslach & Leiter, 1997, p.17).

In England, stress and burnout among teachers has been of great concern due to its links to absenteeism and poor teacher retention (Jepson & Forrest, 2006), especially within the first few years following qualification (McCallum et al. 2017). Fewer are considering a teaching career and there is a national shortage of teachers (House of Commons, Education Committee, 2017). As discussed earlier, changes in the education system have contributed to increased workloads and pressures of accountability, both of which are thought to contribute to stress and erosion of teacher well-being (Jerrim et al., 2020; Kyriacou, 2000).

Teacher well-being is judged important for the development of positive teacher-student relationships and for teaching quality (Frenzel et al., 2009). Teacher stress can therefore negatively affect the CYP people in their class, influencing classroom climate (Jennings & Greenberg, 2009), relationships with students (Jennings & Greenberg 2009; Kidger et al.,

2009), and teachers' confidence to support CYP with additional needs (Sisask et al., 2014). Moreover, high levels of stress can lead to teachers being more reactive rather than proactive in their behaviour management (Clunies-Ross et al., 2008; Hastings & Bham, 2003).

2.5 Chapter Summary

This chapter has presented an overview of developments in education and SEND policy in England, spanning three centuries. Constructions of SEND and approaches to supporting children identified as having SEND have shifted from policies of segregation to integration and inclusion. However, historical discourses founded in the 1981 Education Act caveats, that inclusion of children with SEND should not be to the detriment of other children, have permeated current policy and legislation, continuing to constrain these children's entitlement to an inclusive mainstream education. The government continues to frame inclusion within ambiguous and/or contradictory language, compromising the successful implementation of inclusive practice.

While the current system is one of parental choice between mainstream education and specialist placement, this is severely constrained by availability. Indeed, it is argued that poor funding for pupils without EHCPs, has led to increasing requests for assessment and an over-identification of SEND.

Overall, the policy and legislative changes discussed in this chapter, have altered teaching practice in England, increasing teachers' workload, reduced their professional autonomy and agency, and have led to an undermining 'performative' culture, believed to have contributed to the erosion of teacher well-being (Jerrim et al., 2020; Kyriacou, 2000). While the specific

profile of stressors will be individual to each teacher, sources of stress commonly cited are: workload, teaching pupils with low motivation, behaviour management, relationships with colleagues, self-esteem and status, leadership, role ambiguity, and workplace conditions (Kyriacou, 2000). Clearly this is complex, and best considered from a systemic perspective considering the individual teacher and the interacting systems influencing him/her. This will be explored further in Chapter 3.

3 A DEVELOPMENTAL LIFESPAN APPROACH TO UNDERSTANDING TEACHERS' EXPERIENCES

3.1 Chapter Overview

Teachers' experiences cannot be understood in a vacuum. All humans are complex and best understood in systems. This chapter presents a lifespan developmental model, as a framework capable of conceptualising the complexity of teachers' experiences, specifically the many interacting contextual influences upon their professional identity, values, practice and well-being.

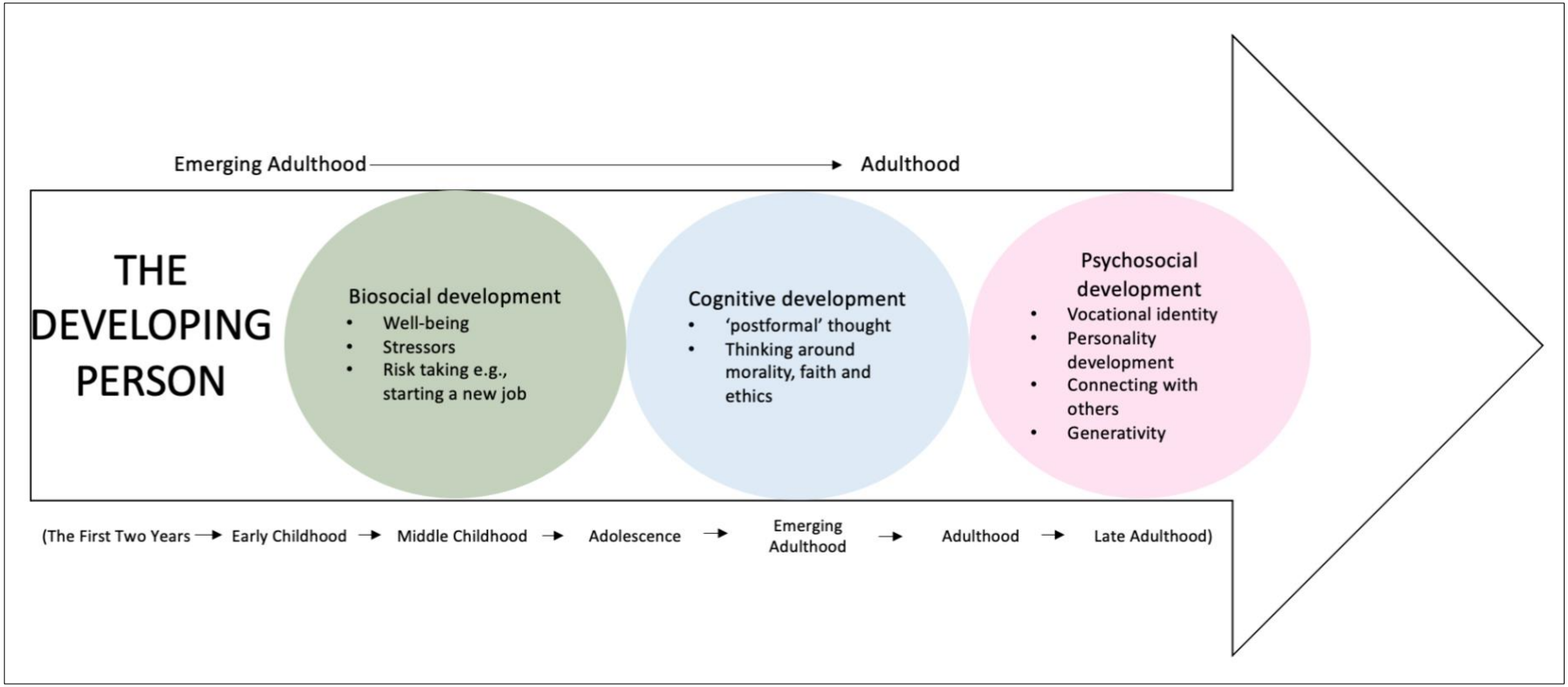
3.2 Developmental Lifespan Approach

The lifespan perspective (Berger, 2017; Fingerman et al., 2011; Lerner et al., 2010) reflects all phases of a person's life. This framework offers a means to consider the multifaceted nature of teachers' experiences, helping to position their experiences from a developmental perspective. This sees teachers as individuals, balancing their many roles and responsibilities as adults, earners, parents, children to ageing and increasingly dependent parents, whilst also mediating their intimate partner relationships and, their self-actualisation within their work and beyond, or stagnating through fatigue, frustration or a loss of interest and motivation.

From a lifespan perspective, factors which influence, and are influenced by a person's development are understood as:

- Multidisciplinary, as illustrated by Figure 3.1 (development can be understood under three domains: biosocial, cognitive, and psychosocial);

Figure 3.1: *Illustration of the lifespan perspective*



- multidirectional (changes are experienced at varying pace and direction);
- multicontextual (development is influenced by various contexts);
- multicultural (constructs of culture, ethnicity, race are important in a person's development); and
- plastic (characteristics of a person can change over time) (Berger, 2017)

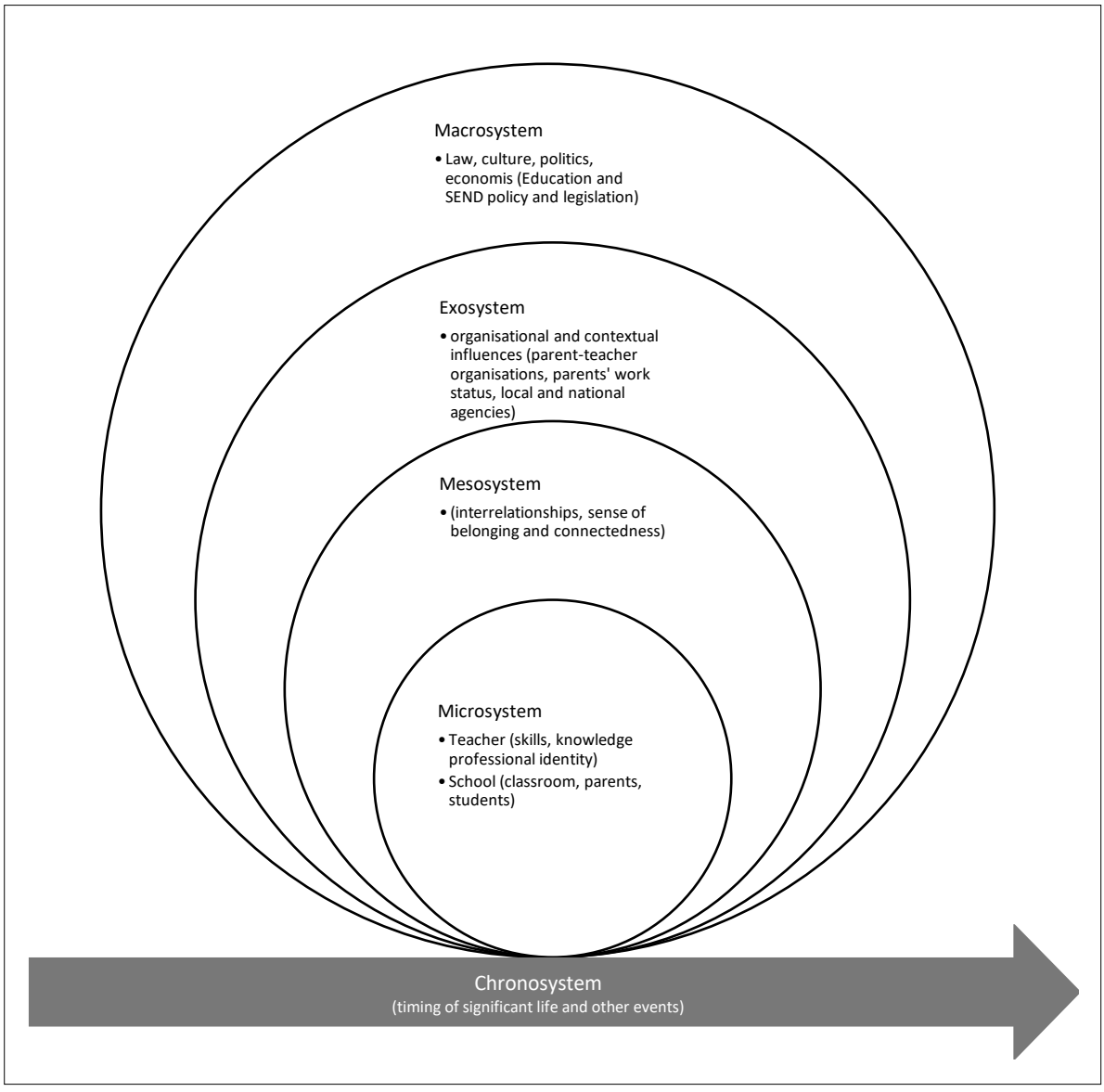
It is not in the scope of this thesis to cover all aspects of a person's development; more pertinent to this research is the multicontextual nature of development, to consider the various contexts that influence a person (a teacher), discussed in Section 3.2.1. More specifically, this thesis is interested in two phases of development: 'emerging adulthood' and 'adulthood,' discussed in Sections 3.2.2 and 3.2.3, including how these relate to teachers' experiences and well-being.

3.2.1 Multicontextuality of Development

The multicontextuality of development is of particular relevance to the current study. Berger (2017) draws on work from Bronfenbrenner to consider the nested contexts and systems that interact and influence, and are influenced by a person's development. Bronfenbrenner's (1986) Ecological Systems theory, often visually presented with concentric circles, positions the individual within a set of complex interacting systems; microsystem, mesosystem, exosystem, macrosystem, chronosystem (Figure 3.2). This theory was later revised and named the 'Bioecological model of human development' (Bronfenbrenner, 1995), shifting focus on the developmental processes and the developing person's interaction with the immediate environment (Bronfenbrenner, 1995). While typically applied to children in educational

psychology practice, Price and McCallum (2015), and Cross and Hong (2012) applied Bronfenbrenner's (1979) ecological systems model to consider teachers' well-being.

Figure 3.2: *Bronfenbrenner's (1986) Ecological Systems Theory*



The teachers' workplace would be a salient setting within their microsystem, encompassing the classroom, the school, various colleagues, parents and students. Price and McCallum (2015) argue that not only is the school environment a microsystem that is central to teachers'

well-being, so is the interaction between this environment and the others of which they are a part. The inter-relationships between various settings such as these form the teacher's mesosystem.

Bronfenbrenner (1979) proposed that a person can be influenced by events occurring in settings in which they themselves are not a part: the exosystem. Examples given by Cross and Hong (2012) include: parent-teacher organisations, parents' places of work and work status, local and national government agencies, all of which exercise influence on teachers' well-being (Price & McCallum, 2015).

Lastly the chronosystem, added by Bronfenbrenner in 1986, includes the timing of various events and decisions, which Price and McCallum (2015) argue are influential in teacher well-being, as they can influence and alter the relationship between the individual and their different environments (Cross & Hong, 2012).

Bronfenbrenner's (1986) model provides a useful framework to explore different factors and how they interact to influence teachers' well-being. Focusing on the microsystem aids in understanding how teachers interpret their experiences and their relationships with students, parents and colleagues, which are further considered throughout this chapter. The meso and exosystems provide insight into the complexity of the social, cultural and political context teachers are working within, as explored in Chapter 2.

3.2.2 Emerging Adulthood

Returning to the process of lifelong development, according to school workforce statistics data in England (HM Government, 2021), only a small percentage of teachers are under 25 years of age, with the majority aged 30-49 years; there is a near-normal distribution of the population by age, albeit with fewer teachers in represented in the two oldest than the two youngest age-brackets. Whilst all age brackets may include newly qualified teachers (NQTs), it is axiomata that the under 25 group (of "emerging adults") will be comprised exclusively of recently qualified teachers.

Table 3.1: *Teacher headcount by age in England for 2019/20 (HM Government, 2021)*

Age group	2019/20 data numbers	Percentage
Under 25	26,290	5.25%
25 to 29	81,217	16.22%
30 to 39	166,426	33.23%
40 to 49	134,682	26.9%
50 to 59	79,211	15.82%
60 and over	12,934	2.58%
unclassified	5	<0.01%

Berger (2017) defines emerging adulthood as a time between the ages of approximately 18-25 years, characterised by postponing parenthood, marriage, and career commitment, while attaining further education. This period of development is important in the study of teachers, as it is within this time that individuals may be deciding to start a career in teaching. However, this definition of 'emerging adulthood' has been criticised, with some researchers considering

it a cultural construct applicable only to those privileged enough to be able to afford to postpone such commitments (Munson et al., 2013).

From a biosocial perspective, emerging adulthood is an interesting stage: the multitude of stressors experienced in adolescence have diminished, self-esteem is considered to be higher (Berger, 2017), and a person's physical health is at a peak. During this time, well-being generally increases; however, stressors (such as those which may be experienced in the workplace) can compromise well-being and precipitate mental distress. Social support is particularly important at this time. One common feature of emerging adulthood is risk-taking (Berger, 2017), adaptive in facilitating such developmental tasks as changing career and/or starting a new job.

From a cognitive perspective, emerging adults may attain 'postformal' thought, which is characterised by practical, flexible, and dialectical reasoning (Basseches, 1984, 1989; Riegel, 1975), which helps to avoid procrastination and coordinate conflicting demands. This thinking enables a person to synthesise information and recognise that people and situations are dynamic and ever-changing. (Berger, 2017). A person's thinking about morality, faith and ethics may also progress during this time. Gilligan distinguished between the morality of care in which human needs and relationships are given the highest priority, and the morality of justice in which one distinguishes between right and wrong (Gilligan, 1981; Gilligan, Murphy, et al., 1990). Research suggests that certain situations, instruction and culture are related to whether moral judgements emphasise relationships or absolutes (Berger, 2017; Juujärvi, 2005; Vikan et al., 2005): tensions demonstrably relevant to teaching and sources of potential challenge.

3.2.2.1 Professional Identity

From a psychosocial perspective, an important task of emerging adulthood is establishing a vocational identity (Berger, 2017). This has been described as a "critical stage for the acquisition of resources" (Tanner et al., 2009, p. 34), such as further education, skills and experience required for future personal and professional success.

In a broader sense, a teacher's professional identity, or how they regard themselves and what they do, is influenced by a myriad of interacting factors, such as workload, performative culture, and the needs of the children. Johnson et al. (2014) refer to the development of teacher identity as the "development of 'self-understanding' that enables (novice) teachers to maintain a coherent sense of personal identity, while learning what it means to 'be a teacher' in different contexts and at different times" (p. 540). Johnson et al. (2014) identified conditions that promote a strong teacher identity:

- understand the link between personal and professional identities;
- engage in self-reflection to consider how personal experiences relate to broader social, historical, and political contexts; and
- understand how their own ethical and moral principles guide their practice

Developing a secure teacher identity may be important in relation to the well-being of teachers. Johnson et al. (2014) found that early career teachers who met the above conditions were more confident and had a stronger sense of personal agency. These teachers were also more pro-active in nurturing their own well-being by establishing a good work-life balance.

Kelchtermans (2009) also used the term 'self-understanding' rather than 'identity' and identified five components that make up teachers' self-understanding: self-image, self-esteem, job motivation, task perception and future perspective. Kelchtermans (2009) stressed

the interpersonal nature of how 'self-understanding' develops. For example, self-image is the way teachers characterise themselves, but is largely influenced by the way they are perceived by others and the feedback they receive from pupils, parents and colleagues. Feedback is also important in Kelchtermans' (2009) second dimension 'self-esteem', where teachers interpret feedback to judge how well they are doing in their job. Task perception concerns teachers' judgements about the tasks and duties they have to perform to feel they have done well and right by the children whom they teach, and involves their beliefs about what is a 'good education'. Education reforms and new systems of accountability can contradict teachers' task perception, which can lead to their feeling that they themselves are being contradicted, so undermining their self-esteem and well-being. Job motivation refers to why teachers choose to become teachers and why they stay or leave the profession. These motives shift throughout a teacher's career and can be a source of job satisfaction. The final component linked to self-understanding or identity is the future perspective, concerning teachers' thoughts and beliefs about their future in the profession. Kelchtermans (2009) argues that teachers' narratives can provide insight to how teachers perceive themselves and can help to construct professional identity as the act of narration is an interactive sense-making process.

It has been suggested that English primary school teachers especially invest their 'selves' in their work "merging their professional and personal identity so that the classroom may become a main source of self-esteem and fulfilment, but also [of] vulnerability" (Osborn et al., 2000, p. 50).

3.2.3 Adulthood

3.2.3.1 Generativity

According to Erikson's psychosocial stages of development (1993), adults have a "need to be needed" (1993, p.266); they seek to care for the next generation through raising their own children, teaching, or helping others (Berger, 2017): this was termed 'generativity'. Without this, Erikson argued, adults can experience "a pervading sense of stagnation and personal impoverishment" (Erikson, 1993, p. 267). Generativity can be accomplished in various ways; however, the most common and perhaps most powerful medium is though parenting (Berger, 2017). The family life cycle (Dowling & Elliott, 2012; Robinson, 1997; Street, 1994) can offer a useful framework for considering teachers in their various family roles. Stages within this cycle, relating to young adulthood and early mid-life are summarised in Table 3.2.

Table 3.2: *Family Life Cycle (Dowling & Elliott, 2012)*

Phase for parents	**Phase and tasks for child**	**Parenting tasks**	**Marital tasks**
Young adulthood	Babyhood, development of trust.	Accept extreme dependence. Need for constancy of caring.	Maintain links of family and outside world.
	Toddlers learning to walk, ability to move. Accepts pain, shame and doubt. Begin to discover gender identity.	Careful management of distance. Accepts and help define personal characteristics.	Maintenance of support for caring adult.
	Preschool learning about three-person relationships. Begin to learn values and rules.	Accept child's gender identity/ Establish clear generational boundaries and give clear rules and values context.	Confirm context of marital relationship within context of generational boundaries.
Early mid-life	Early school years. Accept care from adults other than parents. Enjoy and use peers.	Accept ability to separate and allow closeness to peers and teachers. Balance children's and parents' outside interests.	Deal with change in maternal role. Renegotiate separateness and togetherness.

This framework describes both the parenting and marital tasks that may be evident at each stage. Dowling and Elliott (2012) suggest this framework has value in illuminating the complexity of the family system: one of the many microsystems influencing a teacher's experiences, identity and life-satisfaction.

Generativity has also been linked to employment (Berger, 2017). It is argued that psychosocial needs of adults for generativity, esteem and achievement, can be fulfilled by their work. This links to a distinction between the intrinsic rewards of work (e.g., job satisfaction) and the extrinsic rewards of work (e.g., pay and status) (Berger, 2017). My own systematic literature review on primary school teachers' experiences (Levinson-Obank, 2021), identified 'making a difference' as a subjective self-evaluation that enhanced teachers' school experiences and motivated them to work with children with SEND. Teachers in the reviewed studies intrinsically enjoyed facilitating progress; teachers viewed their job as a vocation, and were passionate and driven to continue in their roles, despite the stressors involved.

Evans' (1997) definition of job satisfaction is useful here, incorporating two elements: job comfort (linked to a persons' appraisal of the conditions of their job); and job fulfilment (linked to the persons' feelings of accomplishment and appraisal of the meaningful aspects of the job). My own analysis suggests that teaching children with SEND may link to increased job fulfilment (Levinson-Obank, 2021).

3.2.3.2 Interpersonal Factors

Berger (2017) outlines a further important aspect of adulthood, and psychosocial development: connecting with others. This can be from intimate relationships, friendships and

family, described as a person's "social convoy… a protective layer of social relations to guide, socialize, and encourage individuals as they move through life" (Antonucci et al., 2001, p. 572).

The various people within a teacher's microsystem can either promote or inhibit their well-being. Poor well-being has been linked to interpersonal factors within school-based microsystems, including, pupil behaviour, difficulties with parents, limited support from senior leaders, and other interpersonal difficulties with colleagues (McCallum et al., 2017; Ross et al., 2012). In contrast, teachers' sense of well-being can be improved through positive relationships with students, parents, their colleagues and their managers (McCallum et al., 2017). Teacher-student relationships appear to be reciprocal in nature, whereby positive relationships appear to be equally beneficial to the teacher and the child.

Johnson et al. (2014) examined the experiences of 60 Australian graduate teachers during their first year of teaching. They found that relationships were commonly cited as a key theme in contributing to the teachers' well-being. Support from colleagues, being offered help and having a communal place to socialise were some examples extracted from their interviews, exemplifying what helped teachers cope in their first year, whereas teachers reported finding the first year much harder when left on their own or not given support from managers.

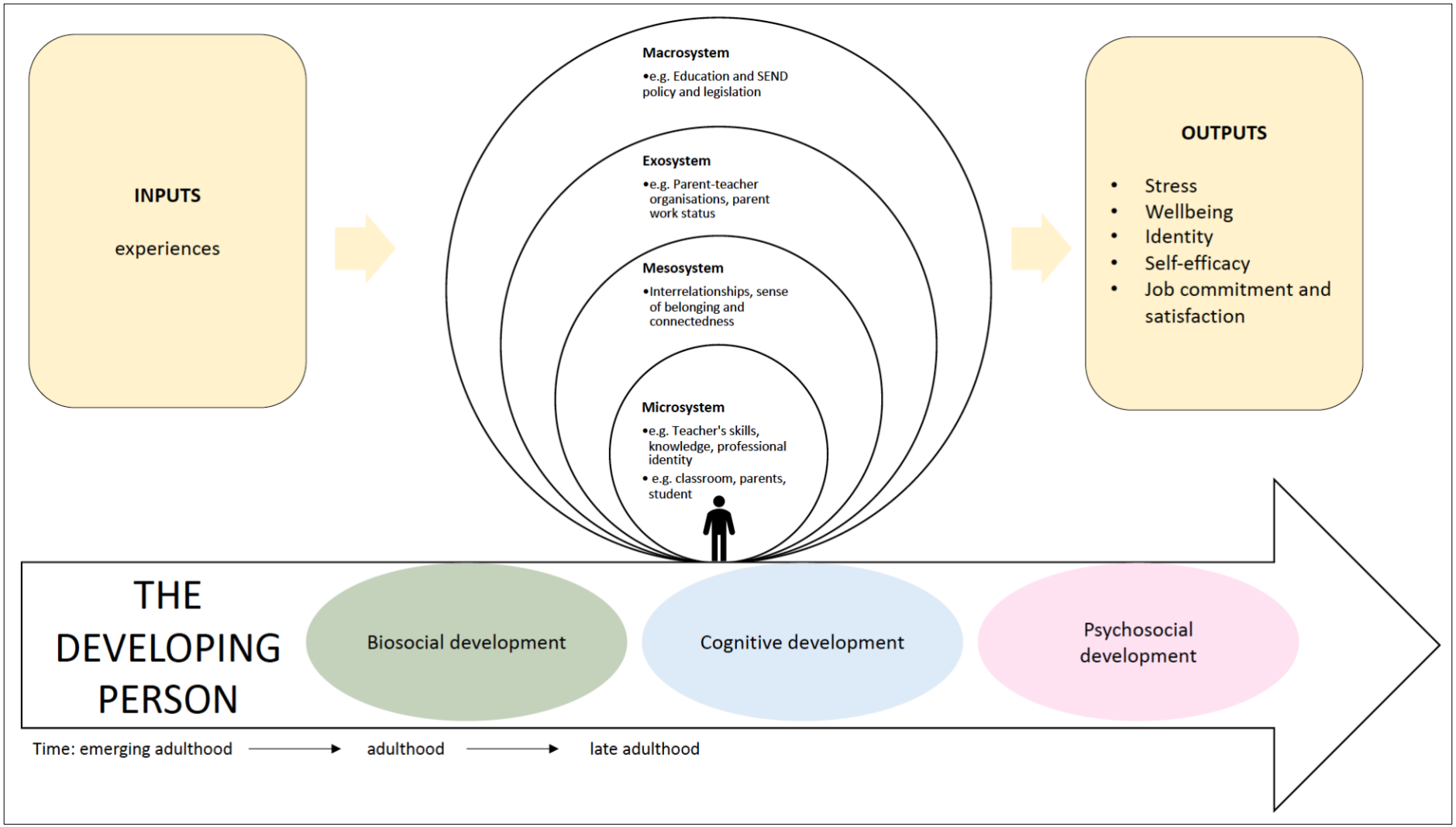
My own systematic literature review (Levinson-Obank, 2021) similarly reported that support or its absence influences teachers' experiences. For example, the ethos of the school contributed to the inclusive attitudes of other staff and encouraged a culture of staff supporting one another. Conversely, a perceived lack of support, from senior leadership, external agencies and peers was reported to demoralise and undermine teachers.

3.3 Chapter Summary

This chapter has argued for the relevance of a developmental lifespan perspective to consider the multifaceted nature of teachers' experiences, positioning teachers as individuals who hold a variety of roles and responsibilities as teachers, parents, romantic partners, friends and children to their own ageing and increasingly dependent parents.

The challenges of contemporary teaching have repeatedly been shown to compromise teachers' well-being and contribute to attrition from the profession. Bronfenbrenner's ecological systems theory and model was proposed as a framework to inform understanding of the complex array of influences on teachers' well-being. For the purposes of this thesis, this model has been incorporated into a framework to understand the bioecological development of the teacher as an inclusive practitioner (Figure 3.3). Within this framework, teachers' experiences (inputs) can only be understood in the context of complex interacting systems, and themselves as a developing person, with the outcomes of these interactions affecting their well-being, professional identity, values, beliefs and practices.

***Figure 3.3**: The Bioecological Development of the Teacher as an Inclusive Practitioner*



4 WORKING WITH CHILDREN WITH SEND IN MAINSTREAM SCHOOLS

4.1 Chapter Overview

Developing arguments in Chapter 3, this chapter affirms the importance of considering teachers' views as these relate to their inclusive practices, summarising and critiquing literature focused on teachers' attitudes toward inclusive education. The limited qualitative research available which explores teachers' experiences of inclusive education form a particular focus.

4.2 The Importance of Teachers' Views

As suggested in Chapter 2, there is currently a system allowing parental choice between inclusive special education in a mainstream school, or the child's placement in a special school or designated unit whose core offer is made only to students with particular SEND, albeit with professional emphasis on the benefits of inclusion for CYP, schools and society (Hodkinson, 2019), alongside an awareness of the possible advantages offered by special schools, as outlined in Section 1.2.

The current National Curriculum (DfE, 2013) reiterates the statutory duty on teachers to provide inclusive education. However, latest reports from the House of Commons Education Committee (2019) suggested that many mainstream schools fall short and are not inclusive.

