On Becoming an Education Professional: The past in the present

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This thesis is dedicated to Emma, Henry, Jessie and Flora, to my parents, and to the very new and very wonderful Eliza Belle.

Abstract

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The process of becoming a professional in an educational setting is, arguably, unique and may be distinguished from all other professions, as those who decide to take up this role have had substantial previous experience during their own schooling. It is the impact of this earlier experience that forms the basis of this thesis. In particular, it explores how individual subjectivities interact with the objective reality of professional practice in educational settings. Previous research has identified the tensions and complexities within this process and this exploration is expanded here by using a synthesis of psychoanalytic group theory, a sociological understanding of the social construction of reality and a recent adaptation of critical theory that emphasises the role of recognition in forming relations to the self. A series of narratives, representing an earlier life story and the more recent experiences of professional development in an educational setting, are collected from professionals early on in their career to provide rich data on the encounter between subjectivity and the facticity of education. These narratives were analysed using a gestalt methodology, the Narrative Process Coding System and 'future-blind' panels. Continued comparison of the data enabled an education biography for each participant to emerge and also revealed two main findings. The first confirmed that patterns of relating to educational settings as a pupil were replicated later in the context of developing a professional role.

It is argued that this represents a transferential relationship with the structures and processes of education. Secondly it was found that themes of agentic behaviour and responses to the reality of educational settings provided a commonality between the education biographies of all the participants. A discussion of these themes within two case studies and a wider application to the other participants provides an empirical understanding of the objectification of a professional practice. These two main themes also offer a unique synthesis of psychoanalytically informed social defences, recognition theory and how a facticity of professional practice may emerge. Finally it is argued that the collection of life story narratives from trainees or professionals early in their career provides a simple and efficacious technique to engage in meaningful and reflexive

professional development dialogue. Ultimately this research seeks to move the present standards and competency focused approach to developing a professional practice to a more nuanced and realistic one that considers how individuals encounter and respond to an objectified professional world.

Acknowledgements

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Introduction

The research presented here explores the process by which the role of a professional in an educational setting is developed. The central claim that is made suggests that past educational experiences have a significant effect on this transition. This implication will be confirmed through the following review of literature and the collection and analysis of data, yet it also has origins within my own professional career. I entered the teaching profession in the 1980s with a 'traditional' cognitive/information processing based psychology degree. For twenty years I used this background to help form professional judgments on pedagogy and staff development. Eventually I grew despondent on the limited impact I had on pupil learning and angry about the changes in education policy that sought to offer a centralised 'standards' approach. Consequently I left the classroom and entered Higher Education, enthused to pass on my experience and knowledge. My fervour for the new post soon morphed into bewilderment as the adults I was now teaching seemed to be displaying all the characteristics of the teenagers I had been teaching just six weeks earlier. I was faced with tantrums, feeble excuses for incomplete work, mysterious illness/sequential deaths of family members. All intended to explain non-attendance at school placements with the expectation that I would provide the fool proof template of 'how to teach'. The theories of Piaget and Bandura offered little insight and I began to reconstruct my understanding of the teaching and learning process.

Shortly before leaving school teaching I had spent a year working in New Zealand and had become very aware of the importance Maori and Polynesian society placed in maintaining links with their past. Legend and history merged to provide stories that were invoked to give meaning to the lives they lived. I had begun to reflect on the difficulties I had encountered teaching these pupils, while also witnessing with astonishment their engagement and knowledge of their ancestors and cultural practices. For me, it was the beginning of the journey that led me to appreciate the impact of the past in the present and particularly the role of stories within this process. The experience of Higher Education teaching combined with these thoughts guided my reading back to the theories of psychoanalysis, where early life experiences are seen to have a paramount influence in later life. Significantly, Kleinian notions of splitting, projection, introjection, paranoid-schizoid and depressive positions provided insight and a language that began to make sense of the childlike adults I was now teaching. So much so, that I embarked on a clinical training in psychoanalytical psychotherapy and began to explore the use of narratives to structure both research and theory. Sayers (2000) served to consolidate these thoughts as her review of Kleinian theory provided a compelling analysis that clearly linked theoretical developments to early life experiences.

This research continues to explore these early thoughts and it seeks to use a narrative research technique to explore the lives of new education professionals. The focus moves beyond the career development of teachers, as educational settings are now hosts to a wide variety of other support staff. Those taking part in this research are teachers training on a school-based route known as the Graduate Teacher Programme, teaching

assistants and learning mentors. The approach is influenced by psychoanalysis but this is not offered as the only theoretical underpinning. Frosh and Baraitser (2008) are critical of the tendency towards a 'psychoanalytic certainty' and note that if psychoanalysis teaches us anything, it is the need to be sceptical and offer tentative formulations. Therefore, although this research is informed by psychoanalysis it also provides a wider psychosocial exploration of early professional practice.

It is argued that becoming an education professional involves a unique interaction between the past and the present where internal subjectivities encounter external objective realities. Therefore the process of becoming an education professional is essentially one of identity or role formation that requires the expectations and phantasies of the past to be negotiated in the present. Taking a psychosocial approach moves beyond a psychoanalytic certainty and provides a wider and richer debate informed by sociological sensibilities. Rustin (2008) sees the combination of depth and constructionist theory as one that can only serve to improve the understanding of the interaction between the subjective and objective. Therefore the collection of life story narratives combined with a psychoanalytic approach and broader psychosocial theory will enable, in Sayers' (2000) terms, an exploration of education professional development 'inside out'.

Chapter one, 'Becoming and Education Professional', makes the case that developing an education professional practice is unique to other professions due to the unconscious processes that are evoked as the past collides with the present. Beginning education

professionals are seen to reject the professional knowledge base in favour of gaining practical experience. This is discussed in the light of psychoanalytic phenomenon and particularly the role of social defences (Hirschhorn, 1990). Berger and Luckmann's (1966) theory of the social construction of reality is presented to provide a discussion on the dialectic relationship between individual subjectivity and objective facticity. The notion of facticity and the conception of an objective world are problematic due to the assumption that an observable world is experienced and known to all in the same manner. This thesis accepts such difficulties (and in the final discussion rejects such conceptions), yet it will ground much of the discussion using the language of a shared observable known. The rationale for this is that within education settings, such is the hegemonic influence of government-driven policy that there is indeed a widely accepted, and inspected, understanding of the process of education. These exist in the form of standards for professionals, the National Curriculum and the guidelines used by the Office for Standards in Education, Children's Services and Skills (Ofsted). Finally, Honneth's (1995) discussion on the role of recognition in developing levels of 'relations-to-self' is presented to offer a more empirically nuanced description of interaction between the self and the other.

The methodology outlined in chapter 2 makes the case for the use of narrative based research in relation to the three theories mentioned above. The research process is then outlined providing details for the collection and analysis of two narratives: the Life Story Narrative and the Professional Development Narrative. These narratives are analysed using three techniques to ensure the reliability and validity of the data. Central to the procedure are the production of three situated subjectivities that reflect the

4

participant's lived experience. These are then compared and contrasted to provide a structural hypothesis/education biography that represents how past responses may inform future actions. The data analysis (chapter 3) confirms this process and provides two detailed case studies. It also provides the evidence and rationale for themes that are common to all participants as they negotiate their new professional identity. Importantly it is also shown how the collection of the two narratives can be used for formative reflexive professional development as described in chapter 4.

The following discussion chapter offers a unique view on the process of becoming an education professional. It discusses the influence of the past in the present as a transferential response to the structures and processes of education. The two main themes identified in the data analysis, personal agency and response to the objective reality of educational settings, are then related to the theories of social defences, the social construction of reality, and recognition. What emerges from their synthesis is an opportunity for a sequential analysis of the process of becoming an education professional. Significantly this analysis highlights the dilemma of marginal situations and how the response to these influences professional development. Ultimately it is concluded, that the collection of a Life Story Narrative alone, is sufficient for effective reflexive professional dialogue.

Chapter One: Becoming an Education Professional

Introduction

This chapter will provide a review of the literature relating to developing an education based professional practice and the associated psychosocial processes that are involved. It will be argued that the process of becoming an education professional deserves special consideration due to the ubiquitous nature of education. Notwithstanding exceptional circumstances, everyone will have experienced some form of educational setting and therefore have a personal awareness of an objective reality that these institutions represent. Consequently, those who choose to join the education profession will, unlike, for example, bankers, police and social workers, have a good notion of what the role is like and what would be expected of them. The research accessed to investigate this unique background to professional development will review findings from educational research on (mainly) teacher training, the application of psychoanalytic principles to educational settings, and a sociologically informed debate on how individual subjectivities become social realities.

The first section of this chapter, 'Developing an educational professional practice', reviews four decades of research on the training and development of teachers and indicates the existence of four universal themes:

1). Career pathways are associated with earlier life experiences.

2). Professional knowledge is rejected.

3). Practical experience is favoured.

4).Reflective activity reveals a tension between personal and professional understandings of educational practices.

The link between the past and present is outlined in section two: the personal and professional. This highlights how the resistance to professional knowledge in favour of practical experience leads logically to a discussion in the second section of the psychoanalytic phenomena of transference, countertransference, resistance and defences. These are seen to offer an explanation towards understanding how new professionals relate and respond to knowledge and practice. It is the consideration of defences in a social context in the following section that provides a discussion of the psychic experiences within group settings. This debate develops into the consideration of social defence theory and a wider appreciation of social group dynamics.

The third and final section, 'A Psychosocial Insight', offers a sociologically informed discussion to consider how individual subjectivities, affected as they are by a dynamic unconscious, relate to and produce an external reality that has meaning for larger social groups. In the context of this study such an analysis is applied to how individuals, with their unique yet 'informed' educational pasts, accept or reject their role as an education professional within the existing facticity of educational structures and processes. This discussion is informed by considering how an external reality may be socially constructed and the role that individual recognition has on developing an identity.

Developing an educational professional practice: four common themes

The literature chosen to inform this research provides a four decade review of an extensive, complex and varied body of work. Each of the main research articles provides a meta-analysis and serves to frame the following discussion on the process of becoming an education professional. For example, Fuller and Brown (1975) consider the sequential stages of development encountered by 'beginning teachers'. Kagan (1992) includes both pre-service and beginning teachers and discusses 'professional growth' that includes experiences beyond the initial obtaining of a qualification. Wideen et al. (1998) reviewed research on 'learning how to teach' from a Higher Education perspective and as such provide useful insight into the theory/practice debate. Cameron and Baker (2004) provide a comprehensive study of 'Initial Teacher Training' in New Zealand and helpfully, offer an international perspective and develop the work of Wideen et al. (1998). Korthagen et al. (2006) review the process of teacher education in three countries and put forward suggestions for educational professional practice that are common to all. Finally, Webster-Wright's (2009) evaluation of 'professional development' is considered as this offers a perspective beyond the very early years of professional practice.

The vast majority of research is based on 'traditional' Higher Education undergraduate or postgraduate teacher qualification perspectives. It may, at first, appear to be incongruent with the participants in this research programme who are not all teachers and none of whom are following traditional HE routes. However, the rationale for the

choice is both pragmatic and theoretical, as there is as yet no established longitudinal review of research for 'non-traditional' approaches to developing a professional practice in an educational setting. Although Lai and Grossman (2008) do look at alternative approaches, their focus is very much on policy and quality control. Furthermore, the precise details of courses or programmes are not required, as the focus is on the process of 'becoming a professional' where individual subjectivities encounter the facticity of professional practice.

The analysis of the individual research reviews outlined above sought to identify commonalities, as it is proposed that features which are universal are more likely to represent valid experiences of becoming a professional. Four themes have emerged that are common to all. The first theme relates to clearly identifiable patterns of career development that, in turn, draw attention to two further themes; how early professionals respond to professional knowledge; and how practical experience is encountered and negotiated. The fourth theme relates to an agreed need to develop a reflective practice that can provide an opportunity to consider the impact of personal experience on professional practice. The first area of discussion will look at the chronology of early career patterns and later professional growth.

Theme 1: Career pathways

Fuller and Brown (1975) identify three stages of career development. The first involved being concerned with the self, their immediate experiences and the early idealised notions that were held about being a teacher. During the second stage the focus shifted

to an apprehension about professional competency relating to teaching processes and classroom control. The final stage included a wider search for knowledge that would enable their practice to progress beyond their early professional learning, which they acknowledged that few practitioners reach. Similar stages have been reported by Kagan (1992); Darling-Hammond (2000) and Webster-Wright (2009) who all recognise that these stages span many years with Darling-Hammond suggesting that five year degree courses may be necessary to enable a successful professional practice to be developed. Huberman (1995) suggested that despite a wide variety of experiences, it was possible to identify commonalities within career pathways and so related these to how the beginning career was experienced. He suggested the existence of two possible starting positions which were 'easy' or 'painful', followed by periods of assessment and stabilisation before it was considered that the new professional had developed and defined their own professional practice. Huberman also noted how early experiences had an impact on these initial career pathways and suggested that those from larger families or who had been involved in children's group activities, either as a child or adult, were less likely to experience painful beginnings.

Theme 2: Interaction with professional knowledge

The second theme that is universally reported in the reviews of research highlights the unwillingness for new educational professionals to consider the knowledge base of their profession. Such an activity is rejected in favour of gaining practical experience (Baker and McNeight, 2000; Fuller and Brown, 1975). This finding is also reflected in government policy as Webster-Wright (2009) criticises what happens to the knowledge base as she distinguishes between what academic research has 'found out' and what

happens to these findings within policy documents. A considerable disparity is noted and Webster-Wright questions whether such research findings actually impact on policy and therefore practice.