Hodkinson (2019) argues that "recognition and a celebration of difference are the most important keystones of inclusion" (p.103). Arguably, achieving this is largely dependent on the

beliefs, attitudes and thus practice of school staff (Monsen et al., 2014; van Steen & Wilson, 2020). Because teachers' attitudes towards inclusion almost inevitably influence practice, this has been a focus of international research.

4.3 Teachers' Attitudes Toward SEND

Attitudes are considered to compromise of three factors: cognitive, affective and behavioural (Eagly & Chaiken, 1993; Nowicki & Sandieson, 2002). In the context of inclusion, the cognitive component relates to a teacher's knowledge and beliefs about SEND, for example whether they believe children with SEND should be educated in mainstream schools. The affective component refers to a teacher's feelings about children with SEND, and/or their emotional response, whilst the behavioural component concerns a teacher's predisposition to act towards children with SEND in particular ways.

The Theory of Planned Behaviour suggests an individual's attitude towards a particular behaviour exercises a significant influence on their behaviour (Ajzen, 1987; Ajzen and Fishbein, 2005). This theory predicts that teachers' inclusive behaviour will be influenced by their attitudes toward inclusion (Subban & Sharma 2005); for example, research has linked higher rates of exclusionary practices with the perception that inclusion is impractical (Cooper, 2004; MacFarlane & Woolfson, 2013).

In research, attitudes are typically measured using questionnaires (Eagly & Chaiken, 1993; Oppenheim, 2000; Reid, 2006; Swamy, 2007), and indeed research on teacher attitudes towards the inclusion of children with SEND in mainstream settings has primarily used questionnaire methods.

Teachers' attitudes towards inclusion vary along a continuum. Having a positive attitude towards inclusion is thought to influence a teacher's adaptability in meeting children's diverse needs (Bender et al., 1995; Sharma et al., 2008) and influence the attitudes of children in their class towards SEND (Nowicki & Sandieson, 2002). Negative attitudes can constitute barriers to the successful inclusion of children with SEND (De Boer et al., 2011; MacFarlane & Woolfson, 2013), through leading to lowered expectations and contingently reduced learning opportunities for children with SEND (Campbell et al., 2003). While some research reports positive attitudes towards inclusion (Segall & Campbell, 2012; van Steen & Wilson, 2020), overall, research suggests that the majority of teachers hold neutral or negative attitudes towards inclusion (Avramidis & Norwich, 2002; De Boer et al., 2011).

The variability in the research findings poses questions regarding factors that influence teachers' attitudes towards inclusion. Authors categorise these factors as child-related, teacher-related or environmental-related factors (Avramidis & Norwich, 2002; De Boer et al., 2011). Having an awareness of these different influences on teachers' attitudes towards inclusion is important, informing the development of accurately targeted initiatives to improve both attitudes and inclusive practices, creating more inclusive environments for CYP (MacFarlane & Woolfson, 2013; Monsen et al., 2014).

4.3.1 Child-related Variables

The nature of SEND appears to be one of the key child-related variables affecting attitudes towards inclusion and whether or not a teacher is positive about a child being in their classroom (Leonard & Smyth, 2020; Monsen et al., 2014).

4.3.1.1 Social Emotional and Behavioural Difficulties

Research suggests that teachers hold more negative attitudes towards the inclusion of children with identified emotional and behavioural difficulties, in comparison to children with other SEN (O'Toole & Burke, 2013), such as learning difficulties (Hastings & Oakford, 2003). These attitudinal differences prevailed, even with teachers who were generally positive towards inclusion (Monsen et al., 2014). It is suggested that teachers' negative attitudes towards children with emotional and behavioural difficulties could reflect the perceived disruption to the class that they could cause (Goodman & Burton, 2010). This is perhaps born from the caveats in SEND legislation, since 1981, that children should only be integrated if their needs could reasonably be met, provided that this is compatible with the efficient education of other children, as mentioned in Section 2.2.2.

4.3.1.2 Sensory or Physical needs

Teachers appear to hold more positive attitudes towards the inclusion of children with sensory or physical needs (e.g. visual or hearing impairment or physical difficulties); they may perceive these needs to be less potentially disruptive to the classroom, and easier to accommodate (Monsen et al., 2014).

4.3.1.3 Autism Specturm Condition

The inclusive attitudes of teachers towards children with an ASC have also been researched (see Roberts & Simpson's (2016) meta-analysis). Emam and Farrell (2009) observed pupils aged seven to sixteen with an ASC, in mainstream classes, and conducted interviews with teaching staff. Reported tensions from school staff concerned difficulties relating to and interacting with pupils with an ASC, and resulting reliance on TA support. Eman and Farrell

(2009) suggest that the motivation, skills, and attitudes of teachers, towards pupils with an ASC, are influenced by how the child's needs manifest in school and how the school responds to such needs.

Perhaps the more severe and pervasive a pupil's SEN, the more complex the challenges in making inclusive educational provisions through differentiation, and the greater the risk that the child, whilst physically present in the classroom is not engaging in a shared learning experience, but working (with or without TA support) to address different learning objectives, following different learning activities and methods, and with their pace of learning, falling further behind peers, with prospects of greater inclusion in the future, ever diminishing.

Research in the USA and Ireland suggest that teachers generally hold positive and inclusive attitudes towards children with an ASC (Segall & Campbell, 2012; McGillicuddy & O'Donnell 2014), with mainstream education being viewed as the most appropriate setting for these children. However, it is important to note that policy and resourcing will differ internationally, and so generalising findings to English populations is problematic.

Concluding that teachers' attitudes to inclusion are influenced solely by child-related variables would be simplistic and inaccurate. Moreover, the use of categories of need or diagnostic labels could be deemed problematic as people can have different constructs of the same label, shaped by their individual experiences.

4.3.2 Teacher-related Variables

Several research papers have considered teacher-related variables that are linked to attitudes towards inclusion, including: age, years of teaching experience, previous experience of SEND, and training (De Boer et al., 2011; Leonard & Smyth, 2020; Monsen et al., 2014; Sahamkhadam, 2020; Saloviita, 2020), however, findings have been inconsistent and are drawn from international research studies.

4.3.2.1 Age

Overall, research suggests that older teachers are more negative towards inclusion than younger teachers (Forlin et al., 2008; Vaz et al., 2015). It has been suggested that this difference could be attributed to older teachers having less training in inclusive education or being used to previous ways of working, and then having to adapt their established practice to meet the needs of children with SEND (Vaz, et al., 2015), which could lead to older teachers perceiving a threat to their competency and integrity as a teacher, and so forming negative, defensive attitudes towards inclusion.

4.3.2.2 Teaching experience

Typically, research has found that teachers with fewer years of experience hold more positive attitudes towards the inclusion of children with SEND than those who have been teaching for many years (Alghazo & Naggar Gaad, 2004; Glaubman & Lifshitz, 2001). However, other research has concluded that number of years teaching experience has no significant effect on teachers' attitudes towards inclusion (Ross-Hill, 2009). It is likely that other factors, such as age and training received, are inter-related (Monsen et al., 2014; Vaz et al., 2015).

4.3.2.3 Previous SEN experience

Previous experience and encounters with children or adults with SEN, either of a professional or personal nature, can influence attitudes towards inclusion (Forlin & Chambers, 2011). Some studies have concluded that teachers with more experience of inclusive practice held more positive attitudes about inclusion (Avramidis & Kalyva, 2007; Everington et al., 1999).

However, research by Forlin and Chambers (2011) found that pre-service teachers with the more prior experience of SEND held more negative attitudes towards the inclusion of children with SEND, compared to teachers with limited prior experience. They suggest that increased experience of SEND led to teachers being more pragmatic about support that was needed in the classroom and whether this would be possible.

4.3.2.4 Training

Receiving training in SEN and inclusion can contribute to teachers developing more positive attitudes towards inclusion and increase their confidence in implementing inclusive practices in their classrooms (De Boer et al., 2011, Leonard & Smyth, 2020; Sharma & Nuttal, 2016; Varcoe & Boyle, 2014). This positive effect appears stable despite differences in the content of training offered, duration of training and stage in career of the teacher.

Research suggests that teachers report being concerned about a lack of training on inclusion, which they feel reduces their ability to provide an inclusive classroom environment for their pupils (Forlin & Chambers, 2011). Training can support teachers by helping them recognise and differentiate for individual needs of the children in their classes (Forlin & Sin, 2017).

A small number of studies have not found training to be a significant contributor to teacher attitudes (Alquraini, 2012; Monsen et al., 2014; Wilkins & Nietfeld, 2004). In Wilkins and Nietfeld's (2004) study, teachers who received inclusion training were matched with teachers who did not receive the training for; socioeconomic status, experience and numbers of children with SEND in the school. It is therefore difficult to interpret why training did not produce the positive outcomes intended. Wilkins and Nietfield (2004) suggest that attitudes towards inclusion are established beliefs based on previous experiences, which require time, resources and daily intervention to produce noticeable changes.

4.3.3 Environment-related Variables

Environmental variables are those that are not directly related to the teacher or pupil, which still influence attitudes towards inclusion. These can be factors the teacher themselves has little or no control over such as: class size, schools resources, and support (Avramidis & Norwich 2002; Leonard & Smyth 2020; Monsen et al., 2014; Saloviita, 2020).

4.3.3.1 Resources

Teachers' beliefs about the resources and facilities available to teach and support children with SEN may influence attitudes towards inclusion (Leonard & Smyth, 2020). Resources and facilities that have been reported to be important include; accessibility resources such as ramps and bathrooms, layout of the school, classroom materials, and resources to support children with SEND (e.g. sensory toys, visual schedules and iPads) (Leonard & Smyth, 2020). The availability of these resources influences teachers' attitudes (Forlin & Chambers, 2011; Monsen et al., 2014), as without them teachers would find implementing inclusive practices

much harder. As noted above, this research is based on teachers' beliefs and perceptions which are subjective; there is no clear quantifiable notion of what would constitute adequate resources to facilitate inclusion. Chiner and Cardona (2013) did not find classroom resources influenced teachers' attitudes towards inclusion, however they found that teachers' beliefs about human resources did influence attitudes. The influence of perceived support on teachers' attitudes towards inclusion will be reviewed next.

4.3.3.2 Support

Support can be either internal (from TAs or other members of school staff) or external (from families and the community) and can influence teacher attitudes towards inclusion. Higher perceived support has been linked to more positive attitudes of inclusion (Chiner & Cardona, 2013; Forlin & Chambers, 2011; Monsen et al., 2014). For example, Chiner and Cardona (2013) surveyed teachers in Spain about their attitudes towards inclusion and their beliefs about the support they receive. The majority of teachers surveyed (81%) considered having personal support in the classroom to be necessary. Teachers who reported receiving adequate support held more positive attitudes and beliefs on inclusion than those teachers who perceived the support to be inadequate or neither adequate nor inadequate.

4.3.4 Research Regarding Teacher Attitudes Towards Inclusion: Critique

The available research suggests that, overall, teachers hold mixed attitudes towards inclusion (Avramidis & Norwich, 2002; De Boer et al., 2011). However, quantitative research designs could not support the detailed investigation of either the diverse nature of individual teachers' experiences or the dynamics of complex influences upon their attitudes towards inclusive

special education. Given the complexities involved in understanding teachers' attitudes towards inclusion, it is surprising that very limited qualitative research exists. Instead, much of the research draws on survey or questionnaire data, with many studies using international samples, so that findings may not be applicable to the UK, or indeed any specific education system. Additionally, the majority of published research has focused primarily on teachers' perspectives on the general idea of inclusion (Cassady, 2011), rather than their experiences and their perceptions of these.

4.4 Teachers' Experiences of Providing Inclusive Education

My own systematic literature review[2] focused on qualitative research on primary school teachers' experiences of providing inclusive education (Levinson-Obank, 2021), and aimed to consider:

- how teachers spoke about their responsibilities relating to inclusive education; and
- how making effective inclusive education had contributed positively or negatively to teachers' experiences.

The review identified seven studies, of which Table 4.1 provides a brief overview. My review reported limited published UK literature on the topic and so included unpublished theses. The review further recognised the limitation that the studies spanned from 2011-2019, meaning some took place before the SEND CoP (DfE & DoH, 2015) and some after.

Findings relate to areas discussed throughout the first three chapters in this thesis. For example, I suggested that teachers viewed inclusion as a shared responsibility (Levinson-

[2] To obtain a copy of this systematic literature review, which is in Volume 2 of the thesis, please email the author directly at

Obank, 2021). This links to Berger's (2017) position that connecting with others is important in our psychosocial development. The various people within a teachers' microsystem can either promote or inhibit their well-being. I suggested that support from senior leaders, external agencies and peers, or a perceived lack thereof, influenced teachers' experiences (Levinson-Obank, 2021).

Table 4.1: *Overview of studies included in Levinson-Obank's (2021) systematic literature review*

Study	Type of Paper	Focus
Barnes (2011)	Unpublished Thesis	Teachers' views of their experiences of providing inclusive education.
Childerhouse (2017)	Unpublished thesis	How expectations relating to policy and curricula effect teachers' feelings about what they do. Experiences of supporting children with social, emotional and behavioural difficulties.
Glazzard (2011)	Journal article	Teachers' and TAs' views on the barriers to effective inclusion.
Glazzard (2014)	Journal article	One SENCo's perspective on how the changing discourses on inclusion have shaped her own and children's experiences.
Kendall (2019)	Journal article	Staff views on what helped and what hindered inclusion within a school.
Mackenzie (2012)	Unpublished thesis	To explore whether critical events in a person's life had influenced their motivation for working with children with SEND.
Sturrock (2018)	Unpublished thesis	What influences the motivation and morale of primary school teachers and how is education policy reform experienced by teachers.

Findings from the review are consistent with earlier accounts (Jerrim et al., 2020) that the primary source of stress and dissatisfaction among teachers relates to systems and policies that have created a performative culture in schools. Other reported negative influences on

teachers' experiences were: workload, funding constraints, and the emotional labour of teaching.

4.5 Chapter Summary

This chapter affirmed the importance of considering teachers' views as these relate to their inclusive practices, summarising and critiquing literature focused on teachers' attitudes toward inclusive education and the limited qualitative research into teachers' experiences of inclusive education.

The multifaceted, multicontexual and temporally-situated nature of teachers' experiences, and their contingently diverse various life roles and responsibilities, and differing socially-mediated identities (detailed in Chapter 3), were again conceptualised within a lifespan development approach. These life experiences are likely to shape the attitudes teachers bring to their work, their colleagues and the children and parents who are the primary focus and beneficiaries of their complex and challenging work.

Their beliefs about children, and children with SEND in particular (discussed in this chapter) and of the legal demands that can be placed upon mainstream schools, teachers and themselves (detailed in Chapter 2) are formed over decades, and strongly influenced, if not determined by this network of experiences, affecting their well-being, professional identity, values, beliefs and practice, and the narratives they have constructed to integrate and make sense of themselves and their work.

Teachers' beliefs and attitudes about the inclusion of children with SEND are constructed through interactions and experiences with others in the complex systems they mediate during the course of their own lifespan development, supporting the use of narrative approaches. Sikes, Lawson and Parker (2007) suggest that teachers' narratives present the reality of inclusive practice 'on the ground' and contribute to understanding of the discrepancies between policy and practice.

This research considers teachers' experiences from a developmental perspective and adopts a narrative approach to elicit the professional life histories of primary school teachers who support children with SEND, in doing so this research aims to offer a broader contextualised understanding of teachers' perspectives on inclusion.

5 METHODOLOGY

5.1 Chapter Overview

This chapter provides an overview of the study's methodology. Beginning with a reminder of the research aims and introduction to the research questions, the chapter then provides a rationale for adopting a narrative approach to research design, fitting with my social constructionist position. Details of participant recruitment, ethical considerations, data collection and analysis are provided with reference to the life history interview, use of Zoom for online interviews and the Listening Guide (LG) approach to analysis. Lastly, the trustworthiness and dependability of data are considered.

5.2 Research Questions

The purpose of the research was to elicit the experiences of primary school teachers who, amongst a wide range of other mandatory requirements, support children with SEND in their classrooms. In doing so, this research adopted a narrative approach to elicit and analyse teachers' professional life histories, in order to inform a broader contextualised understanding of their perspectives on inclusion, and an understanding of how accommodating needs of children with SEND features within their narratives. Therefore, the first three research questions relate to the lived experiences of teachers, and the fourth research question then considers how these experiences contribute to their perspectives on inclusion.

Research questions (RQs):

RQ1. What do teachers frame as the sources of enrichment and reward in their work?

RQ2. What do teachers identify as the principal sources of conflict, frustration or stress in their capacity as class teachers?

RQ3. What mediates the challenges and responsibilities of teachers' professional lives?

RQ4. How do teachers' lived experiences contribute to their perspectives on inclusion?

5.3 Philosophical Approach

Research is irrefutably shaped by the researcher's philosophical position (Cohen et al., 2018) and associated assumptions. These assumptions inform decisions made throughout the entirety of the research process, from the conceptualisation of the nature of the phenomena (ontology) which will constitute the focus of study, to the approach taken to their study (epistemology) (Thomas, 2017).

In-line with most narrative analysts (Braun & Clarke, 2013), this research adopts a social constructionist perspective, viewing knowledge as constructed and reality as mind-dependent. Social constructionist research aims to illuminate experience within a particular social and cultural context, not to arrive at a truth of human reality. Within this interpretive framework, multiple realities or meanings can be attributed to experience (Creswell & Poth, 2018); these meanings are negotiated between people and formed through their interactions with others (Creswell & Poth, 2018; Robson & McCartan, 2016).

It is argued that narratives are a form of social construction (Gergen & Gergen, 1984), with people making sense of their world through the stories they tell and those told to them (Bell, 2002; Hevern, 1999). Narrative inquiry is a research method that provides a framework for investigating human experience through the stories people tell (Webster & Mertova, 2007).

Consistent with the social constructionist perspective, narrative research acknowledges the impact of the role of the researcher, and the wider social and cultural context (Murray, 1997). Within such research, the researcher must critically consider how their own personal, cultural and historical experiences shape their interactions with participants and their interpretation of co-constructed data in the course of the inquiry (Creswell & Poth, 2018) (Section 5.11).

5.4 Research Design: Narrative Inquiry

This research adopted a retrospective nested case study design, asking the participants to look back over their past to tell their professional life stories, in order to enable me to gain a depth of insight into their experiences. I judged this design well-suited to my research questions as I aimed to gain rich detail from a small number of participants (Thomas, 2021). The wider 'case' in this research is the inclusion of children with SEN in mainstream primary schools in Greenville. However, this research is interested in the individual teachers as cases within their personal and professional contexts. Therefore, during the analysis, I emphasise the uniqueness of participant experience before engaging in cross-case comparison.

Narrative theory proposes that we make sense of our lives through the stories we tell and those available to us (McAdams, 1985; Murray, 2015; Robson & McCartan, 2016; Sarbin, 1986; Webster & Mertova, 2007). According to narrative theory (Freeman, 1993; Murray, 1999; Sarbin, 1986), these stories permeate our lives: "We are born into a storied world, and we live our lives through the creation and exchange of narrative" (Murray, 2015, p.87).

These stories do not exist in a vacuum but are shaped by the sociocultural context in which we live (Webster & Mertova, 2007) and evolve based on new events and experiences (Murray, 2015; Webster & Mertova, 2007). Through the reflective experience of telling and re-telling past events, the narrator can develop clarity (Sikes & Gale, 2006) in the present, or alter how they view and interpret past events, which can then influence future events, actions and responses. Thus, an individual's understanding of her/himself, people and events also evolves over time (Webster & Mertova, 2007). Therefore, within narrative inquiry, emphasis is placed not upon experience itself, but on the personal interpretation and retelling of that experience.

> Life as led is inseparable from a life as told . . . life is not 'how it was' but how it is interpreted and reinterpreted, told and retold. (Bruner, 1987, p. 31)

Kelchtermans (2009) exemplifies this, explaining how a teacher's identity is,

> not a static, fixed identity, but rather the result of an ongoing interactive process of sense-making and construction. It thus also indicates how temporality pervades self-understanding: one's actions in the present are influenced by meaningful experiences in the past and expectations about the future. The person of the teacher is always somebody at some particular moment in his/her life, with a particular past and future. (2009, p263)

This connects to the developmental lifespan perspective, and the bioecological framework applied to understanding teachers experiences in Chapter 3.

In line with the social constructionist paradigm, narrative research recognises the central role of language in identify formation (Crossley, 2000). Rather than focusing on the 'true' nature of the self, narrative research is interested in how the self is talked about (Crossley, 2000). At the centre of narrative theory is that individuals understand themselves and construct their identity through language (Crossley, 2000). In addition to language, Crossley (2000) emphasises other factors linked to identity formation, including relationships with others. Crossley (2000) references the work of Mead (1934), arguing that our identity is shaped by the feedback of others. Through narrative, individuals make sense of events, judge their role within events, and have greater understanding of themselves and how they might act in future events (Benwell & Stokoe, 2006; Bruner, 1971).

> We are never the sole authors of our own narratives; in every conversation a positioning takes place, which is accepted, rejected or improved upon by the partners in the conversation. (Czarniawska, 2004 p.5)

The term 'narrative' is often used interchangeably with 'story' (Riessman, 2008). It is characterised as having a classic beginning-middle-end structure with typical story features: a plot, characters, events, and associated emotions (Riessman, 2008).

There are three key features of narrative research (Elliott, 2005) that distinguish it from other qualitative approaches, such as phenomenological research, grounded theory or ethnographic research. Table 5.1 provides an overview of the features, opportunities and limitations of these alternative methodologies.

Table 5.1: *Rationale for discounting alternative methodologies (Thomas, 2017, Mertens, 2014)*

Approach	Key Features	Opportunities	Limitations
Phenomenological research	Phenomenological research takes an essentialist perspective, aiming to understand the 'lived experience' as it has happened (Giorgi & Giorgi, 2003). It assumes a realist position to elicit the 'essence' of a participant's experience (Smith et al., 2009).	Phenomenological approaches (Smith et al., 2009) could provide a focus on the experience of the phenomena 'inclusion of children with an EHCP[3] in the mainstream classroom' and in understanding teachers' experiences of this phenomena.	This approach relies on studying several individuals that have a shared experience. While all participants do share the experience of including a child with an EHCP in their class, I argue that this is an individual experience, shaped by the participants' histories which provide a broader contextualised understanding therefore of their perspectives on inclusion.
Grounded theory research	Focus is on the development of a theory grounded in the data analysed, by simultaneously collecting and analysing data in search for themes that then guide the future collection of data (Mertens, 2014).	The development of a theory could be useful in understanding teacher attrition and stress and would be valuable to inform decisions about appropriate measures to address this issue.	This approach is extremely complex in nature and not typically appropriate for a researcher's first substantive research. It relies on a large participant sample 20-60 (Creswell & Poth, 2018). There is limited research in this area and so more exploratory methods would be better suited at this stage.
Ethnographic research	Researcher spends a sustained time engaged in fieldwork, immersed within a particular site to make sense of events from the participants' perspective. Seeks to understand the social and cultural practices of groups of people.	Ethnographic research could have provided insight into the culture of a particular school and how that culture may foster inclusion within the members of that school. For example, a particular culture within school may lead to senior staff providing appropriate resources and support to enable inclusion and teachers who model acceptance and inclusion, which leads to children who are kind and accepting of child with SEND.	This approach requires the researcher to spend an extended time immersed in the field. This was not possible within the time constraints on the piece of research and due to school closures resulting from the COVID-19 pandemic, pressures of competing demands on my own time and questions regarding acceptability to staff of a potentially intrusive, intensive and "exposing" approach permeating their working lives

[3] Education, Health and Care Plan

Firstly, narratives have a temporal dimension: that is to say, events are placed in a sequence (chronology) and there is an assumption that time has a uni-linear direction (Polkinghorne, 1995) from past to present to future (temporality) (Clandinin & Connelly, 2000), or beginning, middle and end (Cortazzi, 1993; Riessman, 2008). The process of sequencing events into a plot has been termed 'emplotment' (Ricoeur, 1984): the bringing together of different elements and "directing them towards a conclusion or sequence of disconnected events into a unified story with a point or theme" (Polkinghorne, 1991, p.141).

Secondly, narratives are meaningful (Elliott, 2005): the narrator typically evaluates or ascribes significance to events to make sense of, and give meaning to their experiences (Crossley, 2000; Labov & Waletzky, 1997; Murray, 2015). The primary function of a narrative is to bring order to disorder, to give meaning to events in our life (Murray, 2015).

This leads to the third key feature: that narratives are fundamentally social (Elliott, 2005). Those events or experiences that the speaker deems important are chosen, organised and shared for a specific audience (Riessman, 2008), within a specific context (Elliott, 2005). The narrative is shaped within the conversation taking place: the non-verbal cues, short responses and additional questions or statements (Mishler, 1986) demonstrate the role the listener plays in this social interaction of storytelling. The narrative communicates to the audience the meaning they are to take from the story and the response required (Elliott, 2005).

While a popular approach to research, there is dispute that human experience assumes a narrative structure (Crossley, 2000). Although bearing resemblance to the story told, life is less ordered, more chaotic and random. Robson and McCartan (2016) summarise further critique of narrative methodology, including that narratives rely on our selective memory.

Furthermore, through narratives individuals create 'edited' versions of events (Georgakopoulou, 2002), adding, emphasising, omitting or altering events to shape the narrative. However, "the remembered events, as well as the experiences people choose from their vast store of memory, focus on the (subjectively) significant aspects" (Holloway & Wheeler, 2002, p.202).

Within my research, the meanings ascribed to events and their salience to the participants is of importance, rather than factual reporting of events.

5.4.1 Rationale for Narrative Inquiry

> Experience happens narratively . . . Therefore, educational experience should be studied narratively. (Clandinin & Connelly, 2000, p. 19)

Webster and Mertova (2007) argue that narrative methodology is a suitable approach to research the complexities and subtleties of human experience, specifically in relation to teaching and learning. They go on to argue that positivist methods are not sufficient to capture professional experience (Webster & Mertova, 2007). Various authors claim the usefulness and desirability of narrative in research with teachers (e.g. Carter, 1993; Webster & Mertova, 2007).

Research with teachers has found that they typically talk about children in a storied format, sharing contextual information (Elbaz, 1990). Elbaz (1990) goes further to make an epistemological claim that teachers' knowledge is "ordered by and as 'story' and can best be understood in this way" (p. 32). Illustrated with stories from her own and her colleagues' teaching experiences, Lampert (1985) argues that stories provide a platform for teachers to

talk about the conflicts in their work and how they view themselves. Connelly and Clandini's (1987; 1988; 1990) work using narratives with teachers further helps to legitimise its value as an approach.

As well as being consistent with my own epistemological and ontological position, as described earlier, and being cited as a useful and desirable approach in research with teachers, narrative methodology was selected because it considers the role of the wider social and cultural context in influencing which features are judged salient and/or causal cf. incidental, tangential or irrelevant, and so afforded primacy or largely omitted from the narrative (Murray, 1997). Considering the social and cultural context is especially important due to the political and legislative landscape of education and its influences on teachers. Narrative seeks to position the personal narrative within broader societal narratives; thus answering "how do people engage with and manage the myriad of challenges in their lives" (Murray, 2015, p. 91).

Within the context of attrition from the teaching profession (Jepson & Forrest, 2006; Precey, 2015; Weale, 2021) and societal narratives describing the stressful nature of the job (Naghieh et al., 2015; von der Embse et al., 2016; Roffey, 2015), the forming of future scripts, of possible trajectories (Riessman, 2008), to engage with teachers' narratives can be seen as affording useful insights into teachers' thoughts about their longevity in the profession.

Overall, I judged that narrative techniques offered a sensitive, respectful, and person-centred approach, welcoming complexity over reducing experience to superficial explanations (Warham, 2012). By considering key turning points which represent "times of decision or opportunity" (Rutter & Rutter, 1993, p.244), narrative research can consider the critical events which cause tension between the lived and the desired reality (Czarniawska, 2004).

5.4.2 Consideration of Alternative Approaches

Having offered a rationale for selecting narrative methodology, Table 5.1 summarised my rationale for discounting other qualitative research methodologies, which I had considered harnessing to address my research purposes. On balance, I judged narrative approaches more useful in exploring teacher perceptions of their experiences and the role these experiences have had on their job satisfaction and congruence with their personal-professional values. Narrative approaches acknowledge that constructions of events can change over-time and are likely to vary depending on the context in which the narrative is told, where and to whom. This is fitting with my conceptual framework outlined in Chapter 3, which enables the researcher to consider the complexity of teachers' experiences, specifically the many interacting contexts which influence their professional identity, values, practice and well-being.

5.5 Method: the Narrative Interview

Narrative research has been described as a 'family of approaches' (Robson & McCartan, 2016). It offers a number of methods for eliciting narratives for research purposes (Czarniaskska, 2004), although most commonly they are generated through interviews (Murray, 2015). Other approaches include recording naturally occurring stories from extensive field research, or requesting access to participants' existing stories for analysis, such as written journals, reports or letters.