Other authors (McEwan, 1995 and Britzman, 1998; 2003) make the bold claim that there is actually no consensus as to what education is and indeed, those in education, may even have lost the ability to think about and explore their own field. Britzman (2003) draws attention to the difficulties around dealing with new knowledge in relation to what is already known. Her insight is compelling and enlightening and will be considered in more detail later in relation to psychodynamic processes, but for the present stage of the discussion what she insinuates has some resonance. This difficulty with knowledge could account for the continued theory/practice debate and an unwillingness to include research findings into policy. While this situation may provide a confusing foundation for research centred mainly on teaching, it is exacerbated in relation to non-teaching professionals such as teaching assistants (TAs). Mansaray (2006) (herself a TA) reports that few settings know what to do with TAs and that their roles are ill defined and little understood, so for this group of new professionals the terrain could be even less clear.

Despite what can be seen as a confused understanding of what professional knowledge is appropriate, each of the main research reviews record that the dominant mode of delivery is still the 'traditional' transmission of knowledge. Such approaches are agreed to tend towards the 'training' of professionals rather than providing an education.

Johnson and Golombek (2002) argue that the transmission of knowledge diminishes and marginalises those being trained by ignoring what each individual brings to their new (professional) experiences. Fenwick and Edwards (2010) highlight the increased globalisation of professional knowledge in the form of standards and competencies and claim that these seek to control practice - but from a distance. The impact of these and the associated monitoring are argued to produce conformity of practice and reduce the possibilities for local decision making. However, Lawry and Tedder (2009) suggest that this 'closing down' need not happen if those involved have sufficient agency.

There is an assumption that all trainees start from the same position (Ritchie and Wilson, 2000) and Korthagen et al. (2006) doubt whether it is possible to 'bestow' knowledge and therefore create a subject. For Segall (2001) this is a worrying situation as it tends towards preserving the old established knowledge and prevents new ideas from emerging. This is the main issue for Felman (1982), who asserts that the content of knowledge for teachers is less important than developing their own disposition to learn. The commonality here is the lack of ability or confidence of the academy, profession or government bodies, to define a canon of suitable knowledge and the accompanying disappointment that the knowledge and experience of those entering educational professions is not fully recognised. Certainly all the reviews indicate that new professionals are far less concerned with knowledge than they are practical skills and this may indeed be reflected by government policy.

Theme 3: Situated practical experience

All the main research reviews on beginning education professionals specify the centrality of what this research describes as 'situated practical experience' (SPE) and often regard this as more influential than the encounter with professional knowledge. One of the fundamental themes that emerge is the intuitive notion that working in educational settings is so complex that this can only be realistically recognised by working in the setting. Understanding the context and multifaceted working world of educational settings is recognised by Kagan (1992), Wideen et al. (1998), Darling-Hammond (2000), Cameron and Baker (2004), Korthagen et al. (2006) and Webster-Wright (2009). Among the issues raised about the SPE Cameron and Baker (2004) consider this in itself to be extremely complex and potentially out of control and Wideen et al. (1998) welcome the opportunity it provides to consider the 'ecology' - the complex inter-relatedness of educational settings. Kagan (1992) makes it clear how student teachers regard the learning of skills during their SPE as far more vital than considering theory as they focus on classroom control and their own teaching performance (see also Fuller and Brown, 1975). Numerous authors (Darling-Hammond, 2000; Cameron and Baker, 2004 and Webster-Wright, 2009) raise the topic of gaining experience both with and from supportive colleagues in the settings. In fact Darling-Hammond (2000) regards those schools that focus on professional development as successful schools and Webster-Wright (2009) sees an engagement with real life problems in relation to small interventions within the setting as being the source of significant professional learning.

13

Theme 4: Reflecting on the past and present: A personal/professional encounter

The need to encourage reflection is the fourth theme on which each of the major research reviews can be seen to reach a consensus. The role of reflection during the development of professional practice focuses on the ability of the new professional to evaluate their performance in light of the present experience and critically, to be able to consider new courses of action. Webster-Wright (2009) and Kagan (1992) understand this as the need to challenge the existing assumptions, views and beliefs and to develop a capacity to inquire and to go beyond the present thinking (Darling-Hammond, 2000). Korthagen et al. (2006) advocate formalising this process and encourage student teachers to become more involved in active research. It is worthy of note that most of the main review authors (Cameron and Baker, 2004; Darling-Hammond, 2000; Kagan, 1992; Webster-Wright, 2009 and Wideen et al. 1998) consider the process of reflection as far more problematic that it may at first seem to be. Their contention is that in order to be reflective and consider new possibilities it is necessary that individuals recognise their own viewpoints and are able to acknowledge and adapt these if necessary in the light of their new experiences (see also Miller, 2004; Moen et al., 2003; Ovens, 2009; Price, 2000). But what each report is how previously held beliefs and views are tenaciously held onto despite the subsequent new experiences in educational settings.

Cameron and Baker (2004) question with some justified pessimism whether, due to the complexity, SPE can become a site for real (professional) learning but recognise that it is during these encounters that new professionals interact initially with the working environment. Therefore, it is the first time that their personal life meets with the potential of a new professional life and in turn the two become combined mutually as

14

their professional practice is developed. The personal nature of this encounter makes the experience distinctive and important. Connelly and Clandinin (1988) refer to how this situation has the effect of 'pulling out' what they define as personal practical knowledge by which they mean that the practical skills employed are determined in conjunction with the personal experiences that have been brought to the present professional situation. Likewise, Lortie (2002, p61) refers to this as 'the apprenticeship of observation'. This is the very heart of an SPE as the present experience is essentially a practical one that is concerned with 'doing what a professional should be doing'. At this early stage it is situated within what the student brings from their past, and what experience and advice they receive in the present. Jalongo and Isenberg (1995) note that it is only possible to build on what is already known and so it should be no surprise that the responses during the SPE are correlated to past experiences. The career pathway research findings already go some way to confirming this, as Huberman (1995) noted how the easy or painful beginning pathways could be related to earlier life experiences.

The continuity of building on past experience is the underlying fundamental process to developing a professional practice (Brookfield, 1995; Bennet, 1996; Clandinin and Connelly, 2000; Jones, 2003; Riley, 2009). They see the SPE as one in which new knowledge and skills can be developed in the new professional and social world that they encounter. But Mcgee et al. (1994), Craig (1995) and Britzman et al. (1997) offer a word of warning and suggest that new practices may not be developed. Instead, the social nature of the experience may lead to the compliance and acceptance of existing

practices, as students either compromise their views to avoid being isolated within the new work force or to seek approval from mentors and tutors.

The process of becoming a new professional is beginning to be seen as increasingly complex. It is not sufficient to simply 'transfer' the knowledge and skills of a professional practice. The interactions within the SPE are such that individual past experience and dispositions need to be considered. Loughran (2007) provides a persuasive justification to move into more complex territory and notes that:

> ... in teaching teaching, there is a pressing need for teacher educators to be able to bring to the surface the reactions, responses, decisions and moves that influence and shape their learning during teaching ... it matters if students of teaching are to see beyond the superficial and to engage with practice in more nuanced and sophisticated ways. (p.2)

To 'see beyond the superficial' requires a reflexive stance that enables the influence of the past to be considered in the present. Crucially, the social nature of this process cannot be ignored as the individuals already operating within this professional practice will have an impact on how newcomers negotiate their developing professional practice.