Interviews were judged the most appropriate and accessible method and were therefore adopted for the current study. Narrative interviews aim to generate rich and detailed

responses to questions (Riessman, 2008) about specific experiences (Murray, 2015) relevant to the research.

Creswell and Poth (2018) provide an overview of different forms of narrative research including:

- biographical studies (researcher reports on another's life experiences); autobiography (a researcher writing about their own experiences);
- life history (depicts a participant's entire life);
- personal experience story (the individual's experiences are reported across either single or multiple episodes of the participant's life); and
- oral history (researcher gathers participants' personal reflections on the perceived causes and effects of events).

This research integrates several approaches pertinent to the research questions. It includes elements of life history (asking participants to provide narratives spanning their teaching careers and any earlier experience of SEND), and also adopts the oral history approach (inviting participants' reflections on the links between events and evaluation of these events).

There is no prescribed method for conducting narrative interviews, which vary in the level of structure and the balance of talk between researcher and participant, from single open-ended questions aimed at stimulating narrative (Wengraf, 2001), to a more formalised semi-structured approach, with specific areas to ask about (e.g. McAdams, 1993). Several approaches have been cited as important in unobtrusively facilitating the elicitation of stories from research participants, and were adopted in this study:

- The researcher should ask open questions and avoid leading participants (Elliott, 2005; Riessman, 2008).

- The researcher should try to establish rapport with participants and clarify expectations, prior to the interview (Elliott, 2005).
- The researcher should avoid interrupting the participant (Horsdal, 2012).

5.5.1 Development of the Interview Schedule

This research used an adapted version of McAdams' (1993) semi-structured interview schedule, originally developed for autobiographical use (Crossley, 2000). The schedule is intended as a guide rather than a rigid set of questions to be followed sequentially (Crossley, 2000). The full interview schedule is included as Appendix A. Table 5.2 presents an overview of the changes made to McAdams' original schedule and the rationale for these amendments.

5.5.2 Life History Grid

Recalling events is a difficulty commonly cited in narrative research, particularly research asking participants to recall events spanning several years (Elliott, 2005). Such accounts necessarily depend upon participants' selective recall (Robson & McCartan, 2016), and through narrative, individuals craft 'edited' versions of events (Georgakopoulou, 2002).

Table 5.2: *Adaptions made to McAdams (1993) interview schedule*

McAdams (1993) personal narrative interview schedule	**Adaptations for the current study**	**Rationale**
Life chapters	Rather than considering their whole life, participants were asked to consider their *teaching career* when providing an overview of their life chapters.	This was considered useful as an open introduction to the narrative approach and to provide structure for the following elicitation of key events[4]. It provided me with a chronology in which to place the different key events.
Key events • Peak experience • Nadir experience • Turning point • Earliest memory • An important childhood memory • An important adolescent memory • An important adult memory • Other important memory	Key events • Peak experience • Nadir experience • Turning point • *Earliest experiences of SEND* • *Most recent experience of supporting a child with an EHCP in your class* • Other important memory/ anything else they wanted to talk about.	The questions relating to key events refer, in this research, predominantly to participants' experiences in their teaching careers, including teacher training. The only exception is when participants are asked to recount their earliest experiences of SEND. Additional questions were asked about key events concerning their experience of SEND, specifically their earliest experience (from any time in their life) and their most recent teaching experience. Questions asking participants to describe events from their childhood were omitted as other questions afforded the opportunity to introduce and reflect upon salient events.
Significant people	Participants were asked to identify 2-3 people who had had a significant influence on their teaching *career.*	A focus on key people whom participants considered had influenced their career as teachers, rather than their life as a whole, was judged more relevant for the current study.
Future scripts	Participants were asked to describe the plan or dream for what is to happen in the next chapter of their *professional* lives.	The focus here was on the next step in their professional lives. This was judged particularly relevant, given the longstanding threats of low teacher retention within the UK.
Stresses and Problems		This was omitted, as I wanted to refrain from eliciting or focusing on negative experiences and contingent risks of evoking or amplifying distress. I judged that the invitation to consider other key events

[4] Mcadams (1993) defined key events as significant episodes in a persons' past that stands out to them

McAdams (1993) personal narrative interview schedule	Adaptations for the current study	Rationale
		would provide opportunities for participants to report stresses and problems, where salient.
Personal ideology	Instead of focusing on religious and political ideology, this section focused on the teacher's personal and professional values and their view of the school's ethos.	By exploring personal ideology, this research aimed to consider teachers' values and beliefs, and how they may influence practice.
Life theme	Instead of a life theme this was simply referred to as a central theme or golden thread running through and integrating their teaching experiences to date. I further asked participants to give a title to their story.	This serves as a starting point for analysis. It also neatly signals the ending of the interview.

Elliott (2005) suggests the use of a 'life history grid', which can be prepared prior to the interview and referenced throughout. While Elliott (2005) recommends that the grid be completed together at the start of the interview, I judged it important to allow participants time to think about the events they considered salient in their professional lives. Participants were provided with an opportunity to marshal their thoughts prior to the interviews and, to support this process, were provided with a template, which they had the option to use (Appendix B) to note down areas prior to the interview. In their research interview they were then invited to use this as a refence point for discussion.

5.5.3 Field Testing

As recommended by Horsdal (2012), the interview schedule was trialled with a primary school teacher known to me. The purpose of this test interview was to trial the narrative interview schedule and rehearse the role of the interviewer (Horsdal, 2012). The participant consented to her interview being included in the analysis, should no significant changes be made to the data collection procedures.

In the event, the adapted McAdams' (1993) semi-structured schedule was judged by us both to have worked well. I reflected that at times I was interpreting her responses within the interview, summarising and paraphrasing, which I attributed primarily to my lack of experience as a narrative research interviewer. I was also a little rigid with the interview schedule and order of questions, mindful of the need in subsequent interviews to allow participants the opportunity to talk about the key events in a more naturally occurring order, if relevant.

The participant fed back that having more time to think of a title for her story would have been helpful, and so future participants were invited to email their chosen title at a later time.

No other changes were made, and this teacher had met all inclusion criteria as a Greenville primary school teacher with the requisite recent experience of having a child in their class who has an EHCP; this interview was therefore included as data in this research and analysed accordingly.

5.5.4 Procedure

Narrative theory proposes that storytelling is a natural ability that develops from early childhood (Gee, 1985; Mishler, 1986). Mishler (1986) contends that it is "no more unusual for interviewees to respond to questions with narratives if they are given some room to speak" (p. 69). However, I wanted to ensure participants understood the nature of a narrative interview and the expectation that the ratio of talk would be weighted more heavily towards them than to me (Riessman, 2008). For this reason, I arranged an initial meeting through Zoom, of approximately 10 minutes, to talk through the process of a narrative interview and to explain the use of the professional life history grid (Appendix B).

It is suggested that 90 minutes is an ideal duration for qualitative research interviews (Elliott, 2005). Due to the myriad of pressures on teachers, and based on how school days typically run, I judged that asking participants for approximately 1 hour of their time would be more considerate. As recommended by Elliott (2005), timings were communicated to participants through recruitment leaflets (Appendix C and Appendix D) and an information sheet (Appendix F).

In the event, interviews lasted between 55-73 minutes. The participant whose interview overran by 13 minutes was asked whether she would like to stop or whether she was able to continue.

In response to a number of constraints, the most significant of which was the school closures, during the COVID-19 pandemic, interviews were conducted online through ZOOM and video-recorded using this software.

Following introductions and initial rapport-building, participants were reminded of details from the information sheet and informed consent was reaffirmed, after which, recording commenced, and a visual information box popped onto participants' screens informing them the recording had started.

After covering areas within the interview schedule (Appendix A), all participants were invited to discuss any other relevant stories from their professional lives. They were encouraged to refer back to the professional life history template, to check if areas they had noted as salient has been covered. Finally, interviews ended with a concise debrief in which participants were thanked for participating, asked "how would you summarise this experience (the research interview)?" and "how have you been left feeling?", and reminded of their right to withdraw their data should they wish to do so.

5.5.5 Use of Zoom Videoconferencing for Data Collection

Advances in communication technology, including software such as Skype, Zoom and Microsoft Teams, have provided new ways to conduct research interviews (Archibald et al.,

2019; Kenny, 2005). While Archibald et al. (2019) propose that it can be a challenge for researchers to maintain familiarity with the rapidly evolving communication technologies available, the COVID-19 pandemic resulted in far greater communication for social and work-related purposes through these online platforms. This meant that people were becoming increasingly familiar with their use. It therefore seemed a natural transition to use them for research purposes. As the researcher and person conducting the interviews, I was familiar with such software and the participants equally appeared comfortable engaging through this remote medium.

While some researchers argue that face-to-face interviewing is the 'gold standard' approach (McCoyd & Kerson, 2006; Seymour, 2001), others suggest that online interviews are a viable research option in themselves (Deakin & Wakefield, 2014; Nehls et al., 2015).

Zoom is a cloud-based platform that can be used for video conferencing, with features including: secure recording and storage of sessions, ability to lock a meeting, a 'waiting room', and password-protected meetings (Zoom Video Communications Inc., 2021). These features make the platform desirable in qualitative research where data protection is a high priority. Archibald et al. (2019), as part of a larger health-based study (Archibald et al., 2017), evaluated the use of Zoom in qualitative research by asking participants about their experience of using the platform. The participants were generally positive about the use of Zoom for qualitative interviews, with 69% reporting Zoom as a preferred method (compared with in-person interviews, other online platforms or telephone). The reported strengths of using Zoom for interviews mirrored previous studies' findings using online methods (e.g. Hewson, 2008; Horrell et al., 2015). This included convenience (being both a time and cost-effective method)

and simplicity or ease of use. Disadvantages reported typically reflected practical unreliability, compromising joining the video call and quality or reliability of the connection (Archibald et al., 2019).

Considering the difficulties reported in studies of joining calls and connection (Archibald et al., 2019), I invited each participant to an initial meeting, using Zoom. As discussed in Section 5.5.4, this was to talk through the process of a narrative interview and explain the use of the professional life history grid (Appendix B). It also gave the participants and me an opportunity to check everything was working, ensure connectivity was adequate and to build rapport. We also discussed the considerations referenced on the 'Use of Zoom' information leaflet (Appendix E), which was sent to participants ahead of the meeting. This included the following points for consideration:

- what room you would like to take part in the interview from and what is visible in the background
- the positioning of the camera to enable the view of and response to non-verbal communication and gesture
- the other people in your house and how best to manage interruptions and disturbances
- switching off other technology if you are able to; for example, putting your phone on 'do not disturb' mode and having other applications on your laptop closed

5.6 Ethical Considerations

Ethical guidelines for research from the BPS (2021), the British Educational Research Association (BERA, 2018) and the University of Birmingham CoP for Research were adhered to. Ethical approval was sought and gained from the University of Birmingham's Research

Ethics Committee, prior to the commencement of recruitment or data collection (full details of ethics approval application can be found in Appendix H). Salient ethical requirements relevant to this research are summarised in Table 5.3, along with the actions taken to address them.

Table 5.3: *Salient ethical considerations in the current study*

Ethical considerations	**Action taken**
Confidentiality	• Names of participants, the LA, schools, staff, pupils etc. were not included in the transcript. • Participants were made aware that excerpts from interview transcripts will be included in the final write-up of the research project. • Any limits to confidentiality were explained to participants in the information sheet (see Appendix F).
Risk to organisational reputation. Interviews could gather information that could identify the school or LA involved	• I ensured any identifiable information was excluded from the final report so the school and/or the LA remained anonymous. • If information was provided which presented a risk to organisational reputation, I planned to seek advice through research supervision regarding the inclusion and communication of this data.
Right to withdraw, including specific comments	• Participants' right to withdraw was detailed in the information sheet provided to each participant (see Appendix F), this was further orally explained in the initial meeting and at the start and end of each interview. • I explicitly informed participants of their right to withdraw specific comments from the transcript. • Participants were able to withdraw from the research before, during or (up to two weeks) after their interview took place.
Risk of emotional distress particularly when asking participants to talk about a 'nadir' experience and when asking participants to talk about their experiences of supporting children with complex needs, which has been highlighted in the research as challenging.	• My doctoral training and experience talking to teachers meant I was well-positioned to conduct the interview in a sensitive and attuned manner. • If I sensed that a participant was becoming distressed, I planned to punctuate the interview, inviting feedback on whether the interviewee would like a short break, to discontinue the topic, or to discontinue the interview and withdraw their participation. • All interviews ended with a short debrief asking participants how they would summarise the

Ethical considerations	Action taken
	experience of being interviewed and how they were left feeling (see Appendix A). • If required, I planned to signpost participants to professional support from a colleague or mentor in their school, or to relevant external services and agencies. • All participants were provided with my contact details and that of my university research supervisor, should they wish to ask questions or make a complaint (see participant information sheet Appendix F)
Respect for participants' narratives. The interpretation and analysis of narrative interviews can positively or negatively affect participants (Elliot, 2005)	• I applied Sikes' (2010) questions asking: 'how would I feel if I or my family was involved in the research, and written about or depicted in this way?' as a way to judge whether the research was ethical and respectful. • As recommended in literature (Webster & Mertova, 2007; Riessman, 2008; Creswell & Poth, 2018), I invited participants to engage in a member reflection of their narratives.

5.7 Participants

5.7.1 Recruitment

Participants were recruited from within the LA in which I was undertaking an extended, substantive supervised practice placement as a trainee EP. In order to recruit participants, details about the planned research were communicated at a number of primary SENCo liaison meetings. Attached to the meeting minutes, SENCos received two information leaflets: one for the headteacher of the school (as I judged it necessary to secure initial approval from the headteacher for staff participation in the study) (Appendix C) and another for teachers (Appendix D). Each leaflet provided an outline of the research aims and invited staff to contact me if they were willing to consider participating in the study.

Teachers who expressed an interest in taking part were asked to contact me directly via a council email or telephone number. Prospective participants were offered to contact me before or after the interview if they had any questions, queries or concerns about what participation may involve, to clarify how they could opt out should they wish, having previously consented to participate and/or having taken part in a research interview (no personal contact details were sought i.e. home address or phone number of prospective participants or my own).

Following this contact, prospective participants were given an information sheet (Appendix F), consent form (Appendix G) and invited to an initial meeting of approximately 10 minutes to talk through the process of a narrative interview and to explain the template for the interview (Appendix B), as discussed in Section 5.5.2.

Five participants initially contacted me, one of whom did not reply to my subsequent email. This resulted in four participants agreeing to contribute to the research, which aligns with the recommendation for one or more participants in narrative research (Creswell & Poth, 2018).

5.7.2 Sampling criteria

The teacher recruitment leaflet (Appendix D) included selection criteria for prospective participants to consider prior to contacting me. In the initial meeting, participants were asked to verify that they met the selection criteria (Table 5.4) of the research.

Table 5.4: *Participant selection criteria*

Selection Criteria	Rationale
Primary school teacher	Unlike secondary school teachers, who tend to hold subject-specific responsibilities, primary school teachers are typically responsible for the children in their class for the majority of the school day.
Minimum of two years' teaching experience	Within the nested case study design, while I was interested in individual narratives, to have a broad range of experiences which excluded NQTs, I judged to add value.
Either currently have, or in the last year have had a child in their class who has an Education Health and Care Plan, or who has had a statutory assessment and a plan has been agreed but is yet to be finalised	The research aimed to understand teachers' lived experiences in order to inform a broader contextualised understating of their perspectives on inclusion. This formed a proxy indicator, aiming to ensure that the participant's current or recent experience did include making inclusive special provision for at least one pupil with complex needs, alongside the needs of other children.
The child(ren) with complex needs is/was in the classroom for at least 50% of their timetable	As the aim of the research related to perspectives on inclusion, it was important that the child with an EHCP was included in the classroom and not in a nurture group, or other on-site 'unit' for the majority of their school day.

5.7.3 The Participants

Table 5.5: *Participant information*

Participant	Age	Years teaching experience	Current job role	School
Claire[5]	27	3	Head of year and class teacher	A
Louise	32	8	SENCo and class teacher	A
Amy	26	4	SENCo in training and Class teacher	B
Julie	40	10	Class teacher	A

[5] Pseudonyms used to address the need to ensure the anonymity of the participants.

All participants were female class teachers with a range of years' teaching experience and differing additional roles within their school. Three of the participants were employed at the same school.

School A is a junior school catering for Key Stage Two children aged between 7 and 11 years. The most recent (short) Ofsted inspection, in 2018, reports that the school has 321 pupils, and gave an overall rating of 'good' to the school. There was no specific mention of SEND, but the report did mention that the school "correctly identifies the needs of groups of pupils".

School B is a primary school catering for Key Stages 1 and 2 children aged between 4 and 11 years. The most recent (short) Ofsted inspection, in 2017 reports that the school has 416 pupils and gave a rating of 'good'. There was no specific mention of SEND, but the report did mention that the school "promotes pupils' personal development well" and "approaches in the school are ensuring that disadvantaged pupils are making the same accelerated progress as others in their class".

5.8 Data Analysis

5.8.1 Transcription

To ensure the participants' anonymity, any identifying information within their narratives was redacted, e.g. the name of places, schools and people. Instead, angle brackets were used e.g. <town>. Other conventions used for transcription were adapted from Poland (2002) and Riessman (2008).

Table 5.6: *Conventions used by the researcher adapted from Poland (2002) and Riessman (2008)*

Convention	Description
Overlapping speech	(-) to indicate where one person's speech was interrupted. (overlapping) placed before the speech of the interrupting speaker.
Non-verbal expression	Sound written within parenthesis e.g. (sigh) (mmm) (laughing)
Unclear speech	xxx used to represent the estimated number of words that cannot be understood from the recording e.g. xxx xxx xxx Word written within parentheses with question mark e.g. (there?) to indicate possible hearing.
Paraphrasing others or repeating own speech or thoughts	Use of speech marks " " around paraphrased speech.

5.8.2 The Listening Guide Approach to Data Analysis

The 'Listening Guide' (LG) (Brown & Gilligan, 1993; Gilligan & Eddy, 2017; Woodcock, 2016) is a method of analysis universal in application (Gilligan et al., 2006). It is described as a "voice-centred, feminist methodology", which Woodcock (2016, p.1) originally developed to explore power differences between women and men (Brown & Gilligan, 1993), aiming to give voice to "those who may have previously been silenced" (Woodcock, 2016, p.2).

Woodcock (2016) argues that teachers' voices have been absent from reform, and research drawing on narrative approaches and analysis such as the LG allows their voices to remain intact. The approach is based on the theory that people have a unique voice, "a footprint of the psyche… of that person's history, of culture in the form of language, and the myriad of ways in which human society and history shape the voice" (Gilligan et al., 2006). It draws

attention to the multiplicity of voices (Gilligan et al., 2006), and thus the complexities of people (Woodcock, 2016).

The LG approach to analysis involves a series of 'listenings' (readings of each interview transcript). The steps of the analysis are referred to as listenings due to the active nature on the part of the listener (Gilligan et al., 2006). While there is a description of each listening, the LG is intended as a "basic frame, rather than a set of prescriptive rules to be followed" (Gilligan et al. 2006, p.268), instead requiring researchers to decide "how precisely to implement each step" within their own research project (Gilligan et al., 2006, p.268). Table 5.7 provides an overview of the steps taken in this research. Woodcock (2016) notes using a color-coding scheme to keep track of the analysis and provide a trail of evidence. A sample of how I applied the LG in my analysis can be found in Appendix I.

The LG approach was chosen due to its foundational assumption, considering human development to be inseparable from an individual's relationships with others and with the cultures in which they live (Gilligan et al., 2003). It is argued that this approach is best used when research questions comprise the "complex and multi-layered individual experience and the relational and cultural contexts in which they occur" (Gilligan et al., 2003, p.169).

The most distinctive feature of this analytic approach is the creation of 'I poems', which are formed by selecting every first person 'I' statement within a particular passage of the text and, while keeping them in the original order in which they occurred, separating each onto a separate line to form a poem. The purpose of this stage is to tune into how the participant speaks about him/herself, before the researcher talks about the participant (Gilligan et al., 2003).

Table 5.7: *The Listening Guide approach (Gilligan et al., 2006; Gilligan, 2015; Woodcock 2016)*

Stage	Description of steps taken in this research
Stage One: Listening for the plot	• Read or 'listen' to the interview to gauge an overview of the participant's experiences, the plot • Highlight in pink any words or phrases that stand out as important e.g. repeated or emotionally impactful, salient themes, striking metaphors • Record in pink my own feelings and thoughts about the participant and the material gathered and consider how my responses affect my interpretations. • Write a short summary of participants narrative (narrative introduction) and any key themes that are developed during this listening.
Stage Two: Listening for the 'I'	• Re-read or 'listen' to the interview again, paying attention to the participant's "first-person voice" • Look out for striking series of ''I'' statements; highlight in yellow notable phrases with "I," "me," "you," and "we" • Create poems from these phrases which provide an insight into the possible and various 'thoughts, desires, wishes, needs, conflicts, and silences that are articulated in the first-person voice' • Series of statements about others may also be of interest e.g. "he," "she," "they"
Stage Three: Listening for contrapuntal voices	• Refer back to the research questions, as these steer the listening toward the voices that speak to the inquiry. • Re-read or 'listen' to the interview again, listening for different voices in the narrative, particularly "the tensions, the harmonies and dissonances between" them (Gilligan, 2015, p.72) • Consider two themes that related to one another, the tension or interweaving of the themes or voices is termed by Gilligan, Brown et al (1990, p. 115) as "contrapuntal" • Highlight in blue each voice.
Stage Four: Composing an Analysis	• This stage is about consolidating what has been learnt about the participant in relation to the research questions. • Developing an interpretation by synthesising what has been learnt from the entire process and composing an essay or analysis.

5.9 Member Reflection

Member-checking can be a way of ascertaining and strengthening the credibility and quality of analysis in qualitative research, particularly research focused on understating participants'

experiences (Braun & Clarke, 2013). However, this approach can be seen to assume a single true reality (i.e. the participant's perhaps edited "truth"); in this study, Tracy's (2010) 'member reflection' was utilised, which involves "sharing and dialoguing with participants about the study's findings, and providing opportunities for questions, critique, feedback, affirmation, and even collaboration" (p. 844).

I gave participants the opportunity to reflect on their individual narratives, containing their 'I poems' and analysis of key contrapuntal voices. While this provides some opportunity for validation, there is less focus on whether the analysis is right, but rather is an opportunity for "reflexive elaboration" (Braun & Clarke, 2013). I judged this approach congruent with the research, reflecting the nature of narratives as a product of the storyteller, the listener and the context in which the story was told. The participants' reflections are provided in Chapter 6.

5.10 Evaluation of Research Trustworthiness and Dependability

Narrative research seeks to discover and understand individual truths, not to produce generalisable and repeatable occurrences (Webster & Mertova, 2007).

With this aim, there is an agreement that narrative research should not be evaluated using the same criteria applied to positivist research methods (Polkinghorne, 1988; Riessman, 1993; Webster & Mertova, 2007), and in particular, the concepts of reliability and validity need to be redefined (Webster & Mertova, 2007). Polkinghorne (1998) instead suggests using the terms 'trustworthiness' for validity (referring to the trustworthiness of the data and ease of access to them) and 'dependability' for reliability. A number of criteria are suggested as

appropriate for evaluating narrative research (see Riessman, 1993; Webster & Mertova, 2007; Yardley, 2000). I have used a combination of principles to address the trustworthiness and dependability of this research. Table 5.8 summarises these criteria and indicates how the current research seeks to address them.

Table 5.8: *Steps taken to address trustworthiness and dependability of data*

Criteria used	Steps taken in the current study
Sensitivity to context (Yardley, 2000) • Has existing literature been thoroughly explored? • Have the socio-cultural contexts of participants narratives been considered? • Have alternative interpretations and inconsistencies been acknowledged within the data? • How sensitive is the research to the participant-researcher relationship?	• Comprehensive review relating to the substantive topic (Chapters 3 and 4) • The social-cultural contexts of participants' narratives, specifically SEND and education policy and legislation developments have been reviewed (Chapter 2) • Inconsistencies and complexities within the data are addressed (Chapter 7). • The influence of the researcher has been acknowledged (Section 5.11).
Commitment and rigour (Yardley, 2000) • How has the researcher demonstrated knowledge of the substantive field and the chosen methods? • How thorough has the researcher been in collecting and analysing the data?	• Extensive reading of substantive literature and engagement with policy and legislation developments spanning three centuries. • Considerable reading of methodological texts to develop an appropriate design, choice of research methodology and methods of data collection and analysis (Chapter 5). • Clear rationale for chosen approaches to data collection and analysis (Sections: 5.4.1, 5.4.2, 5.8.2) • Transparent data collection procedures detailed with supporting documents provided (Section 5.5.4 and Appendix A-G) • Thorough analysis procedures detailed (Section 5.8.2) and followed (Appendix I)
Transparency (Riessman, 2008; Yardley, 2000) • Does the research offer transparency, making visible the process and how decisions were made?	Full, detailed transparency of the following are included: • Process of selection and recruitment of participants (Section 5.7) • Interview schedule and pilot testing (Section 5.5.1;Table 5.2; Appendix A) • Data analysis (Section 5.8; Appendix I)

Coherence (Riessman, 2008; Yardley, 2000) • Does the study make sense as a coherent whole? • How coherent are the arguments and knowledge claims made by the research?	• My philosophical position as a researcher is detailed (Section 5.3) • Methodological decisions were informed by my social constructionist stance. • The discussion chapter details the conclusions drawn from the study, supported by participant quotations (Chapter 7) • The transparency of reporting enables readers to judge the coherence of the research claims.
Correspondence (Riessman, 2008) • Did the researcher engage with a 'member check'? • Were the researcher's reconstructions recognisable as adequate representations?	• A member reflection was offered to all participants (Section 5.9) • Any reflections provided have been included within the participants' narratives (Chapter 6)
Impact and importance (Yardley, 2000) • Does the research contribute to the field?	• A clear rationale of personal interest, national and local context is provided (Chapter 1) • Findings from the study are discussed in relation to exiting research (Chapter 7) • Implications for research and practice are discussed (Chapter 7)

5.11 Reflexivity

Reflexivity is the acknowledgment by a researcher, of her own influence, role and perspective (as a researcher) on the research process (Aguinaldo, 2004). It has been defined as "the tendency critically to examine and analytically to reflect upon the nature of research and the role of the researcher" (Elliott, 2005, p. 153). It aims to bring to the foreground and make explicit the researcher's assumptions, necessitating "we be conscious of how we come to our knowledge" and that "we be accountable for how and what we know" (Bruner, 1990, p. 30). Throughout the report, I have used my own active, first-person voice, to remind the reader of my influence and the decisions I judged appropriate.

In Chapter One, I outlined the rationale for my research, including my own personal interest, to allow readers to understand my positionality (Creswell & Miller, 2000). However, Elliott (2005) notes the importance of making explicit reference to *how* this (positionality) has influenced the research. During my placement at Greenville Educational Psychology Service, I had worked in a professional capacity with two of the four participants, and was then mindful of the need to ensure my identity as a researcher was made explicit, and endeavoured to monitor the potential effect my prior working relationship had on what participants said within the interview.

As stated in Section 5.5.3, the interview schedule was trialled with a participant known to me personally; having greater presumed knowledge about this participant shaped our interactions within the interview, I therefore sought clarification to make this explicit e.g. by asking "for the purposes of this interview, what did you mean by X".

During the interviews, as discussed in Section 5.5, I aimed to facilitate the elicitation of the participants' stories unobtrusively, by asking open questions and avoiding interrupting. At times I judged it pertinent to the research questions to use general probes (Appendix A) and follow up questions to elicit further information, which will have shaped participants' narratives. However, my philosophical approach in the research recognises the social construction of meaning, considering the research encounter itself as part of the analytic process (Elliott, 2005).

The analysis chapter (Chapter 6) presents my own constructions of the participants' accounts, with myself as a narrator 're-storying' participants' narratives (Elliot, 2005). My approach to analysis was shaped by my own prior reading of substantive research, my prior experiences in

educational settings and my intuition. The first stage of the LG approach to analysis (Gilligan et al., 2006; Gilligan, 2015; Woodcock 2016), in line with recommendations by Mauthner and Doucet (1988), offers an explicitly reflexive stage of analysis in which I recorded my own reflections and feelings, about the participant and the material gathered (Appendix I). Some of these reflections are included in the analysis chapter (Chapter 6).

5.12 Summary

This chapter has provided a rationale for the study's chosen methodology, narrative inquiry, arguing that narrative methodology constitutes a practicable approach to research with teachers, sensitive to the social and cultural context in which they work. This is salient, since the political and legislative landscape of education holds such profound influences on both the expectations placed upon teachers and their lived experiences. The remaining chapters firstly detail the individual narratives of each participant, aiming to respect and prioritise the uniqueness of the participants' experiences and their voices. After this, research questions are revisited and addressed with reference to existing literature.