A United Kingdom perspective:

These four themes, identified from international research reviews, can similarly be seen in recent UK based research on early teacher career or professional development (see Hartley and Whitehead, 2006 for an extensive overview) and confirm their ubiquity and application within this thesis. The impact of past lives on *career pathways* has been shown by Avis (2005), Day et al., (2006, 2007), Goodson, (2003) and Goodson and Sikes,

16

(2001). Each author has indicated how knowledge of life history is relevant to understanding how individual careers may develop and in particular how lives, both personal and professional, are affected by wider social influences and personal relationships. Adey et al. (2004), Beck et al. (2005), Eraut, (2000) and Furlong, (2000) verify the difficult *interaction with professional knowledge*. They question the value of prescribed knowledge, often provided before a professional setting has been experienced and question what professional knowledge may be. Eraut highlights the importance of tacit knowledge, while Furlong suggests that the role of intuition can be seen as an important means to develop a professional understanding.

The importance of *situated professional learning* is reflected by Hodkinson and Hodkinson (2005) who argue for the centrality of work-place learning, while Cordingley et al. (2003) provide the caveat that this must take place within collaborative networks to be successful. Bottery and Wright (2000) take up the cause of professional learning while developing a practice and note the problems required for individuals to become de-professionalised before they can be re-professionalised. It is argued, by Woods and Jeffrey (2002), that *reflexive practice* plays a vital role in enabling education professionals to cope with the destabilising effects of 'being professionalised' and Pollard et al. (2005) provide guidance and evidence as to the efficacy of taking a reflective stance.

What has also been significant in the UK is the influence of a commodified 'standards' agenda. For example, Ball (2004) argues that performativity has had an impact on the

profession by reconstructing teachers as technicians. Hextall et al. (2007) has attempted to provide a review of teacher professionalism since 2000 and indicate the considerable impact of a standards focussed agenda on a wide range of educational professionals. Stickney (2009) reviews the wider implications of the imposition of a standards agenda and how governments have attempted to validate and impose set criteria for professional knowledge and practice. He does not reject the notion of standards and criteria, but instead questions how these have been implemented and he suggests that criteria can beguile a false sense of security as they offer an illusion of 'knowing'. If criteria are to have value, Stickney (2009) argues, they should not be imposed but they should be developed from the practice that is being experienced. What he acknowledges is that all groups and paradigms (bowls clubs, church groups, research groups etc.,) have criteria, but that these emerge from their activities and are often unknown. It is the commonality of practice that provides the sense of cohesion. Fenwick and Edwards (2010) warn of the potential impact of judging educational professionals alongside imposed reductive criteria and propose that a 'funnelling' of practice may occur.

The next section will continue what has been identified as a fundamental issue, which is a discussion of how past experiences may influence the present, in particular how individual subjectivities may influence the encounter with the reality of objective professional knowledge and practice.

The personal and professional: a psychoanalytic perspective

The conjecture from this review of the research on the development of education professionals is that career pathways are influenced by how each individual responds to the encounter with professional practice and knowledge. Crucially, this encounter involves an interaction between both the personal and professional: between the past with all its memories and phantasies and the present where desire meets the reality of an established professional practice (Hanley, 2007). This nuanced relationship between the past and present reflects the psychoanalytic assumption that early life events contribute towards the functioning of a dynamic unconscious. This in turn is manifest throughout the life course and the following discussion of research explores the margins that exist between psychoanalysis and education.

Psychoanalytic insight is conspicuously absent from a discussion on the process of teaching and learning, with only a handful of authors over the last 80 years venturing in to this territory (for example, A. Freud, 1930; Ferenczi, 1949; Jerslid, 1955; Caspari, 1976; Salzberg-Wittenberger et al. 1983; Coren, 1997; Appel, 1999; Britzman, 1998, 2000; Boler, 1999; Geddes, 2006; Moore, 2006b; Youell, 2006 and Bibby, 2011). Even less has been written about how a dynamic unconscious may impact on the development of an education professional practice (Britzman, 1998, Brown and England, 2004 and Brown, 2006). This section will introduce the fundamental psychoanalytic phenomena of transference, countertransference and defences and then apply these to the process of professional development in educational settings.

Transference and Countertransference.

Transference is a central principle that refers to the working of a dynamic unconscious and proposes that past unresolved conflicts or ways of relating are projected into new situations in the present. Consequently, new experiences can invoke old experiences with their associated thoughts and feelings. Moore (2006 a, b) and Britzman and Pitt (1996) refer to this process as the outside world of interpersonal relationships meeting the internal world of intrapsychic conflict. Although transferential relationships can be extremely complex, Youell (2006) and Salzberger-Wittenberg (1983) suggest that in educational settings this may often be a parent/child transference, where the child relates to the teacher as if they were their parent and in doing so brings with them all the problems or benefits that this relationship holds. Frosh and Baraitser (2008) question the application of psychoanalytic processes outside of the clinical setting, as the intersubjective encounter is radically different. This viewpoint is largely supported in respect to most non-clinical interactions but ultimately rejected in this research due to the effect of educational settings. Importantly, education may be unique as a profession, as those who enter it have already experienced it, albeit from the perspective of the learner. It will be argued that it is this distinctive aspect which heightens the role of a dynamic unconscious in educational settings.

This situation offers up the possibility that old memories and phantasies as to what it means to be a teacher, or indeed a learner, will be evoked. Consequently, for the psychoanalyst, educational settings can therefore be seen to heighten the effect of transference relationships (A. Freud, 1930; Pitt and Britzman, 2003; Moore, 2006 a, b and Youell, 2006). Youell, (2005) also makes the pertinent point that classrooms are no

longer seen as private spaces but open to public inspection. This 'opportunity' for inspection is particularly germane to those who are beginning their careers. She argues that simply being observed creates a discomfort that can become persecutory and the position of power held by the observers increases the likelihood of developing transference responses that seek to hide vulnerabilities. Such responses take the form of defences and will be discussed later.

One of the significant contributions of psychoanalytic theory to the understanding of relationships between individuals is that of the countertransference. This is closely related to the transference and can be conceived as:

> a reaction in the analyst which implies a parallel to the patient's transference (as in 'counterpart') as well as being a reaction to them (as in 'counteract')'(Sandler et al., 1973, p62).

In the clinical setting this phenomenon occurs between the analyst and patient. But, as it is assumed in this research that educational settings are also the cause of transference and countertransference relations, the teacher could represent the analyst and the pupil the patient. Significantly, is the analyst/teacher aware of any thoughts and feelings they are experiencing that are not theirs but may belong to the patient/pupil? This awareness of 'other' feelings is the countertransference. In a therapeutic role analysts attempt to make themselves open to the unconscious transferential communication from their patient; this requires paying attention to how they think and feel in their presence. For Anna Freud (1930) this was of fundamental importance for teachers as she regards educational settings as being familiar places, therefore highly susceptible to the re-enactment of childhood memories and hence transferential relating. The dynamics that this sets up will have an impact on the relationship between the teacher

and pupil and for this to be an effective relationship the teacher needs to be able to distinguish what feelings and thoughts are their own.

For example the teacher who is getting angry in the classroom needs to reflect on whether this anger is theirs (and justified) or is providing them with 'emotional intelligence' (Carr, 2001; Armstrong, 2004) that the pupil they are dealing with is angry. Britzman and Pitt (1996) argue that unless teachers understand their own 'subjective conflicts' (p, 118) that result from their own biographies they will not be able to distinguish whether the countertransference responses are a result of their intrapsychic conflict or that of the pupils. Both Sigmund (1964) and Anna Freud (1930) make the case that all those who enter educational settings need first to experience a period of analysis to heighten their awareness of their own internal conflicts. In fact, Sigmund Freud consider the analysis of teachers or educators as a 'more efficacious prophylactic measure than the analysis of children themselves' (1964, p. 150). Anna Freud warns that without analysis teachers could get stuck in transferential dynamics that cast both teacher and pupil back into their biographies and unresolved past conflicts (see also Weiss, 2002a, b). She argues that if such an analysis were to be undertaken, it would be more likely that pupil behaviour could be understood in the context of intersubjective relationships. Britzman and Pitt (1996) see the need for teachers to understand their own internal conflicts as an ethical responsibility. They argue that if teachers do not do this, then as a result of the transference/countertransference they will continually be leaving young people with their own internal conflicts that are communicated within the pedagogical encounter. Additionally, Brown and England (2004) acknowledge that the outcome of the transference/countertransference is to distort communication.

The implication so far is that the transference relationship and associated countertransference occurs between individuals, but Schleifer (1987) proposes a Lacanian adaptation on transference relationships within educational settings. The suggestion is that the transference is not so much a 'shadow of something that was once alive' (p. 805) but is instead the transference of discursive strategies from one situation to the next. Robertson (1999) pursues Lacan's conception of transference and acknowledges his emphasis on knowledge and authority. This has the impact of increasing the flexibility and applicability of the concept of the transference as it can now be related to settings, such as those within education, and implies that transferential relationships may be linked to both the knowledge and the authority or the objectified process of education itself.

Transference and countertransference are both phenomena of the dynamic unconscious and they represent past experiences played out in novel situations in the present. Such responses ultimately distort communication as the observed behaviour masks the internal conflicts they represent. The next section explores the unconscious defences that arise within relationships. The focus however is not on the relationships with other individuals, but rather to pursue the suggestions offered by Schleifer (1987) and Robertson (1999) that transferential relationships and the associated defences may be experienced in relation to the more discursive strategies of professional knowledge and practice in educational settings.

The Defences

Arrays of defences have been identified within the psychoanalytic discourse (A. Freud, 1937). The general function of a defence mechanism is to protect the ego from anxiety that emanates from internal conflicts or actual external threats, and super-ego demands. It has been noted that education is an anxiety provoking process, Jerslid (1955) sees the history of the process of education as one of avoiding anxiety and preventing exposure to risk. Hunt and West (2006) argue that education should focus more on what is under the surface as this would promote the development of a language that would enable what is hidden or unconscious to be identified and discussed. Helpfully Youell (2006) notes that not all defences should be seen as damaging as they may have positive uses in allowing individuals to cope with difficult situations. They should only be seen as destructive if they are used to excess and impact on normal development, they remain unconscious and therefore not available to thought and modification. Of the many defences discussed in relation to educational settings, the application of Melanie Klein's concepts of splitting, introjection and projection are commonly utilized (Salzberger-Wittenberg, 1983; Boote, 2003; Britzman, 2003; Argent, 2005; Yuoell, 2006; Hinshelwood, 2009). The relevancy is particularly apt as Klein (1957) considers that these phenomena occur within a transference relationship. A brief explanation of each will be helpful before considering how they are manifest within educational settings.

Splitting refers to a process by which feelings, thoughts or wishes are separated off from consciousness as two or more part objects and so are unknown to the person. The effect of this is for the thought or memory to be unavailable and as such it is not able to be

used. Importantly not only is what is split off unavailable to conscious thought, but each part is unable to influence the other. Projection occurs when feelings are transferred from an earlier relationship with a significant person onto someone else. Usually the analyst but in this context the teacher/mentor, who is then experienced as that person from the earlier relationship. Klein (1957) offers a further development of this process where she suggests the literal projection of split parts of the mind into someone else. This phenomenon is termed projective identification and results in the person who has been projected into as being perceived as having those thoughts or feelings – despite these not being theirs. Finally, introjection is a process by which a split off part is taken up by the person it was projected into. The following section will discuss how such psychoanalytic phenomena have an influence of educational settings.

Relating to and defending professional knowledge.

Britzman (2003) takes, as her starting point, the Freudian assumption that education inaugurates a crisis as it enhances the influence of the present external world on that of the past world now represented by internal conflicts. This heightened level of anxiety increases the potential for the dynamic unconscious to mobilise its defences. Britzman considers Bion's (1961) concept of K, the capacity to tolerate the anxieties related to learning and that of Minus K, which actively avoids and rejects new knowledge. He argues that defences are used to protect against the 'attack' of Minus K on new knowledge. New knowledge creates fear as it threatens the pristine reality of existing knowledge and what is known about the self therefore putting the ego under unreasonable pressure to deal with contrasting internal and external demands. For those entering educational settings this is manifest when dealing with the required

professional knowledge and this is often rejected in favour of practical experience. Such a clear distinction between acceptance and rejection indicate the defence of splitting where new knowledge is rejected. Klein (1957) argues that new knowledge is troublesome and subsequently rejected as it incites primitive envy of the good object.

Pitt and Britzman (2003) continue to consider the notion of 'difficult knowledge' and recognise that no knowledge is valueless and requires dealing with as it is aligned to existing values or rejected. Felman (1982) and Schleifer (1987) both provide a Lacanian insight into teachers' encounters with new knowledge and confirm the resistance noted by Britzman (2003). Felman maintains that total knowledge can never be known as it cannot be experienced due to the unconscious defences protecting the individual from being overwhelmed with new knowledge. For Pitt (1998) it is a difficult endeavour to know what is in the unconscious as is it uncomfortable, containing taboos and painful conflicts, and therefore defended. But also it is forever adapting as the affects of present experience continually change and interact with the perceived historical truth. Consequently, the truth about ourselves that we can be aware of, is never quite the truth based on a complete self-knowledge, as the ego defences resist attempts to uncover this material.