6 ANALYSIS

6.1 Overview

This chapter details the individual narratives of each participant, aiming to respect and prioritise the uniqueness of the participants' experiences and their voices. Within the discussion chapter findings across the narratives are related to existing literature, with direct response to the research questions.

6.2 Claire's Story: 'Well-being Before Learning'

6.2.1 Narrative Introduction

Claire is 28 years old with three years teaching experience. Prior to starting her career as a teacher, Claire worked in a tuition centre, and was a TA working in a class with a teacher who later was her head of year. In her training year she mainly worked with a year two class, but she also had a six-week placement with a year six class in a different school. She has been at her current school since completing her teacher training and has spent that time teaching Year Four. At the time of the interview, Claire was reaching the end of her third year of teaching, and had also been head of Year 4, after her colleague left the school. She is currently working from home during the coronavirus pandemic. Claire's experiences of SEND that she spoke about include working with children with an ASC and selective mutism. She also briefly talked about a boy in her class who had social difficulties and had an allocated one-to-one TA.

6.2.2 "I had a job before"

Claire did not always want to be a teacher, her first job after leaving university was working in a tuition centre, initially the management aspect appealed to her but overtime she enjoyed the teaching aspect more. Claire talks about the role her father played in having the confidence to change career paths.

> *I had a job before*
> *I thought*
> *I liked the management*
> *I really enjoyed the teaching*
> *I think without*
> *I probably wouldn't have made that move*

There is a scared, child's voice present as Claire refers to her father as "*a real adult"* telling her *"you can do it… it's the time to change".* Without the support of her father, talking about the practicalities of changing her career and the emotional guidance about the importance of "*actually being happy in your job",* Claire does not believe she would have *"made that move".* A voice of growing confidence and certainty is present as Claire reflects on the decision she made: "*I think it was, it was, it was definitely the right decision."*

6.2.3 "You probably won't come across it again in your teaching career"

When talking about her earliest experiences of SEN, there appears to be a voice of uncertainty or doubt, this is in contrast to Claire's later narrative about her more recent experiences which allude confidence and expertise. Claire spoke about her experience of having a child in her class, in her training year, with selective mutism. She was told about the rarity of this, that she was "*unlikely to come across another child"* with selective mutism. She speaks about other

staff in the school knowing *"exactly what to do"* and that without their support it "*would have been incredibly difficult to know how to manage".* She further referenced support from a TA, who the child would communicate with using reference cards.

There is an absence of Claire's voice within this passage as she describes the child and his needs, but not her own role in supporting him, noted by a 'he' poem about the child.

He wouldn't talk
He would communicate
He would
He would sometimes
He's a really good writer

He was
He had
He would talk
He was a very good writer
He'd be happy

He was anxious
He didn't want to

Claire speaks about his strengths "*he's a really good writer*" and the exceptions to his selective mutism "*he would talk" "he would communicate*". Her awareness and knowledge about the child's needs is apparent, that although the child could write, their anxiety around communication meant that writing to communicate was still a difficulty for them.

As Claire talks about the lesson adaptions that were made for the child, there is a voice of preparedness, *"making sure that he"* had the resources he needed. Her repeated use of the word *"another"* is suggestive of the various adaptions that were made and possible additional work this is likely to have meant for her: *"there was another, another option, another way"*.

6.2.4 "It wasn't something I'd thought of"

Aside from it being *"a very large class…a giant year group"*, Claire's first year as a qualified teacher is uneventful in her narrative. Claire's second year of teaching is similarly so, being described as *"lovely*" having less children and more space.

Claire's peak teaching experience comes toward the end of her second year of teaching. A voice of uncertainty and doubt is apparent as Claire talks about her current head of year leaving and the uncertainty about who would be taking their place.

I was really nervous
I was thinking
Who am I

It was Claire's head of year that suggested she apply for the position, which she talks about as being a peak moment. There is a voice of doubt in her own capabilities to take on the leadership role "*It wasn't something I'd thought of",* checking with other staff *"just to make sure that she wasn't the only one that thought I could do it".* The importance of staff support and their belief and encouragement stood out as being pivotal, "*somebody else thinking I can do something before I thought I could".*

While Claire had management experience before, this was something she did not enjoy about her role before teaching. There is a voice of confidence when Claire reflects on why she enjoys the management aspect now compared to before, reasoning that she has more experience now.

I can say
I've done it before
I've
I've made
I know
I'm good
I actually know what I'm doing.

6.2.5 "She was the teacher, or sort of teacher, I wanted to be"

Claire referred to her previous head of year as being a key character in her narrative. There is a voice of autonomy as she describes the "*huge impact on (her) teaching career"* the head of

year had. Claire describes admiring how the head of year *"didn't stick to the rules",* but instead was child-led in her approach.

I
I like to be in charge
I like to
I guess

I have no problem
I know
I always felt that

Claire spoke about the head of year being open to her ideas and suggestions, indicating a non-hierarchical relationship, "*she didn't mind doing things differently, it was okay to have weird suggestions because she'd probably go with it".* This provided Claire with more autonomy in her role. Claire spoke about a fundraising event "*the sleep-over initially was my, was my idea".* There was a voice of pride as she spoke about its' success "*it raised over 800 pounds, which was brilliant because the other ones make a couple of hundred".* Claire indicated the importance of having trust in leadership, sharing her desire for autonomy but comfort if she knows *"they're doing a really good job"*.

6.2.6 "They were peering in at the children like a zoo"

Claire's current year, her third year of teaching, she describes as *"the most challenging".* Claire had taken on the head of year role. Throughout her narrative are contrapuntal voices between a voice of control and autonomy and a voice of uncertainty and unknown.

It is within this current year Claire describes her nadir teaching experience. She begins by setting the context of "*very challenging year group"* where *"most days were quite difficult".* This particular day, a fire door has been broken and she and the rest of Year 4 were not able to use their three classrooms while it was being repaired. Within the following poem, Claire uses 'we' to refer to herself and the Year 4 staff team.

We've got
We came in
We weren't allowed
We were only expecting
We were hoping
We ended up spread

We've got
We've got
We need to go
We could
We could use it
We were in the hall.

We're still sorting
We only had
We normally
We've got
We didn't know
We survived.

The unknown appears to be a stressful aspect of this nadir experience, not knowing how long it was going to take until they could return, *"only expecting"* it to be a day or so, and not having control of the situation: "*we weren't allowed*". The voice of chaos is suggested in the speed at which the event unfurled *"it meant very quickly in the morning, moving a whole year group's worth of stuff"* and the simile provided *"they were peering in at the children like a zoo."*

Claire spoke about the added difficulty and stress of communicating the changes to children with SEN, and the difficulty they had in adjusting to the changes. She mentioned that a few children in her year had a diagnosis of an ASC, two children with selective mutism and two children who do not yet speak English.

Reflection: As Claire listed the different needs of the class there was a feeling of being overwhelmed and I wondered if that is how Claire felt. This was at the start of her being head of year and still early on in her teaching career.

I also wondered about the links between this nadir moment and the literature on control and autonomy. It was interesting that Claire bought up quite a practical difficulty that wasn't really to do with the high needs of the class she had mentioned, but something that she had no control over and couldn't have predicted.

6.2.7 "It was a big turning point that I had to make the decision, I guess"

In contrast to this voice of uncertainty, Claire's turning point within her narrative was the realisation that she had autonomy and was able to influence change in her class. This is apparent in the shift from 'we', referring to the Year 4 staff team, to 'I':

We got to a point
We needed
We worked out
We'd worked out
We made the decision
We took everything
We sat in lines
We sat in lines
We weren't expecting

I think
I think
I had to
I guess

There is a voice of frustration and conflict as Claire reflects on a time before she became head of year, and not being able to effect change *"until I was in my head of year position,"* despite her raising an issue *"a few times".*

Reflection: The realisation that Claire has agency is very powerful, however when Claire talks about the decisions made and actions taken, she uses the collective pronoun suggesting a team effort.

At this time of Claire's growing autonomy, she draws attention to another key character in her narrative, the current head of school. She talked about their relationship as one *"that's developed",* initially being more managerial and moving to a more restorative, containing figure or *"an emotional support".* A voice of vulnerability and emotional strain can be heard as Claire spoke about how "*being the head of year"* meant she was *"a lot of other people's support"* and needed someone she could go to. This was not formally arranged and instead occurred following Claire returning to school, *"too soon after having an operation*" resulting in Claire crying in front of the head of school.

I
I think
I cried
I think

I
I went back
I saw a caring side
I got phone calls

I think
I'd shown
I do actually need people

Reflection: For me this linked to the developmental lifespan approach showing how it is impossible to consider a teacher's school experiences in isolation. It further emphasised how essential support is to teachers, and I wondered why this is not a formal arrangement, such as supervision in other professions. I further wondered about why teachers do not feel able to prioritise their own health and well-being in school and take time off if needed.

6.2.8 "It was really the job of some lovely children that sat around her"

As Claire talks about her experiences this year of teaching a class with children with SEN, there is a voice of regret but also of pride. Claire has had a child with a diagnosis of an ASC in her class, however the child also has selective mutism but "*can't officially have the diagnosis because you can't have both apparently*". A voice of pride is evident in Claire's narrative when describing a time that the child spoke:

She's actually spoke
She asked "where do I sit"
She wasn't there
She walked into
She got the attention of the TA
She said, "where do I sit?"

Reflection: This was mentioned in a passive way, as though the staff had no influence or contribution, and it was a random event. I wondered what the staff were doing that enabled that to take place. I also reflected on the social value added for that child being included in this way and the benefits of peer tutoring. However, I wondered about possible negative views of parents with consideration to the no detriment language in SEN legislation.

Claire describes the child as *"very low ability", "two years behind"* with *"a lot of needs".* However, despite the child having high needs, Claire "*needed to sort out the behaviour needs"* of the class before she could give her attention to this child. Claire said she *"probably felt very guilty"* that behaviour needs came first and supporting the child was *"really the job of some lovely children that sat around her"* until Claire could help her. The behaviour needs of the

class are positioned as both disruptive and a drain on resources. Claire stresses the value in having a TA who could provide that attention and support, *"it did really help".*

Later in her narrative, Claire reflected on the difficulty of ensuring the TA's time for specific children was protected, especially if the child's *"attendance was really low".* There is a voice of advocating for the child's support needs and what "*he was supposed to have"* as outlined in their EHCP.

6.2.9 "It'll be quite hard to take a step back"

Within Claire's future script is a voice of hope, drive and motivation. While her personal family circumstances mean she would like to go part-time, she is *"not planning on it being a permanent step backward".* While Claire is "*excited about … being able to focus on the teaching*", there is also a voice of sadness at possibly needing to step down from the head of year position *"I'm settled on possibly losing my head of year role".* This links to previous concerns Claire had regarding poor leadership and not having autonomy *"it'll be quite hard to take a step back and see somebody doing a less than good job",* and why she went for the position originally.

Claire's reflection: In an email Claire noted that she plans to return to work part-time very soon, will no longer have the head of year role and is looking forward to focusing on teaching. However, she noted that it now feels like more of a step sideways than backwards and is definitely the right thing to do for herself and her family at the moment.

6.2.10 "It's one of the many things children have taught me"

Claire's self-identified central theme is well-being, both her own and other people's, "*I think it's, its shaped a lot of decisions …so it's kind of the link all the way through"*. The bureaucracy and performative element of school systems, make it hard for her and other teachers to prioritise well-being as "*the data side of it is what's really pushed".* However, Claire gives much more value to the well-being of the children as a pre-requisite of seeing progress, "*none of that can happen without the well-being".* A voice of confidence and autonomy is evident when Claire suggests "*there is no harm in scrapping a lesson, to do something that helps their well-being"* and that "*only happy children will learn"* being "*one of the many things children have taught"* her, even though it was not a focus in her teacher training.

Claire's reflection: Claire sent an email response to the request for reflections. She commented that she really enjoyed reading the narrative and the 'I poems' and she is considering using them for English lessons.

She said that she found the earlier parts easy to read and it was nice to reminisce about her teacher training and the start of her teaching career. She had mixed emotions reading the second part, stating that it is an accurate representation of that time, which was very challenging.

6.3 Louise's Story: 'Teaching: The Ups and Downs'

6.3.1 Narrative Introduction

Louise is 32 years old and currently a class teacher and SENCo. She has eight years teaching experience. Louise's background is psychology, she completed an undergraduate psychology degree and at the same time worked part-time as a respite carer for children with disabilities.

Louise's parents were both teachers and she reflected that this was how she got into teaching. Louise was a TA prior to becoming a teacher, and supported children with physical disabilities, including one child with epidermolysis bullosa.

Louise completed a graduate teacher training programme in a school that she believed did not value teachers in training, and the school she worked at in her NQT year went into special measures. Louise reported always wanting to be a SENCo and she became one after teaching for six-years. Louise's earliest childhood experience of SEN was a boy in her class with a visual impairment. She also recalled an experience when she was a secondary school pupil, where a child had called another child autistic. In a professional capacity, her early experiences came from caring for children with SEND. Louise reported her most recent experiences of SEND being a boy with an ASC and the journey of getting him an EHCP and supporting the family to apply for a secondary school placement.

6.3.2 "I must have looked like a complete rabbit in headlights"

SEN was not something Louise was particularly aware of as a child. While she recalls that there was a child in her primary school with a visual impairment, "*I don't think we thought anything of it really*". She recalls not really noticing children in her school with SEN.

I was probably
I'd never heard
I don't think
I really heard
I don't know

I just don't think I noticed
I think
I don't remember

There is an overwhelmed voice as Louise describes her first day as a carer, "*I must have looked like a complete rabbit in headlights".* Louise worked with children with profound and multiple learning disabilities, including children who "*couldn't use any of their limbs at all, were sort of wheelchair bound",* were non-verbal, who had a diagnosis of an ASC, and/or children who had epilepsy. There is a voice of care and acceptance towards the children, as Louise describes her role as a carer "*we'd just let them go free… just give them permission to like holler the place down".* A voice of advocacy is indicated when Louise describes *"being able to provide"* for families who *"desperately need a bit of respite".*

> *I loved it*
> *I just fell in love*
> *I just fell in love*

After finishing her psychology degree, Louise became a TA for a child with epidermolysis bullosa, there is a voice of care as she describes him as a *"very very vulnerable little boy, but absolutely gorgeous".* While Louise appeared to resent the *"grotty"* pay, there is a voice of understanding of the *"eight-hundred jobs we throw at"* TAs, having been one herself, she is better able to empathise.

6.3.3 "I wouldn't be here without him"

Louise's father was a key character in her narrative. There is a voice of appreciation and admiration as she describes how her parents *"put me on that path"* to becoming a teacher, and the support she received from her father who used to be a teacher himself *"he was just there for me to bounce ideas off of, if I was ever stuck*". Not knowing what to do after

university, Louise's parents suggested teaching to her *"why don't you go into teaching 'cos you love working with special needs children".*

I think
I wouldn't be here
I think
I think
I wouldn't be here
I think
I'd be doing something totally different

The voice of admiration is linked to advocacy which can be heard at different points in Louise's narrative, *"he was very good at picking children that were really struggling and just sort of giving them that extra support or helping the family if they were struggling at home"*. Aspects of her father's teaching career, including advocating for children and families, and fostering potential in staff, mirrors self-identified values Louise discusses later in her narrative.

Louise describes her father as her *"mentor"* who *"stepped in and helped out"* in her training year. Louise handed in her notice at the school she trained at *"on my dad's advice".* When Louise describes her training year there is a voice of pressure and stress, she describes it being *"really hard"*, being *"desperately unhappy"* and not being well supported or valued *"I think the school was using it, just in a way of sort of doing cheap supply work really and cheap cover"*. The school itself *"went into special measures after two months"* of Louise joining and had high numbers of children *"from really sort of low-economic backgrounds",* and higher than average numbers of children with SEN and children who had English as an additional language. The voice of stress and pressure is amplified when Louise describes the *"challenging behaviour"* present at the school and the *"overhanging threat that you had an inspection once a... term".*

Louise did experience some positive mentoring during this time. There is a voice of value and recognition *"that was really, a really good boost of hearing someone that had been a really*

experienced teacher spotting something in me that they liked". Louise valued being able to learn from a very experienced ex-teacher who was explicit in her approaches, and she felt valued and recognised by others.

6.3.4 "a little beacon of light and hope"

There is a voice of hope as Louise's narrative focuses on the start of her time at her current school. Louise descried feeling a *"massive relief"* of having a *"fresh start and somewhere new to go to".* There is a voice of pride and content when Louise talks about the school, that she "*really love(s) the atmosphere here*".

Reflection: Louise saw the opportunity at the new school as a "*fresh start",* a *"beacon of light and hope".* I wondered whether this was a turning point, as if the next experience had been as bad as the previous, she may have left the profession.

Aside from her father, other key characters in Louise's narrative come from her time in her current school; her previous head of year and someone who joined the school at the same time as her. When describing the previous head of year, the use of the pronoun 'she' indicates a degree of distance in the relationship, perhaps hierarchical. However, there is a voice of admiration when Louise describes the influence the head of year had on her, "*changed the way I taught really changed the way I organize my classroom".*

Louise's narrative highlights the importance of peer support from colleagues at school, and it being something that is done well at her current school, "*If you've had a really crappy day there's a box of Maltesers on your desk the next day, or a text that night",* which was encouraged by her previous head of year.

When describing a fellow teacher previously at the school, that started at the same time as her, Louise uses 'we', suggestive of a close relationship. There is a voice of action and autonomy as Louise and her colleague *"decided"* to take on *"ridiculous"* or *"mad projects"*. Louise describes having a shared experience of going for a middle management position at the same time as her colleague and them *"helping each other"*.

We just clicked
We just have that same outlook
We decided
We said
We decided
We then

She was just my partner in crime.
I miss her terribly.

Reflection: I wondered about the sense of autonomy fostered by being able to suggest and make changes and take on "mad projects".

6.3.5 "I'd always wanted to be SENCo"

For Louise, the turning point in her narrative is realising the bureaucratic systems and structures and having the knowledge to get support for the children with SEND within these systems. Louise attributes getting the SENCo position to luck.

I got really lucky
I'd always wanted
I just got really lucky

There are contrapuntal voices between that of stress and that of realisation. She describes it being *"full on"* as the previous SENCo's position was full-time, but Louise was only given two afternoons a week, which resulted in an *"intense year of yeah, trying to juggle teaching and SENCoing at the same time"*. Louise describes the turning point as *"realising what it needed, how I needed to work in order to get the extra support"*.

When Louise compares her feelings at the time to now there are contrapuntal voices of confidence and uncertainty. Whereas initially Louise was trying to "*find my feet"* and "*keep your head above the water",* now she has *"got better"* at understanding the processes and manging the staff.

I think
I've got
I've got better
I think
I've got better
I think
I think
I think
I think now
I'm comfortable

Reflection: I wondered where Louise's ambition to be a SENCo stemmed from. Louise refers to being lucky a lot, and I wondered about how this attribution of achievement affected Louise.

The turning point seems to be the change in Louise being able to navigate the bureaucratic systems and structures.

6.3.6 "I soldiered on"

There is a voice of grief as Louise's narrative arrives at her nadir experience in her teaching career, her father's death. As heard earlier in Louise's narrative, her father was a key character, encouraging her to go into teaching and supporting her through difficult and challenging times. As her father *"was so linked"* with her career, even volunteering at the school to run a maths group while retired, it *"made the grief really complicated"*.

In the immediate aftermath of her father's death, Louise experienced support from colleagues, *"everyone was great then and really got around me and I had lots of flowers and cuddles and it was really lovely"*.

I think
I sort of
I soldiered on
I got to Christmas
I thought
I need some time
I've never taken time off
I got signed off

I think
I probably needed more
I'm not ready
I think
I probably needed more
I think
I think
I needed more
I think

I was just drowning
I was just drowning

While Louise recognises that *"she probably needed more time off"* there is a voice of pressure and guilt to *"get right back",* which meant she continued to work while recently bereaved, "*it's that feeling that you're letting them down I think that was the motivator to come in even when I was like tear-stained… it's that teacher guilt."* Louise suggested that more check-ins from leadership would have been helpful, that this support was taken away too early.

Reflection: The way Louise arrived at her father's death in the narrative was very sudden and unexpected, perhaps reflecting the unexpected nature of his death. As he was so embedded in her teacher career I wondered about the reminders of him that she would experience everyday, complicating the grief further.

It saddened me to hear Louise returning to work so soon after the bereavement and feeling pressure to "get right back". However, Louise was also motivated to come to work, she wanted to ensure the children had the support they needed.

6.3.7 "I love about our children here… they don't really bat an eyelid"

There is a voice of action and advocacy as Louise's narrative covers events from this year. This includes her 'peak' teaching experience of supporting a single mother to get her child an EHCP, to claim benefits, to apply for secondary school place, and to get a bus pass for the child to get to school.

We had a little boy
We just thought
We couldn't

We got
We managed
We thought about
We said
We went
We helped
We got
We got
We got

There was a voice of care and relief at being able to make a difference to the family *"It's just amazing. I just burst into tears on the phone to her".* There is a shift in voice from 'we' the staff at school, 'she' the parent and 'they' the LA, which is suggestive of a recognition of the power-difference between Louise and the parent.

She'd been
She couldn't
She was really nervous
She's a single parent
She wasn't
She wanted

They said no

We thought
We appealed

They said yes

The parent was positioned as "*desperately in need of someone to help her*" and requiring school staff to go *"the extra mile"* to get the additional support and diagnosis. There is a voice of regret as Louise reflected on the culture difference of the child with additional needs, and how this may have been a barrier to recognising his SEN "*I think if it was a white British child, I think we'd have probably been a bit quicker off the mark".*

There are contrapuntal voices of frustration and action when Louise talks about her most recent experiences of having a child in her class with an EHCP. When the child joined her class, he *"unfortunately as often happens*" joined "*without a plan, but in desperate desperate need of one."* Louise describes his internalising behaviour and the actions they took as a staff team to get him additional support.

He doesn't hurt
He doesn't shout
He'll just shut down

We decided
We need
We've got
We've got
We can prove
We've put

He's got these needs
He's still got
He needs more help
He got his plan

He would really be struggling
He's one of those quiet ones
He could easily be missed
He could just sit there

Louise notes the importance of having an EHCP and the difference it makes for the child and her class. Louise describes the support being *"ring fenced"* and there was a voice of relief in knowing if *"someone else took over the role, that document is so important in showing what his needs are really like*." Louise describes the EHCP granting access to different secondary schools and specialist provision.

The inclusive culture of the school and the shifting cultural narrative around SEND is addressed in Louise's narrative. There is a voice of pride as Louise talks about the children's acceptance of SEND *"they don't really bat an eyelid if they have a complete meltdown… or need to come out and talk about sharks for half an hour".*

They would have grown up with him
They just knew
They don't bat an eyelid
They're just quite accepting
They don't really see them as any different

Louise believes that the *"culture is shifting"* which is opening up conversations about SEN. She believes that SEN is more *"visible in the community… particularly those little sunflower lanyards".* The sunflower lanyard is representative of hidden disabilities and discreetly indicates to others that the individual wearing the lanyard may need additional support, certain allowances, or extra time.

6.3.8 "I think I'm just focusing on the things I can change"

There is a voice of uncertainty, lack of control and exhaustion in Louise's future script. Louise focused only on the immediate future *"because everything's so up in the air".* Louise

references the changes and restrictions imposed on schools due to the COVID-19 pandemic. Her repeated use of the phrase *"that might not be able to happen"* indicates the uncertainty surrounding school openings after the summer holidays. As Louise talks about the well-being of the children, particularly those with SEN and wanting to *"avoid them having a complete meltdown,"* she also references the wider learning and catch-up narrative, *"let alone plugging all of the gaps of the children that haven't done much learning at home".* The voice shifts from uncertainty to that of control and being prepared: *"We can't do any more than we've done now. We are all ready at our end,"* with Louise *"focusing on the things (she) can change".*

We've done as much as we can
We can't do any more
We are absolutely drained
We've got nothing else we can give
We're all ready for a break.

Reflection: I reflected on the difficult circumstances primary school teachers were facing, needing to be in school teaching keyworker and vulnerable children whilst also juggling online remote learning for other children.

I also got a sense of staff being caught between the narratives of well-being and catch-up. I wondered what effect this was having.

Louise's self-identified central theme is *"support",* her narrative ends with a reflection that she has received support from others and she "*hope(s) that I'm supporting the staff that I'm in charge of now, and the children in my classroom".* Louise recognises that her values have shifted as she has become SENCo, from *"making sure that all the children were making good progress and that (they) were learning well"* to a focus on inclusion, which Louise describes as *"making sure that all of the children are involved in what we're doing"* seeing the benefits of children being in the classroom, such as the friendships they make.

Louise's reflection: Louise sent a brief email response thanking me for sending the narrative. She commented that it was very interesting to read and that she was happy with it. No amendments were requested.

6.4 Amy's Story: 'Managing Chaos'

6.4.1 Narrative Introduction

Amy is 26 years old and has four years teaching experience. She is currently a class teacher and SENCo in training. Amy studied primary education at university which was a four-year course. She has been at her current school since completing the course. Amy spent her NQT year teaching Year 1, she continued with her same class in Year 2 and has been a Year 2 teacher for three consecutive years.

Amy talked about her early experiences of growing up with a family friend who has Down syndrome, inspiring her to pursue further SEN training. Her experiences of SEND within her teacher career have been varied. Amy spoke about supporting a child with an ASC while an NQT. She spoke about teaching a child with cerebral palsy, who is registered as deafblind. And spoke about her experiences of having children from traveller families in her class. Amy is currently completing the SENCo award, and her future script was focused on advocating for early identification of SEND and increasing staff confidence.

6.4.2 "I've never really noticed anything different"

Amy's narrative begins with her as a child, growing up with a family friend who has Down's syndrome. This family friend is presented as a key character in Amy's narrative who *"transformed my SEN mindset".* Amy reports a childhood experience of going shopping with her friend and being stared at. There is a voice of disgust and anger but also that of challenge and advocacy as Amy reflects on how she would respond to this as an adult.

There is a voice of responsibility as Amy considers the wider social and cultural context of SEN "*whereas now I think there's so much more…children in mainstream schools",* and the importance of her role in *"educating the children"* about SEN and fostering inclusion because *"you can't expect them to accept other people without knowing how".*

I remember
I've never really noticed
I couldn't believe
I felt sick
I felt really angry
I felt really disgusted
I've never known any different
I didn't understand

I wanted to say
I would say
I would say

I think about it
I'll say
I'll say

6.4.3 "They would just disappear, and you would never see them again"

During Amy's primary BEd, in her first year of training she worked at a small village school that was "*near a traveller site".* There is a voice of worry and uncertainty as she describes what little was known about these children. Amy uses the pronoun "you" here as opposed to "I" or "me". It is possible that this is used as a way to distance the self from what happened and to bring the listener into this shared experience. Amy states that there was *"no relationship with parents"* which made it difficult to identify SEN support needs as *"the second you ask for*

consent, they're gone". Amy explicitly states her worry that these children are not in the system, that they aren't being tracked *"So, you would never know where they are".*

You wouldn't dare
You were tracking
You had no relationship
You had to edge
You would never see them again

You can't
You're always so worried
You need
You don't know
You don't know

You would never
You would never know
You would never know
You don't know

Reflection: I wondered here about what was needed to increase trust between these families and school or support services.

6.4.4 "I thought I was never going to survive; this teaching wasn't for me"

Amy describes her NQT year as "*a nightmare", "really tough"*. She taught a year one class. In Amy's NQT year, she supported a child who was *"severely autistic"* and recalls a nadir teaching moment. She describes being *"thrown in blind",* stating that she had *"no experience of this ever in my training year"* and not feeling supported by others at the time. Amy describes an incident two days into being an NQT, where the child with an ASC *"just kicked off".* This section of the narrative begins with a voice of chaos or lack of control, as it develops you hear a voice of vulnerability and uncertainty.

Reflection: I reflected about our different constructions of 'severely autistic'. I also wondered about teacher training as this is the second time Amy mentioned being 'thrown in blind'.

However, as Amy reflects now on the events there is a voice of clarity and certainty *"So actually, my gut feeling in that moment was the right thing to do".* Amy seemed to have thought a lot about how she would have responded differently. Concluding that actually she handled it well, but it was the perceived judgement and the response from senior management, the "*head teacher watching, and he shook his head at me, and then – and he made me walk him round to go sit with them,"* combined with feeling out of control, that was difficult for her and made her question whether teaching was the right career for her. "*I thought I was never going to survive; this teaching wasn't for me. This wasn't the right path of me. I clearly don't know what I'm doing".*

I was trying
I was trying
I was trying
I just felt so not in control

I remember
I felt
I wasn't trusted
I wasn't confident
I didn't know
I didn't want
I knew
I needed
I just felt so uncomfortable
I really didn't know

I'm sure
I think
I think
I think

I felt sick
I felt
I felt
I was never going to survive
I didn't feel supported

Reflection: I got the sense that this was something Amy had thought about a lot since. It was not how she responded that was a problem, it was the perceived response from senior management team combined with feeling out of control that was difficult for her.