Schleifer (1987) sees this, in the context of Lacan's 'passion for ignorance' not as a passive 'not knowing' but the result of an active dynamic unconscious that seeks to defend against new knowledge. This passion for ignorance, or a desire to hold on to what is known, becomes a barrier to learning, both for the professional and the pupil.

The assimilation of new knowledge can only occur when the internal psychic defences are sufficient to support the potential threat that this may represent (Brown, 2006). Both Felman (1982) and Schleifer (1987) suggest that because of this passion for ignorance, teacher 'education' will be resisted and the best that can be hoped for is to create the conditions for learning and dealing with new knowledge. One of the conditions for learning can be said to be the capacity to be aware of what is not known as it is only from this point that learning can emerge. Indeed to consider the desire not to know is as pedagogically important as what is known and to accept, as the clinician does, that what is not known or resisted can teach us something.

Pitt (1998) discusses the problem of resistance and highlights the psychoanalytical position that resistance is located when one approaches unconscious knowledge - as this is after all where the defences are most vigorously manifest. For the clinician this is a well-known phenomena and one function of the therapeutic encounter is for the analyst to recognise the moments of resistance and to bring unconscious material into awareness. This can result in recovery being resisted and significant periods of impasse as the ego defences actively block access to unconscious knowledge. Pitt (1998) also views this resistance in terms of archaic omnipotence. She builds on Winnicott's idea of how the infant defends against feelings of helplessness. Winnicott (1960/2007) argues that the infant has to create a delusion of omnipotence that enables them to 'magic up' mother on demand. In the close relationship between mother and infant, the mother becomes sufficiently attuned to the child such that she can anticipate their needs. The delusion created by the infant is that their wishes, either vocalised or phantasised, always come true. Without this delusion the infant would realise their utter

helplessness and dependence on the mother. The dynamic unconscious protects them from this sense of hopelessness by creating the delusion of omnipotence. For Winnicott the process of learning is linked to the realisation and renouncing of this delusion and that this is a life-long process.

Returning to Pitt (1998) and the educational setting this omnipotent defence is manifest where there is a resistance to admit to the reality of not knowing, or of being helpless and utterly dependent on an 'other', an experience which is common to all those newly encountering the education profession. Britzman (2005) acknowledges the difficulty in engaging with professional knowledge, for just like the infant the new professional has to encounter the experience before they become competent and have an understanding of their situation. Learning about the professional world requires the personal and professional, the imaginary and the real to be successfully negotiated. The personal knowledge that is brought to the profession is infused with expectation and anticipations. Britzman (2003) argues that these will be used to defend against the complex and uncertain world of working in educational settings, thus making it challenging to accept and engage with professional learning.

Relating to and defending professional practice.

It should not be assumed from the previous debate that professional knowledge is simply rejected in favour of experiencing a professional practice. The evidence from the research reviews already provided indicats that engaging with professional practice is

in itself deeply problematic, as this process exposes the difficult negotiation between the personal and professional. New professionals have a predilection to focus on their own performance. In educational settings this is linked to classroom control and the achievement of government imposed 'standards'. Student teachers act out what Gardener (1994) calls a 'furor to teach', in which according to Britzman (2000) they defend:

> ... against this capacity to doubt and the interest in using knowledge as a means for world making and self-making. (p. 203)

The furor to teach is demonstrated as a desire to reject theory and focus only on their teaching experience, in doing so they reduce the possibility of doubting their actions and prevent the inevitable encounter with new knowledge as they pursue the goal of becoming a 'good teacher'. Haworth (1998) remarks on how the conception of the good teacher is culturally bound, and along with many other authors (Connelly and Clandinin, 1990; Kagan, 1992; Nuthall, 2002; Cameron and Baker, 2004 and Webster-Wright, 2009) concedes that these notions are held extremely tenaciously and are resistant to change.

The opposite suggestion has also been made that existing beliefs about professional practice can be readily compromised. One cause for this could be the educational setting itself and Turnbull (2004) maintains that institutions may indeed hinder the agency of the student teacher. Craig (1995), Britzman et al. (1997) and McGee (2004) have all suggested that the existing discourse of professional practice is powerful. As such, vulnerable new professionals may make concessions to avoid being isolated in the work place and therefore limit or compromise their professional development. The events

during the SPE are not as straight-forward as it may have first been considered and it appears that the possibility of accepting the existing discourse, 'going beyond' or developing new creative ideas is being hampered by recalcitrant beliefs and controlling institutions. What is now exposed is the importance of considering the wider psycho-social aspect of developing a professional practice. The next section will therefore explore the application of psychoanalytic theory within a wider social context. It will consider how psychoanalytic principles are manifest in groups rather than between individuals.

Psychoanalytic phenomena in social/group settings

Psychoanalytic theory has its origins in understanding the motivations of individuals. Yet for many years there has also been considerable application of these ideas to larger social groups and organisations. The rationale is a simple one and assumes that as individuals are protected from anxiety by ego defences, so these defences could also be operationalised to protect larger groups from anxiety (originally, Jacques, 1955). Furthermore it was suggested that many socially accepted working/group practices may indeed be defensive mechanisms to protect the members of the group from anxiety. The work of Bion (1961, 1985), Menzies (1970) and Hinshelwood (1987) have all applied the principle of psychoanalytic defences to group situations to provide explanations for the behaviour of larger social groups. Menzies (1970) identified the term 'social defences' to account for the occurrence of what were described as role violations. It was argued that taking on a role in an organisation or group causes internal conflict as the individual has to negotiate their function within the group. Consequently anxiety can result from becoming part of the group that requires a level of submission, and while at the same time paradoxically, not being included in the group can create feelings of abandonment and isolation.

Examples of such defences have been provided by Coren (1987), Salzberger-Wittenberg (1983), Hinshelwood (2009), and Youell (2006). Each provides examples of teachers becoming either, distant and de-personalised, or over 'therapising' their role and encouraging their pupils to become needy. These two opposing responses can be regarded as a social defence that serves to protect the self (ego) within the organisation. By de-personalising, professionals make themselves emotionally unavailable to others

and this can classically, if anecdotally, be seen in the responses of teachers who appear to profess no interest in their job or the pupils. Those who seek to over emphasise the caring role may be doing so to protect themselves from having to deal with the difficult problem of how to educate the children in their care. A consideration of social defences subsequently raises the double dilemma of teachers having to deal with their own protective defences and as well as those of the children in their care. The consequence of which may be the increasing anxiety often experienced by educational professionals.

The defences operating in educational settings have been well documented and Klein's notion of splitting is often cited (Coren (1987); Salzberger-Wittenberg (1983); White (2002); Youell (2006) and Hinshelwood (2009). Essentially the defence of splitting protects the ego from unbearable anxiety by breaking up feelings, thoughts and desires in part objects. The complexity of dealing with whole ideas, tasks or feelings can become too demanding and so the defences split these to make them more manageable. Typically multiple fragmented tasks will be organised, both for teachers and pupils. The present standards agenda can be regarded as an example of the splitting of the role of working with young children. It is easier and produces less anxiety, to conceive and manage the complexity of becoming a teacher by dividing the role into discrete criteria. Schools attempt to deal with the anxiety of maintaining order and preventing disorder and the social defence that is set up by such splitting can be difficult for pupils to negotiate (Hinshelwood, 2009).