Within the same year, we meet another of Amy's key characters, a fellow NQT who started at the school at the same time as Amy. Just as Amy is doubting whether teaching was the right career for her, she found peer support *"if I didn't have her, I don't know if I would have made it through my first year".*

Indicating the importance of peer

Reflection: This made me reflect on the research about teacher retention and how many teachers leave the profession after only a couple of years and that she could have chosen the same, but the peer support from a colleague helped her.

support in schools and the risk of leaving the profession within the first year.

6.4.5 "It was just one of those dreamy lessons"

Amy had the same class in her second year of teaching, as she moved up to Year 2 with them. Amy describes knowing the children *"inside out"* and having *"a really good observation", "It was just one of those dreamy lessons".* Amy recalls overhearing the person who observed her praising her lesson to the head teacher "*just hearing someone say that to someone else I think really just changed my perception of how I was as a teacher".* There is a voice of confidence as Amy talks about the lesson observation and she describes that *"I felt like I made a big jump in terms of my teaching. I felt like my observations have made a big jump as well".* However, there is a contrapuntal voice of doubt, uncertainty as Amy describes *"flip(ing)"* between doing well and feeling as though you're failing. While Amy acknowledges this is what she likes least about being a teacher, she also notes *"there's always more you can be doing"* and "*there always will be… even better ifs".*

You're doing really well
You feel
You're on top
You can so quickly flip
You're failing and downing
You can't keep up
You can be fine
You're drowning
You're about to lose your job
You should
You should leave
You can never consistently just be ok

6.4.6 "I've never not felt in control. Apart from those two occasions".

I was always in control

I had no one
I felt sick
I just felt
I need to stop this

I jumped
I stood
I thought
I had him under control

I got so upset
I could have
I could have
I should have
I should have

Amy describes having *"quite a challenging class"* in her third year of teaching, where she remained in Year 2. Interestingly this year presents both a nadir moment in Amy's narrative and a peak moment. Amy struggles to describe the child that the nadir experience surrounds, stating, *"he had so many difficulties, physically and mentally… things that I had never dealt with before".*

Similarly to Amy's previous nadir experience, there is voice of chaos or lack of control, despite on two occasions Amy stating that she was *"in control",* the situation and children were described as *"unpredictable"* that she could *"have never predicted that to happen".* As Amy reflects on the events there is a voice of doubt in her actions indicated by the repeated use of modal verbs *"I could have… I should have".* With increased knowledge from being on the SENCo training, there is a voice of confidence as Amy feels better able to describe the child's needs *"I wouldn't have known that really at the time, because I feel like now I've done my SENCo training I understand a bit more about social communication and expressive language".* There is an overarching voice of control that weaves throughout Amy's narrative, she describes being *"strict" and "firm" with "rules and regulations"* indicating that the times where that control had been lost were particularly difficult for her: *"those two occasions are the only times I've not been in control"*.

6.4.7 "The dreamiest class because they had so much character"

Amy describes having a peak moment *"at the end of every year" but* recalls this being particularly so at the end of her third year of teaching *"with a really tricky class".* As Amy compares the start of the year to the end of the year there are contrapuntal voices between a lack of control or stress as she describes there being *"really bad behaviour issues"* with voices of pride and achievement, describing the children as *"the dreamiest class because they had so much character".* Amy describes the realisation that she had become *"attached to them and had really seen them grow as a class"* and feeling as though she has *"really achieved something"* was a peak moment in her teaching career so far.

I just realised
I had really got attached

I think
I think
I'd actually achieved something

I think
I was
I can really see a transformation
I actually felt
I had a really big impact

Reflection: I got a sense that the teacher was quite overwhelmed at the start of the year, there seems to be a shift in language from behaviour issues to 'real character' and I wondered if her perceptions of the children had shifted – or 'transformed'

6.4.8 "That's what we should be teaching children, to be accepting"

Amy's narrative reaches events from this year, of teaching Year 2 again and training to be a SENCo. Amy states that SEN has *"always been an interest"* but also a difficulty, she describes a *"SEN panic"* linked to the paperwork. There is a voice of confidence though throughout Amy's narrative, as she describes the additional knowledge the course has provided her. She describes knowing *"how to get into the system"* and *"what they're looking for",* referencing

the LA, and *"feel(ing) more experienced…more confident".* As mentioned in Section 6.4.6, completing the SENCo training provided Amy with additional knowledge about SEN to reflect on past experiences and the difficulties children were having.

This year, Amy has had a child in her class with cerebral palsy, who is registered as deafblind. This has been her *"first experience of a child with an EHC with a physical disability"*. There is a rushed voice and Amy explains that she has been "*overwhelmed with support*". Amy compares this to when she had a child in Year 1 and 2 with an EHCP, *"I barely could get hold of a specialist teacher. I couldn't get hold of anyone really, for him".* While Amy is appreciative of the additional support, the SEN services *"don't always see the other children and they don't understand that he is one of 29 others".* There was an added stress for Amy of different professionals not talking to each other and giving her contradictory advice. Amy had difficulty implementing all of the support strategies suggested in time for each visit, which occurred frequently. There was a voice of compromise and autonomy as Amy reported the importance of using her *"teacher judgment"* and *"meet(ing) them in the middle".*

Reflection: I found it interesting that there is more support available for children with physical or sensory difficulties than an ASC or other SEND. I thought about how this may influence inclusive attitudes and teachers' ability to provide inclusive education.

Linked to Amy's experiences as a child, growing up with a friend with Down syndrome, there is a voice of advocacy and nurture as Amy describes *"educating the children on this child"* with cerebral palsy. Amy reported working closely with the specialist teachers to raise awareness about "*what it*

You can't
You can't judge
You can't tell
You haven't explained
You can't expect

They didn't know any different
They wouldn't see
They are so lucky
They're so lucky
They're more empathetic

would be like to see like that child, what it would be like to hear like that child", aiming to foster inclusion, understanding and empathy in the children.

Amy talks about support from colleagues as being important, such as working closely with the TA who worked with the child with cerebral palsy, and her relationship with her current head of year. There are contrapuntal voices of appreciation and challenge as she describes their relationship.

I'm always trying *I put a lot of pressure*	*He does that on purpose* *He doesn't want*
I think *I do really appreciate* *I (most of the time) do agree* *I wouldn't say* *I perhaps consider* *I might think* *I might trial*	*He will say* *He is brutally honest* *He has made me a better teacher* *He definitely has* *He's made me a better teacher*
I do think *I wouldn't tell him that though.*	

6.4.9 "Let's get them the support they need earlier"

Next year Amy is due to be moving back into Year 1. She states that it is *"a class with lots of children who need EHC plans. It will be my job to get them all".* Amy wants to *"do more for SEN".* There is a voice of advocacy and responsibility as Amy describes wanting to have *"earlier identification… let's get them the support they need earlier"*. There is a voice of frustration at an unjust system, having to *"scrimp and save on it, and kind of do the best we can"*, whereas

having an EHCP would mean funding and support available. Amy wants to shift discourses of SEN, wanting "*the label of SEN in our school to be a more positive one".*

6.4.10 "It is the whole child, and we really care"

Amy's self-identified central theme is *"values"*, her narrative ends with commenting that she has *"always been a values-based person…I found the right values school for me. I really try and teach our children values. I tried to teach them to value each other and value in pupils with SEN*". There is a voice of pride and belonging as Amy talks about the values-based education at her current school: *"the children are always put first. It's not just an assessment it is the whole child, and we really care".* There are links to the children's well-being as Amy talks about having *"having a family relationship with your class",* with children needing to feel *"loved and…valued".*

Amy's reflection: Amy sent a short email response to say that the narrative looked good to her, no changes were requested.

6.5 Julie's Story: 'Highs and Lows of 10 Years of Teaching'

6.5.1 Narrative Introduction

Julie is 40 years old and has ten years teaching experience. She is a class teacher currently teaching Year 6. Julie didn't go straight into teaching; she worked a couple of jobs that she described as 'corporate'. One of her high points was realising she wanted to be a teacher, realising that you were meant to enjoy your job.

Julie did a Postgraduate Certificate in Education (PGCE) and had a placement in Year 1 and Year 4. Whilst she preferred KS1, she since has not had the opportunity to work in KS1 as her

teaching posts have been in middle schools. Julie's first four years of teaching were in a different city. Personal circumstances led to her moving and leaving her job at a school she had grown very fond of. She has since been in her current school. She is considering moving into a more senior position as a head of year, however the pandemic has put that on hold.

Julie reflected on her first year of teaching and not having many children with SEND in her class, only one child stood out as having additional needs but undiagnosed. Her more recent experiences of SEND were, while teaching Year 6 last year, she had a child with a diagnosis of an ASC in her class.

6.5.2 "I'm always proud to say I'm a teacher"

Julie's career did not start with teaching. Julie worked a couple of boring *"corporate"* jobs, "*the job I had before I was literally looking at the clock".* Julie did not realise *"we were meant to enjoy our jobs".* There is a voice of excitement and clarity in Julie's narrative as she describes the peak moment in her narrative, a *"movie moment,"* almost *"lightning bolts feeling"* at deciding she wanted to be a teacher. Seeing one of her best friends being a teacher and *"what she gets out of it"* supported her decision to change careers.

I decided
I wanted
I just got butterflies

I'm really excited
I know what I want

I do remember
I think
I want to do this

I remember
I was
I was really buzzing
I got a real buzz
I really want to do it.

Julie's reflection: Julie reported feeling that this did not fully capture how she felt about her previous job roles, that she did the jobs for a reason, they taught her valuable skills and she made good friends. In comparison to teaching, office jobs can seem boring.

Julie describes a real love of being a teacher, there is a voice of pride and clarity "*I'm always proud to say I'm a teacher".* While she acknowledges the stressful aspect of the role, she would not change her job: *"and it's been 10 years and I still feel like that, even if I'm stressed and frustrated and tired. I still feel this is what I want to do".* She talks of teaching being a vocation:

You feel like
You have a purpose
You are making a difference
You are responsible

We are helping these children
We do an amazing job
We're knackered
We're stressed
We know
We do a really good job

Reflection: I wondered about the idea of teaching being a vocation, and while teachers are emphasising the child's well-being as important, they are not prioritising their own health and well-being.

Julie's response: Julie notes that as teacher there is an awareness that if you are off, it will have a huge impact on the other members of staff, the children and you to catch-up with what happened while you were off. Julie said that because of this, teachers possibly do come in when you wouldn't in another job. Julie said that recently she has had more confidence to ask management about what work to prioritise when there is not enough time to complete all work allocated. Julie added that the ability to do this is dependent on school culture, e.g. a usual staff meeting slot given back to teachers to complete marking and planning.

6.5.3 "These little children are just, wow, brilliant"

There are contrapuntal voices between enjoyment "*a really good year"* and exhaustion *"it was really tough"* as Julie describes her PGCE and placements. Julie describes having a placement in Year 1 and 4, and particularly loving the Year 1 class "*these little children are just wow. Brilliant… You get that nurturing aspect"*. However, she has worked in Key Stage 2 since qualifying. Julie describes the PGCE as tough, reporting that *"teaching just takes all your energy and then you go home and write about it".*

Julie did her PGCE while planning her wedding. She describes her husband as one of the key characters in her narrative. Offering support and a feeling of being acknowledged and listened to "*he just listens".*

6.5.4 "At the peak of being a great teacher and being enthusiastic"

Julie does not include much about her NQT year and early teaching experiences in her narrative. Including Julie's NQT year, she was at a school in a different area for four years. At this school Julie felt valued, she "*had a head teacher who really invested in me".* Julie describes being *"at the peak of being a great teacher and being enthusiastic".* Julie didn't have a child at this point and suggests that priorities and investment in your career shifts with personal life changes and events.

There is an inspired voice as Julie introduces one of the key characters of her story, who she worked with in this school. Julie describes him as a *"mentor"* who supported, encouraged, and guided Julie.

He took me under his wing
He'd been a teacher forever
He was outstanding
He was funny
He was brilliant
He was
He inspires me

He was amazing
He looked after me
He'd give
He encouraged me
He was brilliant
He'd send me ideas
He was so supportive

Julie's reflection: Julie reflected that she didn't realise what an impact the mentor had on her. Julie said that you don't typically reflect on your experiences while they are happening. She said that she appreciated being able to read it all and having the story.

Julie describes a peak moment in her teaching career when she had a lesson observation during a mock Ofsted inspection. Julie did a lesson on Martin Luther King's 'I Have a Dream' and the head teacher praised her in front of everyone. There are contrapuntal voices between embarrassment, success, and sadness. The importance of external praise and feedback was stressed *"it's nice to be recognised with doing a really good job",* however, Julie identified that a year later she had an Ofsted observation and "*didn't have a very good lesson. And so, you come back, you come back down"* suggesting that teaching is a mixture of many high and low moments.

6.5.5 "I won't forget him, probably"

Julie's early experiences of SEN came from her first school, in her first year of teaching. Julie didn't *"feel like we had as many special educational needs children. I think it's increased, and I don't know whether they've identified it more or there are more children that have these needs".* While teaching Year 4, Julie describes teaching a child who *"was very low"* with no formal diagnosis but it *"took a long time for him to understand what was going on"*. There's a voice of anger and advocacy and Julie recalls not having the right resources for him one day.

I remember
I just
I remember
I got really angry
I just
I stormed
I said
I just want
I just need
I was so upset
I thought
I just want

I won't forget him, probably.

Reflection: I wondered here about what has changed in that time and would have loved to hear her reflections over her decade of teaching.

Julie's response: Julie said that she believes it is easier to diagnose SEN, that there is now an increased emphasis on mental health and in particular children's mental health (rather than just adults). She wondered about children being more aware of parental conflict. She reflected that COVID has helped to stop and recognise if we are not okay and talk about that. Children are now growing up knowing that it is okay to talk about their feelings, that there is less dismissal and more acceptance and normalising of children's feelings. Julie spoke about a battle between government priorities of "bridging the gap" and making sure that the children are ok.

6.5.6 "You find your feet"

Julie didn't want to leave her first school, *"I was so settled. I was doing really well",* but due to personal life events, she moved to this area and started at her current school. There is a voice of isolation and difficulty as Julie settles into the new area, she became pregnant *"and emotional",* and *"didn't have any friends".* She describes having a difficult class and having more admin to do than before *"all I want to do is go and teach …and be with the children and you end up doing a lot more outside of that".* The voice shifts to one of confidence as Julie has, overtime, settled *"It's got better and better".*

You make friends
You get settled
You get confident
You find your feet

Julie's narrative skips to last year where she had a child in her Year 6 class who had a diagnosis of an ASC. The child had difficulty with changes to routine and social difficulties but was okay with learning tasks *"he would need to be told beforehand, or he would… start rocking on his chair or get very upset".* There is a voice of pride as Julie talks about the other children in her class having *"a culture of kindness with him", "they all looked after him, they would help*

him…". Julie talks about him having the support of a TA and some of the reasonable adjustments that were made for him. There is a voice of pride as Julie recalls nominating him for an award because of how he responded after his grandmother had a stroke "*he phoned his mum… he then phoned the ambulance"*. Julie talks of an emotional connection to the children *"they have an emotional impact on you*".

Reflection: This was a moving part of the story; the school culture was presented as very inclusive with children looking out for each other.

Julie's response: They were a particular lovely class and they had been in the same class together with the boy with SEN throughout their time in the school, and some of the children would do things for him, not to be recognised, just to help him.

6.5.7 "A tale of disaster, a catalogue of errors"

I left it
I left it
I sent it

I was really upset
I thought he'd been missing for hours.

I didn't know
I couldn't work out
I couldn't remember

I didn't mark
I didn't mark
I didn't
I didn't
I only

I won't lie
I thought
I couldn't come back
I was so upset

There is a concerned and hurt voice as Julie's narrative arrives at her nadir teaching experience, which she reports was *"quite recent".* Julie describes *"a tale of disaster"* around an administrative error of not marking a child on the register. She describes *"a catalogue of errors"* which were not just her own, but that of the office too. While it was upsetting to think that the child had been missing all morning, it was the response of senior management team that amplified the hurt and distress, *"I didn't think it was necessary for me to be hauled in front of everybody and told off when we all make mistakes".*

There are interwoven voices of defence and blame, which are seen with the repeated phrase *"I didn't"*. The senior leadership team seemed to be following a bureaucratic process, there was no sense of recognising Julie's honest mistake and the errors of others, there was just blame placed with her. Julie recalls the negative effect this had on her teaching, her self-esteem and her motivation to remain at the school. She had a lesson observation a week after, but at the time she *"felt so low about myself"*. In the poem below we hear the head teacher questioning Julie her about the lesson not being up to Julie's usual standards, and Julie repeatedly reminding the teacher that she is *"not feeling at my best"*. During her engagement with the head teacher at this time we hear the phrase, "I said" "She said" repeated.

I had a lesson observation
I felt so low
I did a lesson

I said
I'm not feeling
I'll be honest
I said
I said
I said
I'm not feeling

I thought
I haven't

She said
She said
She seemed to have forgotten
She said

She gave me the letter
She said

Julie received support from her friends and colleagues during this time, *"I've had so many messages are saying, 'we've got your back'. 'We don't agree with how it was dealt with'"*. In her narrative, Julie talks about the importance of support from colleagues, by repeating *"they know"*, the shared experience

They get it
They know
They know
They know

teachers are undergoing enables them to empathise with one another about having *"such an intense job".*

Julie talks about having a support network both at home and at school, with key characters in her narrative understanding what it is like to be a teacher and appreciating what teachers do. However, Julie states that *"not all my friends understand… they don't get it, and that's fine".*

6.5.8 "it's just taking that jump, isn't it, it's going, 'I'm going to do it'"

I thought
I could
I thought
I would probably
I think

I think
I've got
I've got a confidence boost
I can probably
I can probably
I still feel
I'm turning

There are contrapuntal voices between confidence and doubt within Julie's future script. Having been managed by someone with less teaching experience than herself, Julie spoke to trusted peers and *"got a massive confidence boost from actually realising that…and have confidence to move on to be a manager".* Julie reflects that she would be able to nurture staff and have good behaviour management, and that she has had to step in on occasion to do year group management. Julie sees this as a key turning point in her career, realising she has the skills and experience to be a head of year.

Julie's reflection: Julie said that the phrase 'confidence and doubt' sums her up. That it is only with experience that she is able to handle e.g. a bad observation because her self-confidence as a teacher has grown.

Reflection: I wondered about the percentage of male teachers in leadership positions compared to how many male teachers there are.

Julie's response: primary male teachers are like gold dust, so perhaps easier to advance quickly, they perhaps have more confidence or authority. But this is not unique to teaching.

While Julie has applied for a few jobs and had interviews, the COVID-19 pandemic and lockdown happened. There is a voice of doubt as Julie feels she may not be ready to step up as if *"I really wanted to go for it, I would have done it despite lockdown, but I didn't. So maybe I'm not quite there yet".* Julie may want to wait until her son is a bit older so, *"I can stop worrying about him all the time, I would have extra time to focus on it",* indicating that life events can get in the way of career progression. There is a voice of bravery as Julie suggests *"it's just taking that jump, isn't it, it's going, 'I'm going to do it'".*

There are contrapuntal voices of doubt and hope as Julie describes next year, where she has been asked to teach Year 5. Julie reported being initially *"adamant that I couldn't do it"*, she described it being *"a really difficult year group"* and feeling as thought she had to leave the school. This was short lived for Julie, and she apologised *"for throwing my toys out the pram".* The voice of optimism and hope prevails as Julie explains that the new assistant head teacher and another strong teacher will be working alongside her with that year group *"We're going to be quite a good team, hopefully. We'll have to be".* Julie ends her future script by drawing back to the importance of peer support *"it will be fine. And if it's not, we will look after each other. Like we always do".*

Reflection: I wondered about the feelings of control in this situation being told you will be teaching a different year group and the feelings that may invoke, in terms of the links between control, confidence and self-esteem. I also wondered how it has been teaching this class.

Julie's response: Julie reflected that teaching is a very controlling job, so when that control is reduced or a teacher hasn't been involved in the decision making, it can be difficult. Julie reported that the year group has made her a better teacher, that she has had to "raise her game" and that they have had to work together as a staff team. Julie added that the year group had been "tarnished" or "labelled" as tricky, so there was a role of giving them a new narrative, a bit of nurture.

6.5.9 "You're doing something that's worthwhile"

Julie's self-identified central theme is care and emotion. Julie talks about having a passion for teaching and being passionate and emotional in her work *"I'm going to…cry if they cry and really care".* There is a sense that teaching is a vocation within Julie's narrative, that *"you can't switch off"* that you shouldn't *"just come and do your job and go home"* which is *"why it's so draining"* but *"you're doing something that's worthwhile".*

Reflection: It was great that Julie recognised the role she had and difference she was making to the children.

Julie also identifies fairness as a value, not liking the hierarchy in schools, needing to support one another and *"muck in".* As Julie continues to reflect on her values there is a voice of responsibility as she considers how teachers are role models and have "*a responsibility because we have 30 children in our care, and we have them all day and our beliefs and our values will come through".* There is a voice of hope as Julie suggests the children should leave school having certain values that teachers have imparted, so that they understand *"that there's bad in the world and how they can do something about it I suppose. Change the world, maybe".*

Julie's reflections: Julie said that she cried, at certain points, when she initially read the narrative. She said that she believes it really captured her emotional attachment to the job. It was lovey to remind herself why she is a teacher.

She said that she loved how the narrative picked up on what she said: that it was really interesting how she repeated certain phrases, such as with the register: I didn't, I didn't, I couldn't. Julie reflected on the email I sent requesting the member reflection, where I had said that if she told the stories again to someone else, they would probably be different. She reported that she was telling the stories while she was in school, in the "middle of it" that they were very truthful and emotional. She wondered about the difference when she talks to her friends, does she omit certain details, she agreed that naturally with different audiences she would do so.

7 DISCUSSION

7.1 Overview

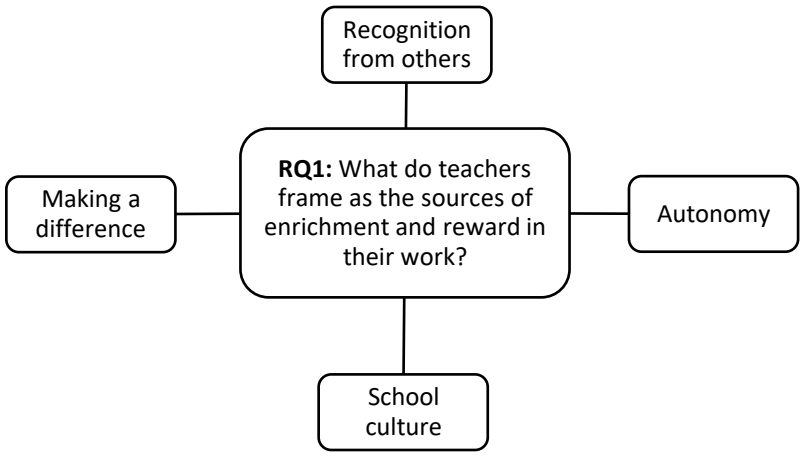
In this thesis, I aimed to elicit the experiences of primary school teachers who, amongst a wide range of other mandatory requirements, support children with SEND in their classrooms. Through listening to their professional life histories, I aimed to gain a broader contextualised understanding of their perspectives on inclusion. To accomplish this, after analysing the participants' narratives individually, I spent time reflecting on the common themes across the narratives in relation to my research questions. Within this chapter, I address each research question, interpreting findings with reference to salient research detailed in previous chapters. I then offer a critique of this research and discuss the implications of findings for both teachers and EPs. To conclude I suggest further research developments.

Evident in Chapter 6, within all participants' narratives are contrapuntal voices of uncertainty and doubt, and of confidence. Indeed, two participants titled their narratives with reference to these contrasting feelings and experiences: "*the ups and downs*" or "*the highs and lows*". I mention this because RQ1, concerning sources of enrichment and reward, and RQ2, concerning sources of stress and conflict, are best considered in this context of oscillating between extremes, as illustrated by Amy's interview:

> *"I think that's what teaching is about. One minute you're doing really well, and you feel like you're on top of things, but you can so quickly flip across and feel like you're failing and drowning, and you can't keep up with it. And I think it's really hard in that way: so inconsistent. I think that's the thing I like least about the job, is that you can be fine one week and the next week you can literally feel like you're drowning, you're about to lose your job, or that you should leave your job… you can never consistently just be okay."*

7.2 RQ1: What do teachers frame as the sources of enrichment and reward in their work?

Throughout participants' narratives were references to teaching being a rewarding job. Participants spoke positively about their experiences and offered various 'peak' moments in their careers as teachers. Themes abstracted in relation to this research question were: recognition from others; autonomy; school culture; and making a difference.



7.2.1 Recognition from Others

Participant	Quote(s)
Claire	*"Somebody else thinking I can do something before I thought I could"*
Amy	*"Just hearing those words of, I've actually got a really good lesson, and just hearing someone say that to someone else, I think really just changed my perception of how I was a teacher."*
Julie	*"The head teacher said in front of everybody, the lady said that she got goosebumps watching your lesson… it's nice to be recognised with doing a really good job."*

Three participants spoke about positive experiences of being recognised as doing well in their jobs; this feedback typically came from someone in a higher position than them, such as a head of year or head teacher. Previous research has suggested that positive feedback from colleagues helps to sustain a teacher's commitment (Day et al. 2005). With consideration of how one's identity or self-understanding is developed, as discussed in Section 3.2.2.1, feedback from others is critical (Crossley, 2000; Kelchtermans, 2009), particularly in relation to teachers' self-image and self-esteem. Indeed, participants typically spoke about this recognition as a 'turning point' in their careers, shifting their perception of themselves as teachers. In line with Johnson et al. (2014), it is possible that this contributed to the development of a secure teacher identity supporting them to be more confident and providing them with a stronger sense of personal agency.

7.2.2 Autonomy

Participant	Quote(s)
Claire	*"Having more responsibility and being able to make change… it was a big turning point that I had to make the decision."*

Following on from these arguments, one participant overtly spoke about how experiencing increased autonomy was a turning point. Other participants alluded to the role of autonomy throughout their narrative: for example, when describing characters in their professional lives whom they admired and who encouraged them to be autonomous. Research relating to autonomy has typically considered the effects of reduced autonomy, which contributes to the erosion of teacher well-being (Jerrim et al., 2020; Kyriacou, 2000) and commitment (Day et al., 2005).

7.2.3 School Culture

Participant	Quote(s)
Julie	*"They all looked after him…there was a culture of kindness with him, which was so lovely."*
Louise	*"I love about our children here… they don't really bat an eyelid if they have a complete meltdown. Or need to go out on the field for a run about, for a brain break or need to come out and talk about sharks for half an hour because they can't do anything else. They're just quite accepting of it, like oh it's just what they're like."*
Amy	*"They are so lucky to be his friend, they're so lucky to be in his class…they're more empathetic… he was so proud to tell people, and we kind of made it more of a thing to celebrate, rather than a thing to feel self-conscious about."*

Three participants spoke about the inclusive culture of the school. Interestingly, the language used by two of the participants was of "acceptance". They reported that children who had been in the same class group from Year 3 to Year 6 were kind and accepting of peers in their class with SEND and the provision they needed. Hodkinson's (2019) keystones of inclusion are best reflected in Amy's quote, which refers to celebrating difference and being proud. One participant suggested that there is more of an awareness of people being supported in different ways in the community, which has been made more visible, for example through sunflower lanyards, and that SEND is talked about more with children, all of which is suggested to contribute to a more positive inclusive culture in schools.

7.2.4 Making a Difference

Participant	Quote(s)
Amy	*"I think because there was just so much character in this class. And so much need, it just really resonated with me, that class, just because they really did need me, and I actually felt like I had a really big impact on them as a whole."*

Participant	Quote(s)
Julie	*"You feel like you have a purpose…. And I always go back to that, when you feel ill or you just don't want to go in, they need you in, your team needs you in, so you are responsible, and I love that. And I love that, you know, it's the whole make a difference cheesy stuff, but you are making a difference…I'm always proud to say I'm a teacher."*

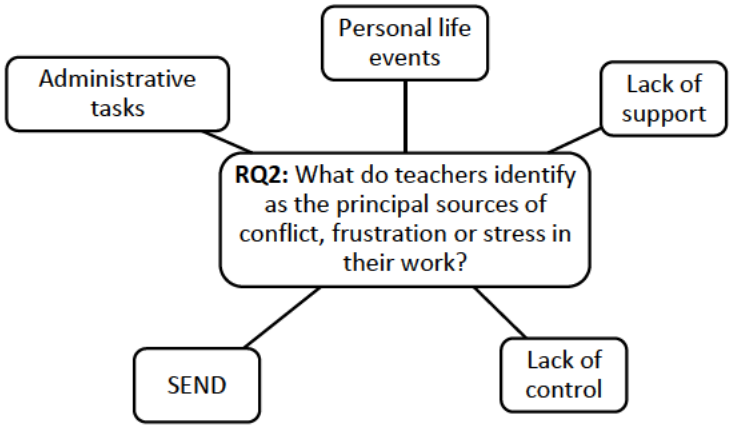
My own systematic literature review suggested that making a difference to children's academic and social progress enhanced teachers' school experiences and motivated them to work with children with SEND (Levinson-Obank, 2021). Indeed, participants in this study referenced making a difference when discussing their 'peak' teaching moments, which were often recounted with pride. Similar to findings from my systematic literature review, participants in this study were passionate and driven to continue in their roles, despite the stressors involved.

This could usefully be considered from a developmental lifespan perspective, particularly in relation to 'generativity,' or adults' "need to be needed" (Erikson, 1993). Making a difference to the children and families they work with can fulfil adults' need for generativity, constituting an intrinsic reward of their job, and increasing their job fulfilment, as defined by Evans (1997).

7.3 RQ2: What do teachers identify as the principal sources of conflict, frustration or stress in their capacity as class teachers?

Participants identified a range of sources of stress, conflict and frustration within their professional and personal lives. These were not only spoken about when describing their 'nadir' experiences, but also throughout their narratives. A quote from Julie illustrates this well: "*We are affected by everything that happens on a day-to-day basis. Which makes it really*

draining as well. So it's tough." Themes abstracted in relation to this research question were: feeling out of control; a lack of support; SEND; life events; and administrative tasks.



7.3.1 Feeling Out of Control

Participant	Quote(s)
Claire	*"it was something I'd raised a few times… until I was in my head of year position a couple of years later, did I manage to get through that it doesn't work for bottom groups."*
Amy	*"I thought I had him under control. And that made me really doubt my judgment… I could have never predicted that to happen at that moment in time; there was no indicators that that would happen."*
Louise	*"it's a totally new way of working. It was really hard at the start … took a lot of getting used to. And it just felt like it was constantly every week, right, 'this has changed, we've got to sort out'. I think we'll look back on it and feel really proud, but I think we are absolutely drained. We've got nothing else we can give this job at the moment."*

Feeling out of control was more evident as a source of stress for one of the participants. Amy spoke about two 'nadir' moments, both of which related to her feeling out of control and led to her questioning whether teaching was a career she would like to continue. One such experience occurred while she was an NQT, which is significant, considering the links between

stress and poor teacher retention (Jepson & Forrest, 2006; Precey, 2015; Weale, 2021), particularly within the first few years following qualification (McCallum et al. 2017).

Claire describes the difference leadership responsibilities have on a teacher's sense of control and autonomy; she had felt unable to effect change in systems until she was a head of year. Louise describes how COVID-19 has been a source of stress due to the changes teachers have needed to "get used to" and keep up with.

7.3.2 Lack of Support

Participant	Quote(s)
Louise	*"The training year I found really hard…I wasn't in a particularly supportive school for my training year."*
Amy	*"I felt sick to be honest. I thought, I was never going to survive; this teaching wasn't for me; this wasn't the right path for me; I clearly don't know what I'm doing."*
Julie	*"It was like three ways that I felt like I was being disciplined over it… I thought I couldn't come back into school. I was so upset because of how it was all done…. I didn't think it was necessary for me to be hauled in front of everybody. And told off when we all make mistakes."*

Three participants talked about times in their professional lives where they felt unsupported by colleagues, particularly their managers. In-line with previous research (Levinson-Obank, 2021; McCallum et al., 2017; Ross et al., 2012), which identified that limited support from senior leaders can inhibit teachers' well-being, a perceived lack of support contributed to participants' 'nadir' experiences and was a source of stress and difficulty. While participants did not explicitly talk about how this may affect their beliefs and attitudes towards inclusion, previous research has identified that teachers who perceived support to be inadequate held

less positive attitudes and beliefs about inclusion (Chiner & Cardona, 2013), and so it is an important consideration.

Rather than concerning a lack of support in general, two participants spoke about managers' responses to particular 'nadir' moments being unsupportive, "ruthless" and "business-like", leading one participant to feel "low" about herself as a teacher, another feeling she was not "trusted" and both questioning their current positions, either whether they wanted to stay at the school or even stay in the profession.

Two participants gave examples of perceiving a lack of support during their NQT years. Like the theme of 'feeling out of control', this timing is of relevance as the stressful nature of teaching has been linked to teachers leaving the profession, particularly within the first few years following qualification (McCallum et al. 2017).

7.3.3 "SEND"

Participant	Quote(s)
Claire	"U*nfortunately, behaviour needs often had to come first…we needed to sort out the behaviour needs before I could ever go to her to make sure she understood the task and knew what to do…I wasn't able to do that in my class where the first thing you need to do is, 'please put that chair down.'"*
Amy	*"First ever week as an NQT, I had a child in Year One who was severely autistic… I'd had no experience with this before as a trainee and was kind of thrown in blind."* *"I felt like his needs were not as high as other children who I've worked with, yet I was overwhelmed with support, and I found it quite hard."*
Julie	*"I remember I got really angry because… he didn't have the right book or the right pencil or something. So, I stormed into the office. I was like, 'I just want some paper for him or just the right book or I just need this'. And I was so upset. I thought, 'my poor boy, I just want the right equipment for him to get his work done.'"*

The aspects of SEND teachers identified as sources of conflict, frustration or stress, varied between teachers. Two teachers compared children with differing SEND, such as the potentially competing demands of children with learning difficulties cf. those presenting challenging behaviour, or a child with a physical impairment cf. a child with ASC. For one teacher the source of stress and frustration was needing to manage behaviour before she was able to support the child with learning difficulties. Another teacher identified receiving more external support for a child with a physical impairment than for a child with ASC, despite believing the child with ASC had more severe SEN. However, this additional support was considered overwhelming at times, with external agencies not mindful of time constraints on the teacher, who is teaching 29 other children. This teacher's experience of excessive and overwhelming support for a child with a physical disability was inconsistent with Monsen et al. (2014) suggestion, that physical or sensory difficulties may be perceived as less potentially disruptive in the classroom, and easier to accommodate.

There are references within each narrative to being "thrown in blind" or lacking adequate training and/or experience of supporting children with SEND as an early career teacher. It seems there are several elements of the NQT year which are sources of stress, frustration and conflict. Interestingly, the induction period and support available for NQTs is changing from September 2021. This new mentor-led support, 'the Early Career Framework,' will increase NQT's entitlement to additional non-contact time in their second year and provide a structed programme of professional development (DfE, 2021). Including additional training on supporting children with SEND is likely to be a helpful component of this package.

One participant, Claire, spoke about difficulties managing support staff in her class. As discussed in Section 2.4.1, a remodelling of the teaching workforce between 2003-2006 saw an increase in numbers of support staff in schools (DfES, 2001), with teaching assistants currently accounting for 58% of schools' workforce (HM Government Statistics, 2021). With research attesting to their ambiguous and often ineffective role in schools (Webster et al., 2011) and challenges over their optimal deployment (Blatchford et al., 2009), it is perhaps unsurprising that this was cited as a source of stress in teachers' work contexts.

7.3.4 Personal Life Events

With relevance to the developmental lifespan perspective, teachers mentioned personal life events that had prevented them from progressing in their career or had been a source of pressure or stress. Considering teachers within phases of the family life cycle (Dowling & Elliott, 2012), can aid in understanding the complexities of their experiences, as individuals, balancing their many roles and responsibilities as adults, including being parents or children of their own ageing and increasingly dependent parents.

Three of the participants spoke about coming into school too soon after being absent due to illness, bereavement or an operation. This was described by one participant as *"teacher guilt".* In her reflections, Julie explained this particularly eloquently, which I have included again as a reminder.

> **Julie's response:** as teacher there is an awareness that if you are off it will have a huge impact on the other members of staff, the children and you to catch-up with what happened while you were off. Julie said that because of this, teachers possibly do come in when you wouldn't in another job. Julie said that recently she has had more confidence to ask management about what work to prioritise when there is not enough time to complete all work allocated. Julie added that the ability to do this is dependent on school culture, e.g. a usual staff meeting slot given back to teachers to complete marking and planning.

7.3.5 Administrative Tasks

Participant	Quote(s)
Claire	*"Although lots of what we do, through data and things that are in the news are all about statistics and results, none of that can happen without the well-being side of it being in place."*
Julie	*"There's a lot more pressure now…, it's like the admin and the things we have to do…and you think, 'all I want to do is go and teach and mark the books and assess them and be with the children' and you end up doing a lot more outside of that."*
Louise	*"'cos that's what really chips away at people's well-being, I think, is all that stuff at the end of the day that needs doing."* *"I just remember them telling us in the staff room that we were in special measures ….all this overhanging threat that you had an inspection once a, once a term, so it was really difficult."*

Despite a growing research base suggesting that policy and legislation reforms are a key source of stress and dissatisfaction among teachers and are producing a performative culture in schools (Jerrim et al., 2020; Levinson-Obank, 2021; Skinner et al., 2018), in the current research this was not a prominent feature within teachers' narratives.

As was found in my own literature review (Levinson-Obank, 2021), three participants spoke about increased workload from administrative tasks as a source of stress and frustration at work, affecting their well-being and preventing them from completing other aspects of the job they find more fulfilling.

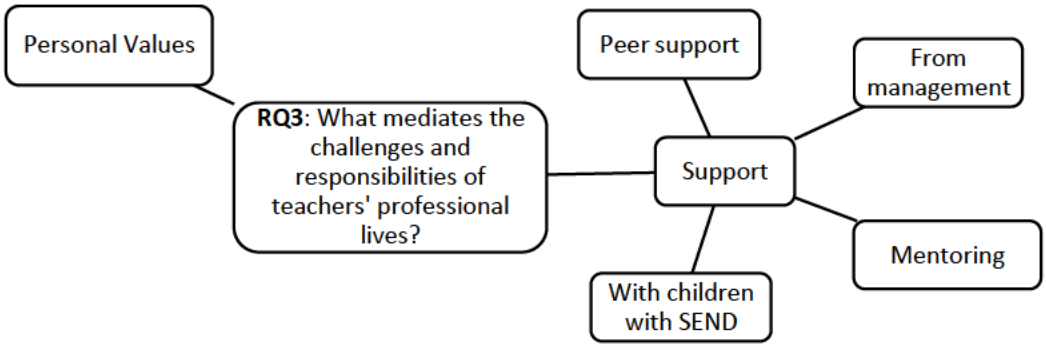
Participants did discuss their experiences of being observed, with one participant talking about the "threat" of an Ofsted inspection being difficult. Another participant voiced an awareness of the performativity discourse but prioritised the well-being of the children over and above the need to demonstrate progress through results.

7.4 RQ3: What mediates the challenges and responsibilities of teachers' professional lives?

Despite the sources of stress, frustration and conflict in their work, participants spoke about their love of being a teacher and their commitment to the profession.

> *"It's been 10 years and I still feel like that, even if I'm stressed and frustrated and tired, I still feel this is what I want to do"* – Julie

It is helpful to consider what mediates such challenges, what enables teachers to continue to provide high quality education, to enjoy and love their job, and be inclusive in their practice. Themes abstracted in relation to this research question related to support and personal values.



7.4.1 Support

Participant	Quote(s)
Louise	**Peer restorative support** *"I think it's the only way you can survive teaching with any sort of, you know, jolly attitude at the end of the day, is people sort of geeing you up and looking after you because it's demanding like no other profession is, I think, and teachers only get it like teachers do because they're there with you. That's the best thing and that's why staff stay here for so long, I think, is the support from the teachers and the teaching assistants and the friendships really that keep you going on those really rubbish days."*

Participant	Quote(s)
Claire	**Parental support: to change careers/ schools etc** *"My dad ..was probably the person that convinced me to go into teaching …I think without having somebody in my corner about changing jobs, it felt quite scary to change careers."* **From SLT / supervision** *"I saw a more sort of caring motherly side to her. And that was when I got phone calls and messages when I was at home…I'm a lot of other people's support, there's a lot of people that would come to me. So, it happened at the right time that I knew there was then someone I could go to."*
Amy	**Support from school staff with child with SEN** *"I had a really good one-to-one this year. If they'd asked her to do something, she would just do it, it didn't need checking up on her all the time…we kind of work together quite well in that way."*
Julie	**Mentoring:** ***"****He was outstanding. The kids loved him. … he inspires me. I want to be confident. I want to walk into a classroom and just do a lesson just off the top of my head… He was just so supportive."*

Support was a particularly prominent feature of all participant narratives and encompassed varying sources with different purposes. From the developmental lifespan perspective, connecting with others is an important aspect of adulthood (Berger, 2017), with social relationships described as a "protective layer" (Antonucci et al., 2001, p. 572). In line with Berger (2017), who notes the importance of social support for facilitating adaptive risk-taking, such as changing jobs, two participants in this research discussed the support received from their parents, who encouraged them to either leave a current teaching post which was not supportive, or to change career to start teacher training.

As outlined previously, availability of TAs to support children with SEND has been linked to positive attitudes toward inclusion (Chiner & Cardona, 2013; Forlin & Chambers, 2011; Monsen et al., 2014). Participants in this research similarly spoke about the benefits of TA support for children with SEND. The findings from research by Webster et al. (2015) seem to have influenced participants' practice little, if at all, with children with the greatest needs

continuing to receive most of their support from the least extensively trained staff (Blatchford & Webster, 2018).

Restorative support from colleagues and managers featured as particularly important in mediating the challenges of teaching. This is consistent with research discussed previously which has suggested that positive relationships with colleagues, support from colleagues, being offered help, and having a communal place to socialise, contribute to improved teacher well-being (Johnson et al., 2014; McCallum et al., 2017). Two participants in this research emphasised the value of peer support, particularly from those with shared experiences, such as the other colleagues in their school, describing it as "the only way you can survive". Importantly, the timing of support received appeared to be significant, such as a mentor during a challenging year in training, or a manager's support when they had become a year group leader and are supporting others. As support seems so fundamental to mediating the challenges of the teaching profession it is surprising that formal practices such as professional supervision are not yet integrated within teaching practice.

7.4.2 Personal Values

Participant	Quote(s)
Claire	**Well-being of children:** *"I think the biggest thing, and I'm not sure it came out so much in my training, is that, in order for children to learn anything they have got to be happy and in a good sort of headspace…that there is no harm in scrapping a lesson, to do something that helps their well-being."* **Well-being of staff:** *"Teacher well-being is just as important…and especially this year when I've been in charge of other people. It is okay to have a day off. It is okay to be ill. It will help you and other people sometimes if you just take the day to recover."*

Amy	**Teaching values:** *"You can't judge children. You can't tell children off for staring and things if you haven't explained it… we should be teaching children to be accepting. But also, you can't expect them to accept other people without knowing how."*
Julie	**Teaching as a vocation:** ***"****I don't think you should just come and do your job and go home. And if you don't think about it the next day, or the children in your [class] outside of school, then you're not, you can't switch off and that's why it's so draining. But on the plus side, you're doing something that's worthwhile."*
Louise	***Inclusion:*** *"I think it's so important that they are all in the classroom where they can be. I think we do a little bit of learning out of the room, but it's just so important that he's part, all of our children are part of that ethos in the classroom, that we're all one big team and all the sort of things that come with all the friendships they make from being in the classroom and that sort of wider impact it has on them. I think is so important."*

I mentioned in Section 3.2.2.1 that it has been suggested that English primary school teachers especially invest their 'selves' in their work, which can be a source of self-esteem and fulfilment (Osborn et al., 2000). This is possibly linked to the personal values teachers bring to their roles. The participants in this study alluded to various values, including the importance of well-being, teaching values to children, inclusion, and teaching as a vocation. These values were described by the participants as influencing their teaching practice, the decisions they make and how they view their job.

7.5 RQ4: How do teachers' lived experiences contribute to their perspectives on inclusion?

Through listening to their professional life histories, I aimed to gain a broader contextualised understanding of the four participants' perspectives on inclusion and an understanding of how accommodating needs of children with SEND features within their narratives.

For two participants, Louise and Amy, SEND was an integral feature of their professional life histories, woven throughout their narratives. Both participants had prior SEND experiences before becoming teachers and both currently held SEND-related positions in school such as SENCo or SENCo-in-training. As discussed in Section 4.3.2.3 previous experience and encounters with children with SEND, either of a professional or personal nature, can influence attitudes towards inclusion (Forlin & Chambers, 2011), but prior research has had mixed findings as to whether this influence has been positive or negative.

One participant in this study said that her personal experiences of having a family friend with Down syndrome *"inspired*" her to pursue a role in SEN. It further appears to have shaped her values of teaching *"children to be accepting,"* as, when they were children, she had experienced people staring at her friend and not being accepting of her. There appears to be a cyclical nature in how these experiences have influenced the teachers; for example, one participant's prior experiences had fuelled her interest in SEND, which led to her becoming SENCo, which in turn shifted her values to becoming more focused on inclusion. The additional SEN training that Louise and Amy had/were receiving, in line with previous research (De Boer et al., 2011, Forlin & Sin, 2017; Leonard & Smyth, 2020; Sharma & Nuttal, 2016; Varcoe & Boyle, 2014), seemed to have strengthened their inclusive values. For these participants a voice of advocacy is dominant in their narratives. For Amy the advocacy relates to fostering inclusion and the development of accepting attitudes and behaviours in all the children. For Louise, advocacy relates to supporting families to access support.

For Julie and Claire, SEND was less of a feature of their professional life histories, referred to explicitly by these participants only when they were asked about experiences of teaching

children with SEND. Whilst for Claire, her nadir experiences as a teacher centred upon being unable to use the Year 4 classrooms, she noted that this occurred at a time when she held responsibility for what she termed, "*a very difficult year group*", with whom her experience of working on "*most days was difficult*"; perhaps then the challenges inherent in accommodating the needs of the "*difficult group*" exacerbated the more basic practical difficulties relating to accommodation. This contrasts with Amy whose nadir moments were centred on incidents in which she felt out of control while teaching children with SEND.

For three of participants there was an overwhelmed voice, one of doubt or uncertainty as their narratives covered their first professional experiences of SEND. Amy spoke of being *"thrown in blind*" and Louise of *"looking like a dear in the headlights,"* with a perception that teacher training had not preparing them well for working with children with SEND.

For three participants, there was a voice of pride as their narratives covered their more recent experiences of teaching children with SEND. For Louise and Julie, this related to other children's acceptance of the child with an EHCP, there being a *"culture of kindness",* the other children *"don't really bat an eyelid"*. For Claire, the pride derived from her recognising the progression of the pupil with selective mutism, who spoke for the first time in her class.

Both Claire and Amy offered some comparison of different SEND in their class and how this affects their teaching practices. In line with suggestions by Goodman and Burton (2010), Claire proposes that behaviour needs are disruptive and a drain on resources, preventing teachers from supporting the learning needs of a class. Amy compares the differential support received from external agencies depending on the type of SEND, with physical difficulties receiving more support. This additional support may offer a different explanation to Monsen et al.

(2014) for why teachers may hold more positive attitudes towards the inclusion of children with sensory or physical difficulties.

The participants spoke about role models within their professional life histories such as a head of year or their parent who was a teacher. These role models were typically described as key characters within the participants' narratives, and aspects of their practice as teachers mirrored self-identified values, such as autonomy and advocacy.

7.6 Trustworthiness and Dependability

Section 5.10 discussed criteria recommended to judge the trustworthiness and dependability of social constructionist, narrative research. I further acknowledged in Section 5.11 how, as a researcher, I had shaped the research (Creswell & Miller, 2000). I have offered detailed, transparent arguments about theoretical, methodological, and analytical decisions made throughout the research process, seeking to adopt a reflexive approach. In Chapter One, I offered the rationale for my research, including my own personal interest, enabling the reader to understand my positionality (Creswell & Miller, 2000).

As discussed in Section 5.3, this research adopts a social constructionist perspective, acknowledging that the narratives were co-constructed (Creswell & Poth, 2018; Robson & McCartan, 2016) during the interviews. If participants were to share their professional life narratives again, to a different researcher a year from now, they may choose to afford primacy to or omit different features from their narratives (Murray, 1997). Similarly, through the questions I asked, and the elements of their stories that I selectively tuned into and followed up, the narrative was shaped. Within this social constructionist perspective, multiple

meanings can be attributed to experience (Creswell & Poth, 2018), meaning my own interpretations are subjective; another researcher is likely to have elicited or overlooked different voices depending on their own positionality. It is my intention that through a transparent and reflexive approach to this research, readers are provided with the information needed to judge the trustworthiness and dependability of the reported findings (Elliot, 2005).

7.6.1 Participant Reflections

One of the criteria for trustworthiness and dependability used to evaluate narrative research is correspondence; this relates to whether a 'member check' was carried out and whether the researcher's reconstructions were recognisable as adequate representations (Reissman, 2008). By seeking feedback from participants on the analysis, through a member reflection (Section 5.9), I aimed to ensure I had not misconstrued participants' views (Yardley, 2000). I also judged this process both ethical and respectful, ensuring that my analysis and interpretation had not negatively affected participants (Elliott, 2005). The participants' reflections were presented in Chapter 6. Some participants engaged in this process more than others, but all confirmed they were content with the representation of their individual narratives.

7.6.2 Methodological Strengths and Limitations

Narrative research does not aim to generate generalisable and replicable findings (Webster & Mertova, 2007). Due to typically small sample sizes in narrative research (Creswell & Poth,

2018), it is not appropriate to consider findings indicative of the population from which they are drawn from (Horsdal, 2017). Rather, it has been suggested that narrative research elicits the subjective viewpoints of individuals (Bamberg, 2006), which can be used to consider theoretical and professional practice implications which could be relevant to other teachers and professionals, as judged by them to be appropriate. Further strengths and rationale of the methodological approach taken in this research have been noted in Chapter 5.

Given the research concerning teachers leaving the profession within their first few years (McCallum et al. 2017), a limitation of this research arises from the sample of teachers interviewed. Two of the participants had less than five years' teaching experience and so were arguably still within the early years of their career, post-qualification. It is not possible to know whether these participants will remain committed to their careers as teachers.

Other methodological limitations were considered in Section 5.4. For example, Robson and McCartan (2016) argue that narratives, or retrospective accounts, rely on participants' selective or incomplete memory, with participants possibly shaping or editing memories and events to make sense within their present identity (Polkinghorne, 1995). Riessman (2008) further argues that through narratives, individuals may seek to persuade or mislead the listener. It is possible that participants wanted to be presented in a particular way, such as being seen to be inclusive, which could have influenced the stories they told and what they reported.

7.7 Contribution to Knowledge and Implications for Practice

7.7.1 Methodological contribution

I seek here to illuminate what has been learned from the narrative analysis of the professional life histories of teachers, demonstrating the methodological contribution of this research.

Chapter 5 detailed advantages of adopting narrative methodology in research, including that through the reflective experience of telling and re-telling past events, the narrator can develop clarity (Sikes & Gale, 2006) in the present, or alter how they view and interpret past events. An example of this can be seen in the narrative of Amy, who was able to reflect on nadir moments in her narrative with more clarity and certainty, and recognise that she could not have done anything differently to have prevented the incidents that occurred; this links to the development of her identity as a teacher and her self-understanding (Kelchtermans, 2009; Webster & Mertova, 2007). Asking participants explicitly about 'turning points' in their professional life histories, or times in which they underwent a significant change in their understanding of themselves, offers further opportunity to reflect on the development of themselves as inclusive practitioners.

Asking participants about their future scripts can afford useful insights into teachers' thoughts about their longevity in the profession, as discussed in Chapter 5; this is of particular interest given the context of attrition from the teaching profession (Jepson & Forrest, 2006; Precey, 2015; Weale, 2021) and societal narratives describing the stressful nature of the job (Naghieh et al., 2015; von der Embse et al., 2016; Roffey, 2015). Despite being asked an open question

to talk about the dream for what is to happen in the next chapter of their professional lives, all participants' future scripts focussed on the immediate and perhaps foreshortened future of only the next term or year of teaching. Louise stated that this was due to everything being *"so up in the air I think at the moment. I think we're just trying to survive. Like what COVID will do for the classroom and what that looks like for special needs children as well".* A benefit of narrative research is that it considers the role of the wider social and cultural context (Murray, 1997), in Louise's narrative there seems to be a tension between her priorities of the children's well-being and a political 'catch-up' narrative.

Considering the life histories of teachers and taking a developmental lifespan perspective further afforded the opportunity to consider the wider systems influencing the professional practice of the participants. Dowling and Elliott's (2012) Family Life Cycle provided a useful framework to consider the family system influences on teaching practice. For example, Julie's turning point was realising she had the skills and experience to progress in her career to be a head of year; however she may delay this progression until her son is older, *"maybe when he's a bit older and you know I can stop worrying about him all the time, I would have extra time to focus on it"*, suggesting that priorities and investment in a teacher's career shifts with personal changes and events in her life.

7.7.2 For Teachers

When discussing RQ3, I argued that as support was judged fundamental to mediating the challenges of the teaching profession, and prior research has linked perceived support to positive attitudes toward inclusion (Chiner & Cardona, 2013; Forlin & Chambers, 2011;

Monsen et al., 2014), it is surprising that practices such as professional supervision are not recommended or required in teaching practice. Findings from this study attest to the value of such a development within the teaching profession. Indeed, the differing sources and purposes of support suggested by teachers in this research to mediate the challenges and responsibilities of their professional lives, align with the different functions of supervision described by Hawkins and Shohet (2012). For example, participants sought restorative support from colleagues and managers, and valued formative support from mentors. One participant recognised that the restorative support from her manager occurred at a key time in which she had become someone whom other teachers in her year had turned to for such support. Whilst such support may occur "naturally" in schools, this is by no means assured; moreover, other pressures of school life, addressed in Chapter 2, reduce opportunities for informal peer support (Wilson, 2004), so perhaps necessitating establishment of formal, protected, scheduled supervision meetings.

The values teachers in this research bought to the profession also have mediated the challenges of their work. Identification of and strengthening such values could usefully be incorporated into initial teacher education, to foster and develop those values which promote the well-being and inclusion of children.

Finally, it is important that managers in schools are aware of both the sources of reward and enrichment, and the sources of conflict and stress in teachers' work, discussed in relation to RQ1 and 2. Some elements highlighted in this research are within the influence of managers. For example, managers could facilitate teacher-autonomy, where possible, and ensure systems are in place which explicitly recognise and celebrate teachers' work and its impact.

7.7.3 For Educational Psychology

This research has offered a useful framework for considering the complexities of teachers' experience. Drawing on the developmental lifespan perspective (Berger, 2017; Fingerman et al., 2011; Lerner et al., 2010), the illustration of the 'Bioecological Development of the Teacher as an Inclusive Practitioner' (Figure 3.3) is a helpful reminder for EPs and TEPs, particularly those who have not previously worked as a teacher. The training programmes for EPs, in my experience, do include models such as Bronfenbrenner (1986), but do so in their relevance to the child and the interacting systems of influence. I suggest developing this to consider the teacher within this model, considering the nested systems of influence which contribute to their beliefs and attitudes towards children with SEND, and their subsequent inclusive practices: with teachers that EPs work most frequently in collaboration to improve outcomes for CYP (BPS, 2002; Fallon et al., 2010): work which can only be strengthened by improved inter-professional sensitivity and understanding.

A further suggested implication for EP practice relates to discussions in Section 7.4.1, suggesting that findings from research by Webster et al. (2015) had not influenced participants' practice in harnessing TA support effectively. Professional practice guidelines for psychologists require EPs to consider advances in research, which provide the evidence base for practice (BPS, 2017). If it is the case that TAs are not optimally deployed, it is incumbent upon EPs to ensure research findings are communicated to staff in schools, and to support their application in practice.

7.8 Recommendations for Future Research

As discussed in Section 7.3.3, given that plans are already in place for the 'the Early Career Framework', the mentor-led support which should see an increase in NQTs entitlement to additional non-contact time in their second year and provide a structed programme of professional development (DfE, 2021), future research could usefully evaluate how this programme of support influences teacher experiences, and consider trends in early career teacher retention.

This research has suggested that support is an important mediator of the challenges of teaching. Future research could seek to elicit how EPs support teachers. This could take the perspective of both teachers and EPs to compare:

- how EPs believe they support teachers and what their aims are in doing so, or how they believe their skills could be used to support teachers, with
- teachers' perspectives on what, if any, support is sought from EPs and how current support is experienced and received by teaching staff.

7.9 Concluding Comments

This research supplements the limited qualitative research concerning UK teachers' experiences. From my understanding, it is the first to take a developmental lifespan perspective to position and understand these experiences, and in doing so, I believe it offers insight into the multi-dimensional complexity of their working lives and helps to explain some of the contradictions in the research literature.