As an example, children are asked to be noisy and boisterous outside of the classroom but then expected to be quiet and compliant inside. The splitting of the child into noisy/quiet has more function for the teacher in maintaining control than it may have for the (younger) children who find this confusing. Teachers may also split pupils' behaviour or abilities, where children can become good, and idealised, or bad and regarded as being beyond hope. Coren (1997) uses Bion's discussion of splitting in which the impact of the split and subsequent dissociation creates a 'nameless dread' (p, 130) where there is a fear of something which cannot be identified. Hinshelwood (2009) also provides an example of how the primitive mechanisms of projection and introjection of feelings become bound up in a social system. He considers an example of a neglected child who projects painful feelings of being abandoned by mum and dad. The child will behave as if he is neglected and the teacher will introject the feelings of abandonment and (assuming he has no experience of being a neglectful parent) will behave in a more caring way towards the child. Price (2001) draws attention to the projections from 'wider society' that the teacher is vulnerable to and suggests that projections from parents, the media and government will have an effect on the teacher's unconscious.

Hirschhorn (1990) has developed the previous work of Bion and Menzies who considered the part defences played within groups based in the army and hospital settings. These settings are important as they reflect occupations that are inherently relational and therefore his work is of direct relevance to educational contexts. Importantly he focuses on role formation and suggests three modes of social defence that he argues represent the range of defensive responses in relational organisational

situations. Hirschhorn considers the three modes of social defence to be the basic assumption, where the group acts as though the cohesive function can be sustained without any work. It can be seen to represent a lack of agency. French and Simpson's (2010) expanded and modified understanding of Bion's notion of the basic assumption defence will be used in this analysis. They maintain that Bion's work has been misrepresented due to the focus on groups, rather than mentality. They cite Bion's reference to basic-assumption groups that 'do not signify people, but facet(s) of mental activity in a group … only the mental activity of a particular kind, not the people who indulge in it' (Bion, 1961, p.143). French and Simpson (2010) also seek to address the imbalance between, what they see as, favoured applications of basic-assumption group theory compared to that of works-groups. Central to their argument is the principle that basic-assumption and work group *mentalities* should be discussed and that these do not exist in isolated groups. Instead, such mentalities oscillate within a group. Importantly they argue that the basic-assumption mentalities of dependency, fight/flight and pairing are only of interest when the form of interaction is taken into account. Hence basic-assumption mentalities can lead towards behaviour that stagnates or prevents a group from working as well as being enabling and allowing the group to function (French and Simpson, 2010, p.1871). This application will be seen to be helpful in the complex environment of educational settings.

The second social defence is that of organisational rituals, where practices are maintained despite their apparent lack of connection to the actual function of the group. Covert coalition represents the third and final defence, which reflects family alliances and Hirschhorn suggests that anxiety in groups can be experienced as if these were

family situations; such as, sibling rivalry and parent-child interactions. It is not implied that individuals play out actual roles that have an origin in their family experiences but in considering the insight from Bion (1961) that individuals do have a readiness to enter into certain defensive group roles. Bion referred to this as 'valency' and acknowledged that individuals have varying levels of tendency to become involved in 'combinations' in the group. Placed in the context of this research it can be assumed that the subjective structures, and associated defences that individuals bring to their professional world will of course be influenced by biographical experiences, not all necessarily derived from the family. Indeed what the insight on social defences suggests is that there is a need to consider wider social aspects that can be seen to have an impact on the process of becoming an education professional.

The process of becoming an education professional outlined above involves taking on a new role and developing a new identity or understanding of the self within a workplace context. Significantly, Frosh (1991) sees such negotiations as a 'crisis' as external, internal and unconscious process have to be considered. The nature of the crisis is linked to his understanding of modernity that he claims provides an ever changing external world without sufficient internal stability. This could certainly be claimed to be the case in educational settings where they have been subject to considerable political influence. It is particularly so for the new professionals who seek to reconcile their understanding of educational settings and the reality of professional practice. Fenwick (2006) suggests that boundaries need to be sufficiently clearly defined to enable individuals to identify and inhabit positions that are tolerable. Frosh's (1991) 'crisis' offers little hope for such a situation as he contends that the continual external changes

are subsequently internalised to produce inner turmoil and fragmentation. The following section reviews these processes from a sociological perspective. The work of Berger and Luckmann (1966) and Honneth (1995) will be introduced as each provides a psychosocial understanding of wider processes of meaning-making and identity formation.

Psychosocial insight: Meaning making and identity formation

This final section on 'Becoming an Education Professional' presents a sociologically informed discussion to consider how individuals encounter and respond to their external environment. Central to this is the discussion about how a self or identity is formed and the consideration of both internal and external factors. In the context of this study such an analysis is applied to how individuals accept or reject their role as an education professional when confronted with educational structures and processes. This discussion is informed by considering how an external reality may be socially constructed and the role that individual recognition has on developing an identity.

Constructing reality through human meaning-making.

The central and guiding work is that of Berger (1967) and Berger and Luckmann (1966) who provide a psychosocial explanation for the development of human sociality and culture. As such this is applicable to understanding how a professional practice may develop. Although sociological in origin, this approach will be shown to have an implicit resonance to object relations theory and relevance to classical psychoanalytic phenomenon. Importantly, Berger and Luckmann propose a nuanced explanation of the relationship between objectivity, subjectivity and 'social realities' or facticity.

In *'The Social Construction of Reality – A Treatise in the Sociology of Knowledge'*, Berger and Luckmann (1966) posit that human societies are engaged in a process of 'world building'. They argue that the human condition is biologically and anthropologically predicated on the need to build societies where interdependence on each other is

fundamental, as is the desire to seek a meaning for our lived experiences. They were for a time amongst a unique group of sociologists, including Weber and G.H. Mead, who considered the interactions between individuals to be more influential on societies than the established structural motifs of class, power, gender and wealth. They provided a synthesis between these views and classic Marxist dialectics, whereby man and society are dual products of the interactions between them. Berger and Luckmann (1966) suggested three steps within this dialectic process and a discussion of these will lend itself to identifying the links to psychoanalytic theory.

Much of the following analysis comes from Berger (1967) where he applies the notion of a socially constructed reality to religion. This source is favoured over Berger and Luckmann (1966) as the discussion is more focussed on the need to find a meaning for the life that is lived. The essential premise is that society and the meanings that are construed by its activities are the result of the interactions between human beings and society. Three fundamental dialectical steps are proposed: Externalisation, Objectification, and Internalisation.