A narrative approach elicited teachers' professional life histories in order to inform a broader contextualised understanding of their perspectives on inclusion. I judged this to constitute a practicable and illuminative approach to research with teachers, sensitive to the social and cultural context in which they work. The approach to analysis used, with distinctive 'I poems', supported tuning into how participants spoke about themselves, prior to talking about them myself. This approach to analysis was sensitive to the complexities and unique subjective worlds of individual teachers.

Evident within all participants' narratives were contrapuntal voices of uncertainty and doubt, and of confidence, suggesting that participants' experiences are perhaps best understood as oscillating between and striving to achieve balance between experiences that enrich and reward, and those that stress and frustrate. Unlike other research in this area, 'performativity' was not a prominent feature within the narratives of participants: instead, support featured as an important mediator of the stresses and challenges integral to teaching. The themes elicited from the narratives offer a range of considerations for the practice and training of both teachers and EPs and for future research.

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9 APPENDICIES

Appendix A: Interview Schedule

	Script/ Questions
Introductions and rapport building	• Participants will be thanked for agreeing to meet with me. • will engage in neutral, rapport-building conversation topics (such as asking participants how their day has been so far and checking the time they have available. • The participant information sheet will be discussed, and the expectations of participation will be clarified. o Confidentiality – your views and identity will be kept confidential unless you say something that suggests you or someone else is at risk of harm, if this is the case, I'll seek guidance for my research supervisor and follow any necessary safeguarding procedures. o Right to withdrawal – your participation is voluntary, and you can withdraw at any point without explanation up to 14 days after the interview o Data storage – any handwritten notes and all recordings will be type up using pseudo-names or codes and stored in the university's secure storage o Data usage – I'll use the data for my doctoral thesis and create a summary to share results with the team and other professionals in XXXX council as well as yourself. • Time given to ask questions • If participants do still agree to participate – I'm now going to start the recording • RECORDING WILL BE STARTED
Life chapters	Participants will be asked to share their professional life history template and asked: *When we met initially, I gave you a template, using the template for reference if needed it would be useful to get an overview of your teaching career so far. Please try thinking about your teaching career as if it were a book and divide it into chapters (between 2 and 6). Please can you give each chapter a name and describe the overall contents of each chapter. You don't want to tell me the whole story but a sense of the story's outline – the major chapters in your life that relate to your teaching career.*
Key events	*I am now going to ask you about key events that happened during these chapters. A key event could be a specific moment that stands out for some reason like a particular conversation with someone or a particular decision you made. For each event, please describe in detail what happened, where you were, who was involved, what you did, and what you were thinking or feeling in the event. Also try to convey the impact this key event had on your*

	life story and what this even says about who you are or were as a person. Did this even change you in any way? If so, in what wat? Participants will then be asked, to identify along the timeline: thinking about your teaching career can you tell me about; • A peak experience (best moment) – *can you tell me about a high point, a most wonderful moment* • A nadir experience (worst moment) – *can you tell me about a low point, a worst moment, we all have times of stress, problems, conflict or challenge, can you describe a time you have felt this and how you dealt with it?* • A key turning point – *can you tell me about a key turning point for you or a time you underwent a significant change in your understanding of yourself? It is not necessary that you comprehended the turning point as a turning point when it happened, but that now in retrospect you see the event as a turning point.* • *Are there any other important memories that you would like to share? It can be from long ago or recent times. It can be positive or negative.* • *What are your earliest experience of special educational needs and disabilities? The earliest memory you have of special educational needs it could be as a child or in your career.* • *Please share with me a recent experience of having a child with an EHCP in your class.*
Significant people	*Everybody's life has a few significant people who have a big impact on the story. Please can you describe the 3 people that have had a significant impact on your career, we could call these the key characters of you story? At least one of these should be a person you are not related to. Please tell me about the type of relationship you have or had with that person and the specific way he or she has had an impact of your life story.*
Future scripts	*I'd like to now ask you to think about and describe the plan or dream for what is to happen in the next chapter of your life.*
Personal ideology	• *What would you say are your core beliefs and values that you have as a teacher, tell me about these have influenced your work?* • *How would you describe this school? And how has that influenced you as a teacher.*
Life theme	• *Thinking about all the key events and characters, can you identify a particular theme that runs through the story?* • *Thinking back to the idea of your life as a book/film, can you think of a title for it?*
Debrief	Participants will be given the opportunity to tell me anything else that they feel is relevant. • *Is there anything else you would like to share?* They will then be thanked for taking part, and asked the following questions: • *Looking back, how would you summarise this whole experience?* • *How have you been left feeling now?*

	Participants will be reminded of the **right to withdraw within 14 days** and of the contact details should they have any questions or concerns.

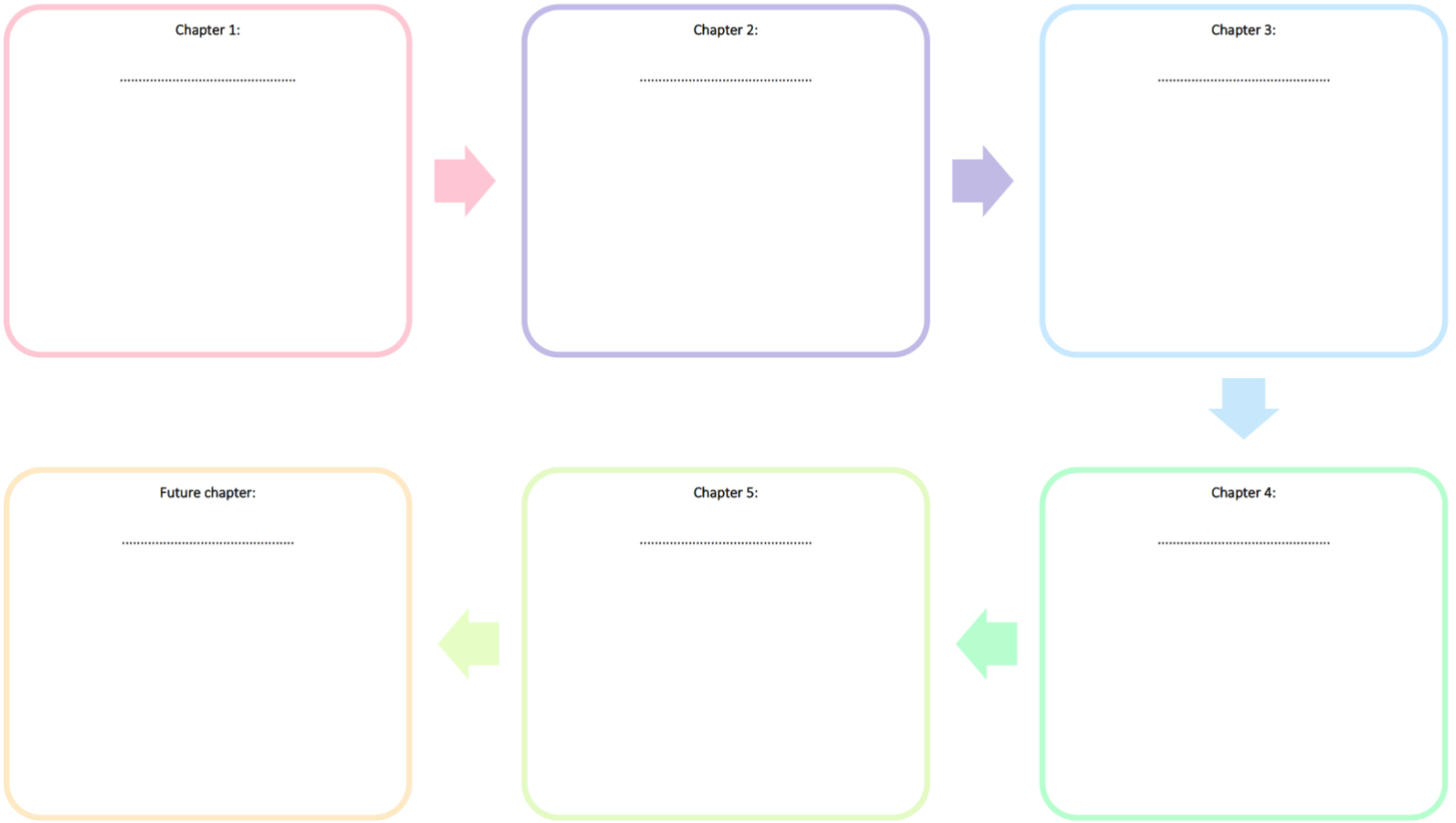
NB. Throughout the interview:

- Ask about events marked by the speaker but not expanded upon (Squire, 2004):
    - Can you give me an example?
    - Tell me more about when....?
- Give nods and remarks to encourage ongoing narrative but refrain from overt commentary as this may disturb narrative (Murray, 2009).
- Keep asking follow-up questions to gain all details if not forthcoming (Bryman, 2004):
    - Tell me what happened?
    - And then what happened?
    - What happened that made you remember that particular moment
- Use probes to clarify meaning
    - What do you mean by that?
- Use probes to elicit an evaluation
    - How did that make you feel?
    - What was that like for you?
    - What was the outcome/result of that?

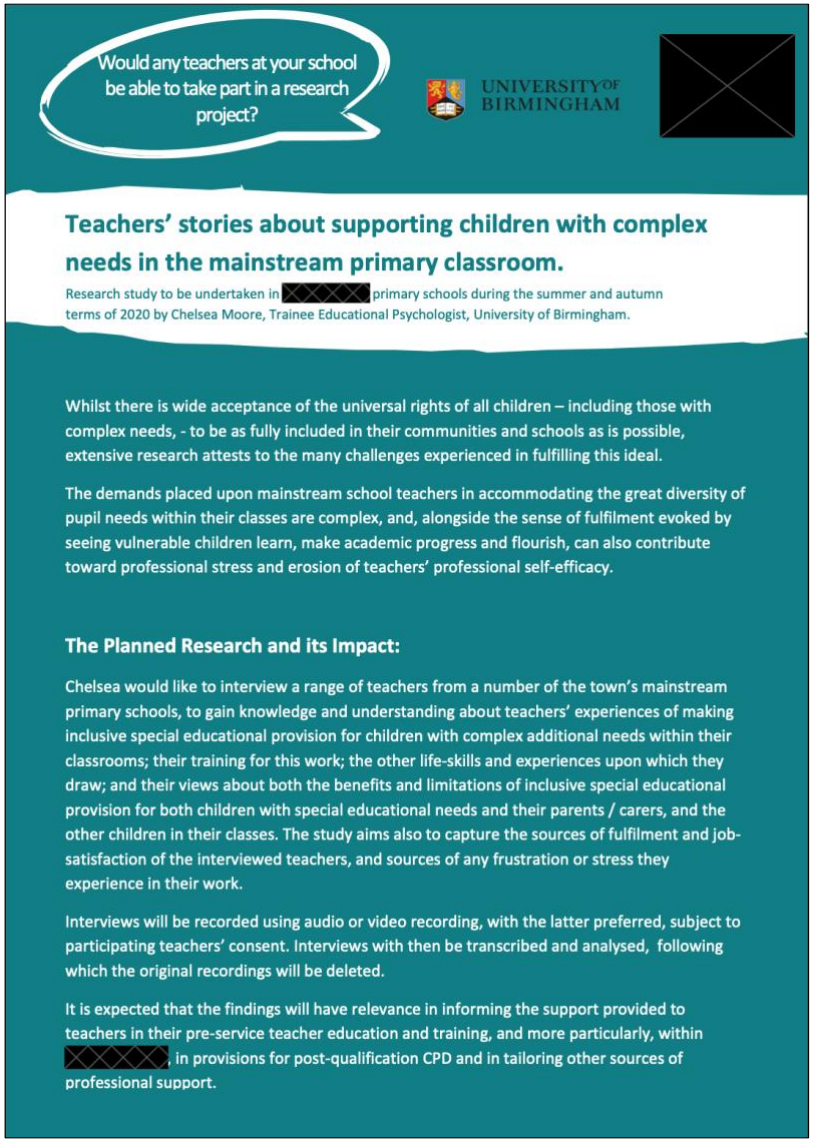
Appendix B: Life History Template

Professional Life Story:

The interview will be different to what you may be used to. It is called a narrative interview. Before the interview date it will help to use this template to think about your life as if it were a book with many chapters. I am interested in hearing about the chapters that are **important to you** in your **teaching career**, this could be any time in your life that you feel is important or has had an impact on your **teaching career**. Divide your story into chapters (between 2 and 6). Give each chapter a name and jot down some notes of what you might want to talk about, one of these chapters should be your 'future chapter'.



Appendix C: Head Teacher Project Information Leaflet



Would any teachers at your school be able to take part in a research project?

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[redacted]

Teachers' stories about supporting children with complex needs in the mainstream primary classroom.

Research study to be undertaken in [redacted] primary schools during the summer and autumn terms of 2020 by Chelsea Moore, Trainee Educational Psychologist, University of Birmingham.

Whilst there is wide acceptance of the universal rights of all children – including those with complex needs, - to be as fully included in their communities and schools as is possible, extensive research attests to the many challenges experienced in fulfilling this ideal.

The demands placed upon mainstream school teachers in accommodating the great diversity of pupil needs within their classes are complex, and, alongside the sense of fulfilment evoked by seeing vulnerable children learn, make academic progress and flourish, can also contribute toward professional stress and erosion of teachers' professional self-efficacy.

The Planned Research and its Impact:

Chelsea would like to interview a range of teachers from a number of the town's mainstream primary schools, to gain knowledge and understanding about teachers' experiences of making inclusive special educational provision for children with complex additional needs within their classrooms; their training for this work; the other life-skills and experiences upon which they draw; and their views about both the benefits and limitations of inclusive special educational provision for both children with special educational needs and their parents / carers, and the other children in their classes. The study aims also to capture the sources of fulfilment and job-satisfaction of the interviewed teachers, and sources of any frustration or stress they experience in their work.

Interviews will be recorded using audio or video recording, with the latter preferred, subject to participating teachers' consent. Interviews with then be transcribed and analysed, following which the original recordings will be deleted.

It is expected that the findings will have relevance in informing the support provided to teachers in their pre-service teacher education and training, and more particularly, within [redacted], in provisions for post-qualification CPD and in tailoring other sources of professional support.

The Researcher:

Chelsea Moore is a graduate psychologist who worked for [redacted] Educational Psychology Service (EPS) as an assistant educational psychologist for two years, from 2016-2018. This provided her with opportunities to get to know the local authority and work in a number of its schools, whilst also developing and applying her research and psychologically-based knowledge and skills to support the work of the EPS.

Since September 2018, Chelsea has been registered as a postgraduate research student at the University of Birmingham, where she is undertaking the three-year, full-time professional training in educational psychology. As part of her training, she is undertaking a two-year supervised practice placement within [redacted] EPS and is undertaking this substantive research study for her thesis.

As noted above, Chelsea is committed toward maximising the value of the research requirements of the university training to schools, children and families within [redacted].

The research is supervised by two members of academic staff at the University of Birmingham (including Sue Morris, the Educational Psychology Programme Director and lead research supervisor, s.k.morris@bham.ac.uk), as well as by Anna Skinner, an experienced psychologist employed within [redacted]

The Planned Research: Safeguards on Confidentiality and Practicalities:

The research will have met very high standards for ethical approval set by the University of Birmingham, and by the council. Ethical approval ensures that there are the strongest safeguards governing:

- freely-given, informed consent of participants and their right to withdraw from the study at any point, should they so wish;
- confidentiality and security of data storage; and
- containment of all risks of harm.

As far as practical arrangements are concerned, head teacher colleagues are asked to bring this research to the attention to the teaching staff within their schools, making the attached 'Information Sheet for Teachers' available to them.

A criterion for inclusion in the study is that teachers have a minimum of two years' teaching experience and have had a child or children with complex special educational needs (with an Education, Health and Care Plan, or undergoing/having undergone statutory assessment), since September 2018.

Teachers who signal a provisional interest or willingness to consider participating in the study are invited to make contact with Chelsea (Chelsea.moore[redacted] who will offer further information, following which, if teachers signal their consent to participate, Chelsea will make arrangements for a research interview (of approximately one hour's duration) at a time convenient to the teacher.

[redacted] Educational Psychology Service

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[redacted]

Appendix D: Teacher Recruitment Leaflet

How are you able to include children with additional needs in the mainstream classroom?

Research study to be undertaken in [redacted] primary schools during the summer and autumn terms of 2020 by Chelsea Moore, Trainee Educational Psychologist.

Who am I?

My name is Chelsea Moore, I am training to become an educational psychologist and studying at the University of Birmingham.

I am currently undertaking a two-year placement within [redacted] EPS and undertaking this substantive research study for my thesis.

Looking for primary school teachers to take part in a research project

What's involved

I am interested in your experiences, as teachers, of supporting children with additional needs and what values and experiences you bring to the profession.

Involvement in the research will be:

- An initial meeting of approx. 15 minutes to meet you, answer any questions and explain the interview format.
- An interview of approx. 1 hour at a time convenient to you. Ideally in your school in an appropriate, private, confidential area.
- A follow up meeting once I have begun to analyse data, to check that my analysis does accurately reflect the information and viewpoints you shared

Rationale and Impact

- There is wide acceptance of the universal rights of all children to be as fully included in their schools as is possible.
- However, teachers face many challenges in meeting this ideal.
- What is not understood is teachers' experiences of doing this and how their values and previous experiences mediate these challenges.
- It is expected that the findings will have relevance in informing the support provided to teachers in their pre-service teacher training, and, within [redacted], in tailoring sources of professional support and CPD.

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Please get in touch

If you are interested in finding out more information about the study and are considering taking part:

please check you meet the following criteria

1. You are Primary school teacher with at least two years teaching experience
2. You either currently have, or in the last year have had a child in your class who has an Education Health and Care Plan, or who has had a statutory assessment and a plan has been agreed but is yet to be finalised
3. The child is/was in the classroom for at least 50% of their timetable

If so, please contact me on

[redacted]

Thank you for your consideration,

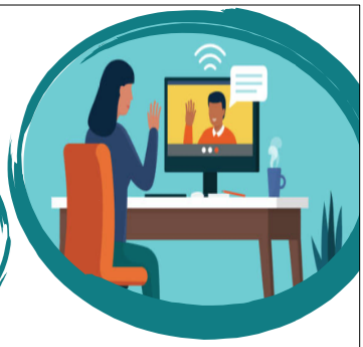
I look forward to hearing from you.

[redacted]

Appendix E: Use of Zoom Information Leaflet

Use of Zoom for Interviews

Information for participants



Let me know if you have any questions or concerns!

Introduction

This page contains some areas you may wish to consider and discuss with me prior to our meeting.

Due to the current government guidance around working remotely where possible, I will be unable to hold the research interviews in person and so have been approved to use the University of Birmingham's institutional licence of Zoom.

This uses configured settings to ensure safety, confidentiality and data protection; such as the use of a waiting room to prevent any unexpected guests entering our virtual meeting.

Considerations

Prior to our meeting it may be helpful to consider:

- what room you would like to take part in the interview from and what is visible in the background
- the positioning of the camera to enable the view of and response to non-verbal communication and gesture
- the other people in your house and how best to manage interruptions and disturbances
- switching off other technology if you are able to; for example, putting your phone on 'do not disturb' mode and having other applications on your laptop closed e.g. email.

I would like to arrange the interview at a day and time convenient to you. This can be in term-time or in the summer holidays.

Dates between the 6th July – 7th August are ideal.

If you are available to take part in this research, please let me know by email:

- your ideal and other available dates and times for the interview
- your preferred email address to invite you to the Zoom meeting
- how you would like to manage any unexpected interruptions. We could 'pause' the recording, you could switch off video, mute yourself and then come back when you are ready. If needed, we could arrange for another time to resume the interview.
- how you would like to be contacted for an initial meeting to introduce myself and explain the interview format to you. This can be through Zoom or telephone discussion; this will not be recorded but is a chance for you to ask any questions. This should not take longer than 15 minutes.
- which of the following suits you for this initial discussion and a time window when you could be available:
  - Thursday 25th June
  - Friday 26th June
  - Thursday 2nd July
  - Friday 3rd July

Appendix F: Participant Information Sheet

Participant information sheet

An exploration of teachers' narratives about their experiences of providing an education for all, in light of the SEND code of practice (DfE and DoH, 2014)

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Background Information

My name is Chelsea Moore. I am a trainee educational psychologist who worked for [redacted] Educational Psychology Service (EPS) as an assistant educational psychologist for two years, from 2016-2018. Since September 2018, I have been registered as a postgraduate research student at the University of Birmingham, where I am undertaking the three-year, full-time professional training in educational psychology. As part of my training, I am undertaking a two-year supervised practice placement within [redacted] EPS and undertaking this substantive research study for my thesis.

This information leaflet has been given to you because I am seeking your agreement to take part in this research project. Before you decide whether you are willing to take part, please read this leaflet which explains why the research is being conducted and what being part of the project will entail. If you would like further information or would like to ask any questions about the information below, please do not hesitate to ask (contact details are provided at the end of this leaflet).

My Research Aims

I am interested in finding out about the experiences and views of teachers about making inclusive special educational provision for children with complex additional needs within their classrooms. I am interested in the experiences upon which they draw; and their views about both the benefits and limitations of inclusive special educational provision. I also consider it important to capture the sources of fulfilment and job-satisfaction of the interviewed teachers, and sources of any frustration or stress they experience in their work.

Justification

Whilst there is wide acceptance of the universal rights of all children – including those with complex needs, - to be as fully included in their communities and schools as is possible, extensive research attests to the many challenges experienced in fulfilling this ideal.

The demands placed upon mainstream school teachers in accommodating the great diversity of pupil needs within their classes are complex, and, alongside the sense of fulfilment evoked by seeing vulnerable children learn, make academic progress and flourish, can also contribute toward professional stress and erosion of teachers' professional self-efficacy.

It is expected that the findings derived from analysis interviews with teacher colleagues will have relevance in informing the support provided to teachers in their pre-service teacher education and training, and more particularly, within this local authority, in provisions for post-qualification CPD and in tailoring other sources of professional support.

Your involvement

If you would like to take part in the study I will make arrangements for an initial meeting through Zoom which will last approximately fifteen minutes, where I can introduce myself, answer any questions you have and share with you a 'professional life history' template for you to consider areas you would like to share during the interview.

We will arrange the research interview (of approximately one hour's duration) at a time convenient to you. The meeting will be held though Zoom. The process will involve an in-depth discussion about your professional career, asking you to recall and reflect upon key events throughout your life that have had an impact on your professional self.

The interview will be recorded using a tool within the Zoom software, this will capture video and audio as well as create a transcript of the interview.

A follow-up meeting called a member check will be planned to take place in October 2020. This will offer me a chance to feed back initial findings to you and provide you the opportunity to confirm whether the findings reflect your views, or that they do not.

What will the findings be used for?

The research findings will be summarised within a research report for the Local Authority. A summary will also be shared with you, other professionals from the local authority and other primary schools. Please note, your individual name and school will not be included within any of the reports; every care will be taken to safeguard confidentiality so that neither the research participants nor their schools could be identifiable in any account of this research.

The research findings will also be written into my Doctoral Thesis for the University of Birmingham, which will be published, in full, online on the University's e-theses database. An edited, shorter version may be submitted to a peer-reviewed journal for publication, and findings from the study may also be disseminated at a professional conference.

What will happen to the data that is collected?

Immediately after your interview, the electronic recording will be saved to Zoom's secure cloud service and will be transferred from there to a password-protected folder on the University's secure IT data-storage system: BEAR DataShare. The files will then be erased from the cloud. Electronic transcripts and notes will also be held in a password-protected folder on BEAR DataShare. Any written notes and forms will be scanned in and also stored on BEAR DataShare in a password-protected folder. Original paper notes and forms will be shredded. In accordance with university research policy, data will be stored on BEAR DataShare for 10 years after completion of the project. A 10-year expiry date will be set for deletion of the electronic data stored on BEAR DataShare.

Appendix G: Consent Form

Consent Form

I, would like to take part in the study looking at teachers' experiences of making inclusive special educational provision for children with complex additional needs within their classrooms. This study is being carried out by Chelsea Moore, Trainee Educational Psychologist, as part of a Professional Doctorate in Educational Psychology at the University of Birmingham.

Please read and complete the participant consent form.

	Y	N
I have read and understood the project information sheet.	☐	☐
I have had an opportunity to ask questions about the project.	☐	☐
I confirm that, as part of my professional role, either this year or last academic year, I have had a child in my class who has an EHCP, or currently have a child who is undergoing statutory assessment for an EHCP.	☐	☐
I understand that the interview will last approximately one hour.	☐	☐
I agree to meeting the researcher at a later date, to discuss initial findings and share my thoughts on these.	☐	☐
Right to withdraw: I understand my participation in the study is voluntary. I understand I can withdraw from the at any point without explanation. I can also ask for my interview information not to be used in the study up until two weeks after the interview date. If I decide to withdraw from the study during or after the interview, all interview data will also be destroyed.	☐	☐
Confidentiality: My views and identity will be kept confidential unless I say anything that suggests I or another are at risk from harm, in which case Chelsea would seek guidance from her research supervisor and follow the necessary safeguarding procedures.	☐	☐
Privacy: I understand that the interview will be recorded through Zoom software. I understand that this will capture video and audio. I understand that the videos will only be viewed by Chelsea and her research supervisors. I understand that Chelsea may also take some hand-written notes. I understand that the voice recordings will be transcribed through the software initially and edited by Chelsea to ensure accuracy. I know that neither my name, nor the name of the school, will be included in these reports. I understand that basic details about me (ie. Sex and years of experience) will be summarised in the methodology section. I give permission for my interview recording to be typed up with a different name and for this to be used in her research. I agree to anonymised quotes being used as part of the study.	☐	☐
Data storage: All hand-written notes and recordings will be typed-up using pseudo-names or codes, the original recordings and notes will be deleted or destroyed. The notes will be kept locked in a filing cabinet that only Chelsea Moore has access to. The anonymised transcripts will only be available to Chelsea, her University Supervisor and University assessors. In adherence to the Data Protection Act (2018), All electronic versions of anonymous documents will be stored on the University of Birmingham secure network for a period of 10 years, after which point, they will be destroyed.	☐	☐
Data usage: I understand that the results of this study: • Will be used for Chelsea's Doctoral Thesis • Will be shared with professionals from the Educational Psychology Service • Will be made available to other professionals working in children's services in [redacted] Council. • May be written up for professional journals or shared at conferences for people working in education ([redacted] will not be named when reporting outside of the area).	☐	☐

Participant Name: _____ **Researcher:** Chelsea Moore

Date: _____ **Date:** _____

Signature: _____ **Signature:** _____

If you have cause for any complaint about this study please contact [redacted] Senior Educational Psychologist [redacted] or Sue Morris, University of Birmingham Research Supervisor and course Director

Appendix H: Application for Ethical Review

Section 1: Basic Project Details

Project Title: An exploration of teacher's narrative about their experiences of providing an education for all, in light of the SEND code of practice (2014)

Is this project a:

University of Birmingham Staff Research project ☐
University of Birmingham Postgraduate Research (PGR) Student project ☒
Other (Please specify below) ☐
Click or tap here to enter text.

Details of the Principal Investigator or Lead Supervisor (for PGR student projects):

Title: Mrs
First name: Sue
Last name: Morris

Position held: Educational Psychology Programme Director
School/Department School of Education / Department of Disability, Inclusion and Special Needs

Telephone:
Email address:

Details of any Co-Investigators or Co-Supervisors (for PGR student projects):

Title: Click or tap here to enter text.
First name: Click or tap here to enter text.
Last name: Click or tap here to enter text.

Position held: Click or tap here to enter text.
School/Department Click or tap here to enter text.

Telephone: Click or tap here to enter text.
Email address: Click or tap here to enter text.

Details of the student for PGR student projects:

Title: Miss
First name: Chelsea
Last name: Moore

Course of study: App Ed and Child Psy D
Email address:

Project start and end dates:

Estimated start date of project: 04/05/2020
Estimated end date of project: 04/06/2021

Funding:

Sources of funding: N/A

Section 2: Summary of Project

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon - please explain any technical terms or discipline-specific phrases. Please do not provide extensive academic background material or references.

Purpose:
The purpose of the proposed research is to explore teachers' narratives about their personal and professional autobiographies, and in particular, their professional careers as teachers. Participants will be teachers who have supported diverse needs in their mainstream primary classrooms in which one or more pupils have been the subject of an Education, Health and Care Plan (EHCP) to accommodate the child's significant and complex special educational needs. The analysis of these personal-professional narratives will be positioned and interpreted drawing upon broader socio-cultural values and structures, to inform consideration of how findings could be harnessed to inform practice in schools, and initial teacher education.

Rationale:

- Historically children with special educational needs and disabilities (SEND) were deemed ineducable, and later, educated separately and differently from their peers in segregated, specialist settings.
- Whilst special schools and units still exist, they are often full and recent years have seen a move towards inclusive education, with legislation emphasising the rights of children to be educated in their local mainstream school (see Article 24 UNCR of persons with disabilities, 2006)
- Parents of children with an EHCP can request that their child attend a particular school or setting. Such requests must be upheld unless, according the SEND code of practice (Department for Education, 2014):
    - *it would be unsuitable for the age, ability, aptitude or SEND of the child or young person; or*
    - *the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.*
- Whilst there is wide acceptance of the universal rights of all children, including those with complex needs, to be as fully included in their communities and schools as is possible, extensive research attests to the many challenges experienced in fulfilling this ideal.
- The successful implementation of inclusive legislation has been argued to be largely dependent on educational professionals working on the 'front line' being positive about it (Norwich, 1994).
- The demands placed upon mainstream school teachers in accommodating the great diversity of pupil needs within their classes are complex, and, alongside the sense of fulfilment evoked by seeing vulnerable children learn, make academic progress and flourish, can also contribute toward professional stress and erosion of teachers' professional self-efficacy.
- This links to the growing concern about the wellbeing of teachers, the high staff turnover in schools, and 'flight' from the profession.
- As a result, there is a wealth of research which has sought to explore teachers' attitudes towards the inclusion of children with complex needs in mainstream settings (e.g. Avramidis and Norwich, 2002).
- Given the complexities involved in understanding teachers' attitudes towards inclusion, it is somewhat surprising that there is limited qualitative literature. Instead much of the research draws on survey data, with many studies using international samples, so that findings may not be applicable to the UK education system.

- Existing research has focused primarily on teachers' perspectives on the general idea of inclusion (Cassady, 2011), with fewer studies focusing specifically upon teachers' experiences and values which influence how they include pupils with complex needs in their mainstream classes.
- A narrative approach would allow an in-depth exploration of the teachers' narratives and their experiences and the broader social narrative in which the personal narrative is being constructed.

Research questions
Research questions will be further refined following my more comprehensive engagement with relevant professional, policy, theoretical and research literature. A systematic review of this literature will be conducted to critique key studies relevant to the current study.

Research questions are:
RQ1: What are the experiences of primary school teachers who support children with complex needs?
- How do teachers frame the sources of job-satisfaction that enrich and reward their work?
- What do they identify as the principal sources of conflict, frustration or stress in their capacity as class teachers?

RQ2: What are the influences on how primary school teachers meet the diversity of needs in the mainstream primary classroom?
- What personal values mediate the challenges and responsibilities of their professional lives?
- What life experiences have influenced how primary school teachers conceptualise and talk about inclusion?

Expected Outcomes
It is expected that the findings will have relevance in informing the support provided to teachers in their pre-service teacher education and training, and more particularly, within [redacted] (the local authority in which the research will be conducted, which will be referred to using a pseudonym within the thesis), in provisions for post-qualification CPD and in tailoring other sources of professional support for teachers in mainstream primary schools.

Section 3: Conduct and Location of Project

Conduct of project

Please give a description of the research methodology that will be used. If more than one methodology or phase will be involved, please separate these out clearly and refer to them consistently throughout the rest of this form.

Survey
A census of children and young people in the focus local authority with EHCPs will be accessed to see the spread of need in the town and the type of school (mainstream or specialist) the children attend. This data is publicly available through the Department for Education which publishes statistics on pupils with SEN. The most up to date statistics they have are from 4 July 2019.

In addition, the local authority SEN Casework Team monitors data on children with SEND within the local authority. These data include the numbers of children with an EHCP in each school. These data may be used to support targeted recruitment efforts so that those schools which have children with EHCPs on the school roll can be contacted to request participation in the research project.

Interviews
A multiple case study design will be used to gain an in-depth understanding of the focus phenomena. Different methods will be used within the case study design – primarily narrative methodology, specifically the narrative interview using an adapted version of McAdams' (1993) personal narrative interview schedule (see Appendix 6 for draft interview schedule). This would allow participants to tell their professional story: the content of what they tell and how they tell it will provide the focus for analysis.

Narrative methodology was selected as an appropriate method because it considers the role of the researcher, the narrator and the wider social and cultural context (Murray, 1997). Considering the social and cultural context is especially important due to the political and legislative landscape of education and its influences on teachers. Narrative approaches are consistent with my own epistemological and ontological views , positioning people's accounts of their experiences as "social constructions that are developed in everyday social situations" (Gergen and Gergen, 1986). Narrative researchers are of the view that people have individual ways in which they talk about their lived experiences, which help them and others to understand them and their position in society (Elliot, 2005). Therefore, eliciting these stories can be seen as an effective way of learning about the area of interest.

Interviews will last approximately one hour. To support the participants to think about the areas they may wish to talk about, they will be provided with a template ahead of the interview to allow them to consider and reflect on the areas and make notes about the stories they wish to share (see Appendix 5).

Geographic location of project

State the geographic locations where the project and all associated fieldwork will be carried out. If the project will involve travel to areas which may be considered unsafe, either in the UK or overseas, please ensure that the risks of this (or any other non-trivial health and safety risks associated with the research) are addressed by a documented health and safety risk assessment, as described in section 10 of this form.

The project and all associated fieldwork will be carried out in the focus local authority ([redacted]). It will be suggested that interviews be carried out within each participating teacher's school building, in term time. However, if the participant wishes to complete the interview in the school holidays or in other premises, a meeting room will be booked in the council offices.

Section 4: Research Participants and Recruitment

Does the project involve human participants?

Note: 'Participation' includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

Yes ☒
No ☐

If you have answered NO please go on to Section 8 of this form. If you have answered YES please complete the rest of this section and then continue on to section 5.

Who will the participants be?

Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

Survey
N/A (participants will not be individually selected; instead, broader datasets be analysed from the focus local authority).

Interviews
The study will aim to recruit between four and six participants – all qualified teachers working in mainstream primary schools, with varying years of experience (minimum of two years), all of whom have taught a child with an EHCP within the last two years or are currently teaching a child who is undergoing statutory assessment for an EHCP. The child should have been in the classroom receiving instruction from the class teacher for at least 50% of their timetable.

How will the participants be recruited?

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student). Please ensure that you attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

Survey
N/A

Interviews
In order to recruit school staff, the research rationale and plan will be shared at a number of primary SENCo* liaison meetings. Here SENCOs will be provided with a leaflet for the head-teacher (Appendix 1) and teachers (Appendix 2) at their school, inviting staff to contact the researcher if they are willing to consider participating in the study. The researcher will use the local authority email address for data security reasons to reduce risks of data breaches

(* Every maintained schools has a SENCo, whose role, on behalf of the head teacher and governors, is to coordinate support for all pupils on the school roll who have special educational needs and disabilities).

It is important to have initial approval from the head teacher for staff participation in the study. If there were difficulty recruiting participants, using information from the local authority survey data about which schools have a number of children with Education Health and Care Plans, these schools would be contacted by the local authority educational psychologist for the school as a third party mediator, on behalf of the researcher, inviting staff to participate in the study, following approval from the head teacher.

Teachers who express an interest in taking part in the study will be asked to contact the researcher directly via a council email or telephone number. These details will be shared so that participants can contact the researcher if they have any questions, queries or concerns before or after the interview. No personal contact details will be shared (i.e. home address or phone number of either the researcher or prospective participants). Following this contact, prospective participants will be given an information sheet (see Appendix 3), consent form (Appendix 4) and asked to arrange an initial meeting of approximately 10 minutes to talk through the process of a narrative interview and to share and explain the template for the interview (Appendix 5).

Section 5: Consent

What process will be used to obtain consent?

Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are under the age of 16 it would usually be necessary to obtain parental consent and the process for this should be described in full, including whether parental consent will be opt-in or opt-out.

Survey
N/A

Interviews
Guidelines for freely-given, fully-informed consent will be followed from the British Psychological Society (BPS, 2018), the British Educational Research Association (BERA, 2018) and The University of Birmingham Code of Practice for Research. Gatekeepers (SENCos) will be approached in the first instance and given leaflets to seek approval from the head teacher and share information about the research with teachers in their schools.

As noted above teachers who express an interest in taking part in the study will be asked to contact the researcher directly via a council email or telephone number. These details will be shared so that participants can contact the researcher if they have any questions, queries or concerns before or after the interview. No personal contact details will be shared (i.e. home address or phone number). Following this contact, prospective participants will be given an information sheet (Appendix 3), consent form (Appendix 4) and asked to arrange an initial meeting of approximately 10 minutes to talk through the process of a narrative interview and to share and explain the template for the interview (Appendix 5).

Although participants may give initial consent via email, at the beginning of each individual interview, the researcher will talk through the information sheet, which will include information about the study, the study's aims, and what participants will be asked to do. There will be an opportunity for participants to ask questions. Once all questions have been answered and participants agree that they understand all of the information provided, they will be asked to confirm oral and written consent using the consent form (see Appendix 4). Circle boxes will be provided, if participants circle 'yes' to all statements (except for video recording which is optional), participants will be asked to sign and date the document.

Please be aware that if the project involves over 16s who lack capacity to consent, separate approval will be required from the Health Research Authority (HRA) in line with the Mental Capacity Act.

Please attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

Note: Guidance from Legal Services on wording relating to the Data Protection Act 2018 can be accessed at https://intranet.birmingham.ac.uk/legal-services/What-we-do/Data-Protection/resources.aspx.

Use of deception?

Will the participants be deceived in any way about the purpose of the study?

Yes ☐
No ☒

If yes, please describe the nature and extent of the deception involved. Include how and when the deception will be revealed, and the nature of any explanation/debrief will be provided to the participants after the study has taken place.

N/A

Section 6: Participant compensation, withdrawal and feedback to participants

What, if any, feedback will be provided to participants?

Explain any feedback/ information that will be provided to the participants after participation in the research (e.g. a more complete description of the purpose of the research, or access to the results of the research).

Member-checking of interview findings is planned to take place in October 2020; this will offer a chance to feedback initial findings to participants and provide the opportunity for participants to affirm whether the findings reflect their views, or that they do not.

A public domain briefing will be created and shared with participants and schools that were involved in the study. This will include a rationale for the study, methods and key findings. This summary report will not include any information that could identify participants. Participants will be offered the opportunity to meet with me to discuss the research findings.

The research project will be written up to form Volume 1 of my thesis for the Doctorate in Educational and Child Psychology, which will be available online, and may be published at a later date. To ensure confidentiality, participants will be informed that names of participants, the local authority, schools, staff, pupils etc. will not be used and that any other identifying information will be redacted from all interview transcripts. Pseudonyms will be used to aid readability. Some information about the participants (e.g. role, teaching experience) and the schools they work (e.g. size, OFSTED rating, inclusion policies, number of children with an EHCP) will be gathered and included to provide contextual and background information. Excerpts from interview transcripts will be included in the final write-up of the research project, and participants will be made aware of this.

What arrangements will be in place for participant withdrawal?

Describe how the participants will be informed of their right to withdraw from the project, explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

Participants will be able to withdraw from the project and this will be stated in the information sheet and consent forms. Participants will be reminded of this orally prior each interview commencing. Participants will be given contact details (my local authority phone number and email address) to use should they wish to withdraw from the study. There will be no consequences for the participant if they withdraw from the study and all their data will be immediately destroyed.

Please confirm the specific date/timescale to be used as the deadline for participant withdrawal and ensure that this is consistently stated across all participant documentation. This is considered preferable to allowing participants to 'withdraw at any time' as presumably there will be a point beyond which it will not be possible to remove their data from the study (e.g. because analysis has started, the findings have been published, etc).

Participants will be free to withdraw from the project before, during or (up to two weeks) after their interview takes place. After this time data analysis and synthesis will be in progress and I will be unable to withdraw their data.

What arrangements will be in place for participant compensation?

Will participants receive compensation for participation?

Yes ☐
No ☒

If yes, please provide further information about the nature and value of any compensation and clarify whether it will be financial or non-financial.

N/A

If participants choose to withdraw, how will you deal with compensation?

N/A

Section 7: Confidentiality/anonymity

Will the identity of the participants be known to the researcher?

Will participants be truly anonymous (i.e. their identity will not be known to the researcher)?

Yes ☐
No ☒

In what format will data be stored?

Will participants' data be stored in identifiable format, or will it be anonymised or pseudo-anonymised (i.e. an assigned ID code or number will be used instead of the participant's name and a key will kept allowing the researcher to identify a participant's data)?

The study involves face-to-face interviews, which means that anonymity cannot be offered to participants. To ensure confidentiality, as noted above, participants will be informed that names of participants, the local authority, schools, staff, pupils etc. will not be used and that if identifying information is discussed in an interview this will not be included in the transcript. Pseudonyms will be used to aid readability, and a key will be kept by the researcher to enable the identification of a participant's data. Some information about the participants (e.g. role, teaching experience) and the schools they work (e.g. size, OFSTED rating, inclusion policies, number of children with EHCP) will be gathered and included to provide contextual and background information. Excerpts from interview transcripts will be included in the final write-up of the research project, and participants will be made aware of this.

Will participants' data be treated as confidential?

Will participants' data be treated as confidential (i.e. they will not be identified in any outputs from the study and their identity will not be disclosed to any third party)?

Yes ☒
No ☐

If you have answered no to the question above, meaning that participants' data will not be treated as confidential (i.e. their data and/or identities may be revealed in the research outputs or otherwise to third parties), please provide further information and justification for this:

N/A

Section 8: Storage, access and disposal of data

How and where will the data (both paper and electronic) be stored, what arrangements will be in place to keep it secure and who will have access to it?

Please note that for long-term storage, data should usually be held on a secure University of Birmingham IT system, for example BEAR (see https://intranet.birmingham.ac.uk/it/teams/infrastructure/research/bear/index.aspx).

Click or tap here to enter text.

Data retention and disposal

The University usually requires data to be held for a minimum of 10 years to allow for verification. Will you retain your data for at least 10 years?

Yes ☒
No ☐

If data will be held for less than 10 years, please provide further justification:

Immediately after each participant interview, the electronically audio-recorded and video-recorded data will be transferred from the devices to a password protected folder on BEAR DataShare. The files will then be erased from the recording devices. Electronic transcripts and notes will also be held in a password-protected folder on BEAR DataShare. Any written notes and consent forms will be scanned in and also stored on BEAR DataShare in a password protected folder. Original paper notes and forms will be shredded.

What arrangements will be in place for the secure disposal of data?

In accordance with university research policy, data will be stored on BEAR DataShare for 10 years after completion of the project. A 10-year expiry date will be set for the electronic data stored on BEAR DataShare.

Section 9: Other approvals required

Are you aware of any other national or local approvals required to carry out this research?

E.g. clearance from the Disclosure and Barring Service (DBS), Local Authority approval for work involving Social Care, local ethics/governance approvals if the work will be carried out overseas, or approval from NOMS or HMPPS for work involving police or prisons? If so, please provide further details:

I already hold enhanced Disclosure and Barring Service (DBS) clearance.

For projects involving NHS staff, is approval from the Health Research Authority (HRA) needed in addition to University ethics approval?

If your project will involve NHS staff, please go to the HRA decision tool at http://www.hra-decisiontools.org.uk/research/ to establish whether the NHS would consider your project to be research, thus requiring HRA approval in addition to University ethics approval. Is HRA approval required?

Yes ☐
No ☒

Please include a print out of the HRA decision tool outcome with your application.

Section 10: Risks and benefits/significance

Benefits/significance of the research

Outline the potential significance and/or benefits of the research

It is anticipated that this study will allow professionals to reflect upon the values, attributes and experiences they draw upon which enable them to mediate the considerable and complex responsibilities of their professional lives and meet the diversity of needs in the mainstream classroom. It is expected that the findings from this study will stimulate discussion of narratives of inclusion at an individual and broader

socio-cultural level. This may encourage educational psychologists and wider teams within SEND at the local authority to reflect upon their role in supporting the inclusion of children with complex needs in mainstream school and afford them the insight of teachers' experiences. It is expected that the findings will have relevance in informing the support provided to teachers in their pre-service teacher education and training, and more particularly, within the focus local authority, in provisions for post-qualification continuing professional development and in tailoring other sources of professional support.

Risks of the research

Outline any potential risks (including risks to research staff, research participants, other individuals not involved in the research, the environment and/or society and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.) ***Please ensure that you include any risks relating to overseas travel and working in overseas locations as part of the study, particularly if the work will involve travel to/working in areas considered unsafe and/or subject to travel warnings from the Foreign and Commonwealth Office (see*** https://www.gov.uk/foreign-travel-advice)***. Please also be aware that the University insurer, UMAL, offers access to RiskMonitor Traveller, a service which provides 24/7/365 security advice for all travellers and you are advised to make use of this service (see https://umal.co.uk/travel/pre-travel-advice/).***

The outlining of the risks in this section does not circumvent the need to carry out and document a detailed Health and Safety risk assessment where appropriate – see below.

Potential risks to the researcher, research participants and other individuals not involved in the research are outlined below. Both the British Psychological Society (2018) and British Educational Research Association (2018) ethical guidelines were consulted when considering potential risks associated with this project.

Survey
No perceived risk.

Interviews
Risk to research staff
Physical risk of harm to the researcher is minimal as the interviews will be conducted in the school setting or council building, with other professionals in the vicinity. The research may have some emotional and psychological risks to the researcher, which could be evoked by the emotive nature of some of the areas of discussion. To minimise the risk to the researcher, regular supervision will be used to reflect on and consider the impact of the research.

Risk to research participants
Risks to participants are minimal, although participants may find reflections in which the interview invites them to engage, stressful or upsetting. For example, alongside sources of job satisfaction, the interview invites participants to talk about a 'nadir' experience, or particular low point in their professional lives which may be emotive for them. Participants are also asked to reflect on and provide their personal narratives of their experiences of supporting children with complex needs. Research has attested to the many challenges that teachers face, and so the interview may bring negative feelings to the surface.

Steps will be taken to reduce the risk of evoking distress by asking participants to focus on their professional lives when providing narratives during the interview, by being respectful toward participants throughout the course of the project, and by being sensitive to aspects of participants' work which they experience as frustrating or overwhelming.
If I sensed that a participant were becoming distressed, I would punctuate the interview, inviting feedback on whether the interviewee would like a short break or prefer to discontinue the interview

Participants will be debriefed following their interview, giving them the opportunity to ask any questions and to share any concerns they have. If required, participants will be signposted to professional support from a colleague or mentor in their school, or to relevant external services and agencies. All participants

will be provided with contact details of the researcher and university research supervisor, should they wish to ask questions or make any complaint.

Other
Interviews could gather information that could identify the school or local authority involved. Information may also be provided by participants that may present these schools or local authority in a negative light. The researcher will ensure any identifiable information is excluded from the final report so the school and/or the local authority remain anonymous. If information is provided which may present a risk to organisational reputation, advice will be sought through research supervision regarding the inclusion and communication of this data.

University Health & Safety (H&S) risk assessment

For projects of more than minimal H&S risk it is essential that a H&S risk assessment is carried out and signed off in accordance with the process in place within your School/College and you must provide a copy of this with your application. The risk may be non-trivial because of travel to, or working in, a potentially unsafe location, or because of the nature of research that will carried out there. It could also involve (irrespective of location) H&S risks to research participants, or other individuals not involved directly in the research. Further information about the risk assessment process for research can be found at https://intranet.birmingham.ac.uk/hr/wellbeing/worksafe/policy/Research-Risk-Assessment-and-Mitigation-Plans-RAMPs.aspx.

Please note that travel to (or through) 'FCO Red zones' requires approval by the University's Research Travel Approval Panel, and will only be approved in exceptional circumstances where sufficient mitigation of risk can be demonstrated.

Section 11: Any other issues

Does the research raise any ethical issues not dealt with elsewhere in this form?

If yes, please provide further information:

Disclosure:
Participants' data will be treated as confidential; however confidentially may need to be breached during the research project if a participant made a disclosure which raised safeguarding concerns – in which case the relevant local authority procedures would be followed.
Confidentiality may also be breached if the participant or another individual were judged to be at risk of harm or if there were indication of illegal activities. There may be moral or ethical reasons to consider a breach in confidentiality, for example if I am made aware of inappropriate or unprofessional practice, such as discrimination or a breach of Equality Act 2010.

I will seek advice from a relevant responsible person (research supervisor) before proceeding to disclosure if and when appropriate. Insofar as it does not undermine or obviate the disclosure, or jeopardise researcher safety, I will inform the participants, of my intentions and reasons for disclosure. Any decision to override agreements on confidentiality and anonymity will be taken after careful and thorough deliberation. I will make contemporaneous notes on such decisions and the reasoning behind them. I will also consider whether overriding confidentiality and anonymity compromises the integrity and/or usefulness of data and withdraw any compromised data from the study.

Do you wish to provide any other information about this research not already provided, or to seek the opinion of the Ethics Committee on any particular issue?

If yes, please provide further information:

N/A

Section 12: Peer review

Has your project received scientific peer review?

Yes ☐
No ☒

If yes, please provide further details about the source of the review (e.g. independent peer review as part of the funding process or peer review from supervisors for PGR student projects):

Click or tap here to enter text.

Section 13: Nominate an expert reviewer

For certain types of project, including those of an interventional nature or those involving significant risks, it may be helpful (and you may be asked) to nominate an expert reviewer for your project. If you anticipate that this may apply to your work and you would like to nominate an expert reviewer at this stage, please provide details below.

Title: Click or tap here to enter text.
First name: Click or tap here to enter text.
Last name: Click or tap here to enter text.
Email address: Click or tap here to enter text.
Phone number: Click or tap here to enter text.

Brief explanation of reasons for nominating and/or nominee's suitability:

Click or tap here to enter text.

Section 14: Document checklist

Please check that the following documents, where applicable, are attached to your application:

Recruitment advertisement ☒
Participant information sheet ☒
Consent form ☒
Questionnaire ☐
Interview/focus group topic guide ☒

Please proof-read study documentation and ensure that it is appropriate for the intended audience before submission.

Section 15: Applicant declaration

Please read the statements below and tick the boxes to indicate your agreement:

I submit this application on the basis that the information it contains is confidential and will be used by the University of Birmingham for the purposes of ethical review and monitoring of the research project described herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent. ☒

The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it. ☒

I undertake to abide by University Code of Practice for Research (https://www.birmingham.ac.uk/Documents/university/legal/research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines. ☒

I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer. ☒

I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer. ☒

Please now save your completed form and email a copy to the Research Ethics Officer, at aer-ethics@contacts.bham.ac.uk. As noted above, please do not submit a paper copy.

Appendix I: Sample of Annotated Transcript/Analysis

Interview Transcript RP03 (Julie)	Researcher's reflective notes
RP03: (um) When I decided I wanna be a tea – wanted to be a teacher. So, this is like the first chapter. (CM: Yeah) I – it was a really nice – It was almost like a movie moment. It was like a kind of like lightning bolts feeling and I haven't had that in my career, obviously, up until that point so (um)	Voice of excitement Really stood out to her can remember the feeling it gave her.
CM: Talk to me about the day what was happening when did it happen?	
RP03: (overlapping) I was at work. Oh, I've written this down, actually. It's really funny. I've done "did this, did this, did this" and when I talk about the bit where I wanted to be a teacher it's a little paragraph. But I was at work a very boring corporate job. (um) And like, my friend just sort – my best friend, she was working for an adoption agency at the time. So, she was messaging me "I'm going on his training course". It's a passion of hers, she's adopted. Da da da. So, she was talking about that. And I thought I had this realisation. I was like, "she's really enjoying her job". I didn't realise we were meant to enjoy our jobs. Not that I was back then miserable. But I was just like (CM: yeah), you know, (CM: yeah), so I was like – my sister-in-law at the time and my – one of my other best friends are teachers. So, I emailed them, and they were like, "it's a lifestyle choice, but do it, you'd be great, (um) we can see you doing it". And then I looked into it financially and they were doing grants at the time. So, I realised I could afford it. And then I just got butterflies. And my best friend. She said to me "when you – ", she said, "I remember when you started telling people, you want it to be a teacher. You were lighting up" and they hadn't seen that from me since we left university. So ,it was real, like, "oh my god, I'm really excited, I can't, like, I know what I want to do", and even (CM: mmm gave you purpose). Yeah. And it's	realisation Key moment of thinking that she wanted to do something different. Excitement clarity It all is worthwhile.

	been 10 years and I still feel like that, even if I'm stressed and frustrated and tired. I still feel this is what I want to do. Which is really nice. And I know not many people get that really with their jobs. So that was – yeah, that was an – I do remember sitting on my desk thinking "oh my god". It's like when you fall in love with someone, you're like "oh my god I think I love them" and it was like, "I think I want to do this" so (CM: Yeah) it was lovely.	Really vivid it really gave me the sense of how she was feeling at the time the excited anticipation and sense of fulfilment in a job she enjoys. Excitement/ clarity
CM:	Was there any kind of people that – I know you you started talking about the people that you kind of shared that with but but was it just that, you know, had you been thinking about it before that moment, or did it never really occur to you?	
RP03:	When I was in secondary school, we did the careers advice. Where they so you will be a vet. I (er) – it's actually written down that I was looking into being a PE teacher so (CM: oh okay) I do like sport and I still love sport and I take the girls football team and stuff. So, between that and whatever else I said they obviously thought I might go into teaching (CM: yeah) And I was probably like "no". But yeah, so that was initially – and then (um) I saw my best friends being a teacher from the beginning, right from qualifying. You see what she gets out of it as well. So, I suppose if you notice things about other people's jobs.	Seeing friend do that job and friends saying she would be good at it.
CM:	Yeah. That's really lovely to hear.	
RP03:	(overlapping) But I didn't – because I didn't know whether to do, secondary or primary so I thought I could be a secondary English teacher and I went and did work experience in both secondary and primary and then I was like "these little children are just wow. Brilliant". Yeah.	
CM:	What do you mean, what did you like about the primary.	

RP03:	(um) just. So, I worked, they sent me down to nursery and then obviously the little ones were like so sweet and like “erh he won't let. He won't play with me” and it was just like awh you get that nurturing aspect (CM: yeah) (um) and then I remember working with a girl in year five and we were doing some maths work and we were like, high fiveing and I was going home and I was really buzzing from the day. So rather than my job where I like yeah another day at the accountancy firm. I was like, “and then this little boy said this and then this girl was like, thank you so much for helping me” and I got a real buzz out of it and just that feeling of helping people which you you you know whatever day you're having you always come back to that why you started it in the first place (CM: Yeah) so I was like I really want to do it.	Making a difference – links to literature. Sense of fulfilment. Making a difference Achievement Purpose
CM:	Thank you. Thanks for sharing that. That's lovely to hear. Have you – did you want to share your other one?	
RP03:	Probably, when my job was going really well. I'm not saying it's not here, but in <CITY> I had a head teacher who really invested in me. She was like, “oh, I want you to be in charge of English” (um) my lessons were outstanding. I was really like – I didn't have children at this point. A child. Which then your priorities obviously shift. (CM: Yeah) So I was probably at the peak of being a great teacher and being enthusiastic and yeah there's a lot more pressure now, which kind of makes it –	Valued Priorities and investment in the career shifts as your life changes e.g. becoming a parents and wanting a different balance. Enthusiasm pressure
CM:	In what way, what what pressures are you, do you mean?	
RP03:	So just like, it’s like the admin and the the things we have to do where normally, like in my last school, the office did lots of stuff for us. And that comes back to us and you think, “all I want to do is go and teach and mark the books and assess them and be with the children” and you end up doing a lot more outside of	

	that, and I understand that, it's just, you know, when you've been a teacher for a long time, you see it changing.	Sense of frustration as the additional tasks that need to be done.
CM:	Yeah, so is there a particular moment that stands out in your previous job as kind of – that made you think of that.	frustration
RP03:	(um) I think I had a couple of like amazing lessons, where the the lady from the Council came in to watch us and we did a fake Ofsted, so she came in and I did a lesson on Martin Luther King's 'I Have a Dream' and I was saying – (obviously?) I had mixed class all different kinds of children (um) down in <AREA of CITY>. It's like, oh, you know, there was (um) a black boy sat next to a white girl. And I said, "well, you two couldn't sit together" and I was being really – and they were like "what?" And couldn't believe that – so we did our in speeches about race and (um) it was brilliant. And then like embarrassingly, it was, but the head teacher was like said in front of everybody "<RP03> lesson, the lady said that she got goosebumps watching your lesson". (CM: oh wow) And it was – everyone was like, "well done". I was like "this is embarrassing" but it's nice to be recognised with doing a really good job. (CM: Yeah), on top form really. But then, obviously, they were down, you know, a year later, we're having an Ofsted and I didn't have a very good lesson. And so, you come back, you come back down.	success embarrassment Importance of external praise and feedback Success/ achievement/ recognition Being recognised It seemed to me that teaching is a mixture of many high moments and low moments. Which would feel quite unsettling for me.
CM:	Yeah. It sounds like there's peaks and troughs in the career.	sadness
RP03:	Definitely and that's when you know when you work with people that you're always going to have that and you're a human yourself like we're not robots. We are affected by everything that happens on a day to day basis. Which makes it really draining as well. So it's tough –	Emotional Exhausting.