Externalisation represents the agency of individuals and can be referred to as an outpouring of human being into a physical and mental world, thus suggesting that society is a product of human actions. It should also be noted that Bandura (2001, 2006) constructed a multi-faceted understanding of agency where he argued for the existence of three types of agency - that of personal, proxy and collective agency. He defined personal agency as having the core features of intentionality, fore-thought, self-

reactiveness and self-reflectiveness: These features most closely represent the use of agency throughout this thesis.

This broad understanding provides problems for psychoanalytically informed work as a central tenet of psychoanalysis posits that unconscious processes predetermine individual action. Holloway and Jefferson (2005) consider this issue and offer a psychosocial understanding of agency. They argue that agency cannot be understood in dualistic terms of either applying to the inner or outer, to a self or society. Rather, it is suggested as Berger and Luckmann (1966) contend, that the individual and society are not reducible opposites but interact dynamically. Each is separate but each influences the other. Importantly, Holloway and Jefferson (2005) note that agency must be influenced by past histories while at the same time being influenced by the particular social position the individual is in. This understanding supports that of Bandura (2001, 2006) but allows for unconscious process to be taken into account. It can be regarded that his term of agency can still be appropriately applied as long as both conscious and unconscious processes are considered.

The process of objectification occurs as these products of human agency or 'outpouring' attain an external 'reality', an objectivity, due to their appropriation by others. Ultimately these external activities or structures of society become transformed into the internal structures of subjectivity by the process of internalisation. Berger (1967) contends that this life-long process happens from the very beginning of life and that the human condition is predisposed to such a dialectic. By contrast, and to illuminate the

importance of this process Berger claims that other animals do not have this predilection. Animals are born with instincts that 'fit' them for an animal world and as such there is a 'dog-world' or 'horse-world'. Yet humans are born 'unfinished' into an 'open world' and it is the action (externalisation) of human activity that makes (objectifies) the human-world that is in turn understood (internalised) as the lived experience in society. There are palpable parallels with this analysis and to the fundamentals of object relations theory, where the infant is assumed to make sense of the external world by interacting with significant others. Importantly the vital responses of the significant others will be framed in reference to their own external, social, experiences. A continual dialogue is therefore established as human 'outpouring' producing a society, while at the same time societal forces influence human meaning making. Berger (1967) places this in context as:

> Every individual biography is an episode within the history of society, which both precedes and survives it. Society was there before the individual was born and it will be there after he has died. What is more, it is within society, and as a result of social processes, that he attains and holds onto an identity, and then he carries on the various projects that constitute his life. (p.3)

Helpfully here, Berger's theory of meaning making, or identity formation combines the objective facticity of an external world and the subjective experience. This is because both are dependent on each other and yet both require us to consider the role of relationships with others and the social settings that provide the lived experience. It is this intertwining dialectic between the objective and subjective throughout the processes of externalisation, objectification and internalisation that meaning making, or a 'human world' is developed.

The work of Berger (1967) and Berger and Luckmann (1966) does appear to have relevance to a psychoanalytically informed understanding of taking on a new professional role, particularly in a relational occupation such as in educational contexts. There are though, two main barriers to the furtherance of their ideas. The first is due to the paradoxical notion that as their work was well known (at least in the 1960s and 1970s) it is often invoked as accepted knowledge. In fact it has gained facticity and has become sufficiently accepted as to no longer be questioned. The examples of their social construction of reality theory that have been applied to the lives of teachers' outlined below, suggest just that.

Popkewitz (1985) simply infers that teachers' identities can be influenced by two codes of culture; that of teacher professionalism and the predicament of schooling. According to Roberts (1991) music teachers 'socially construct' their identity as performers and Kirk (2002) claims that beginning teachers are unable to resist the influence of societal/political forces. da Ponte and Chapman (2008) imply that the identity of mathematics teachers is via a process of 'socialisation', where the values and practices of the professional group are assumed by new members. None of these authors attempt to explain how such events occur and present them as a 'fait accompli'. Woods and Carlyle (2002) come closer to grappling with Berger and Luckmann's ideas when they discuss teacher stress. Rather than simply offering a 'socially constructed' thesis they engage in a more detailed analysis. What they highlight is the fundamental importance of humans being able to make meaning and when this becomes difficult the experience is a terrifying one – leading to stress.

The epistemological problem of 'facicity' is not unique to the sociological based theories of Berger and Luckmann. In the psychoanalytic world concepts such as 'good enough', 'working model of the mind', 'individualisation', 'transference' and 'projection' are all invoked yet how they become operationalised is less clear – certainly less discussed. This represents the second barrier that prevents ideas becoming more widespread. In educational contexts these short-comings were acknowledged by the sociologist Basil Bernstein when he encountered 'social construction/social reality' theories. He struggled with Berger and Luckmann's notion of the dialectic assumption that the interactionalist 'outpourings' of men create society whose structures then became 'internalised' by individuals. For Bernstein:

> It is a matter of some importance that we develop forms of analysis that can provide a dynamic relationship between 'situational activities of negotiated meaning' and the 'structural' relationships which the former presuppose. Indeed it is precisely what is taken as given in social action approaches which allows the analysis to proceed in the first place. Neither can the relationships between structural and interactional aspects be created by metasociological arguments in the case of Berger ... The levels, if they are to be usefully linked, must be linked at a *substantive* level by an explanation whose conceptual structure directs empirical exploration of the relationships between the levels. (*italics in original* 1974, p. 155)

It can be seen from this lengthy and insightful quote that Bernstein is not influenced by what has become the facticity of the 'social construction' debate. If this theoretical approach is to have any useful application then there needs to be more consideration of just how the levels of self and society interact. The final theorist to be discussed here attempts to do just that. The work of Axel Honneth will be presented with the intention of supporting the possibility of an empirical exploration of becoming an educational professional.

Recognition and professional identity.

The work of Axel Honneth (1995, 2007), a philosopher and critical theorist, will be used to support and develop the 'social reality' debate, in particular his notion of the importance of 'recognition' and how this is manifest during the development of a professional practice. His work also focuses on inter-subjectivity and, like Berger, is influenced by the symbolic interactionist views of G.H. Mead which naturally draws him towards an appreciation of object relations theorists. Honneth provides a three stage model that will be shown to provide practical insight into how individuals become successful participants in social activities as a result of their relationships with others. Consequently he provides a psycho-social relationship between the micro and macro of agency and structure. He argues that identity formation is largely an intersubjective process whereby successful participation results from receiving the recognition of others that in turn has an impact on self-confidence, self-respect and self-esteem.

As a critical theorist Honneth seeks to understand how societal structures evolve and are maintained and yet like Berger and Luckmann he rejects the existing dominant Marxist influenced structuralist paradigms. Honneth (1995) argues that the old structuralist notions are no longer helpful in the modern world although such ideas were valuable in early twentieth century philosophy. Instead what needs to be considered is how values and ethics are now shaping society. Therefore Honneth is interested in how individuals come to acquire the values and assumptions that create the objectified structures of the social world. The debate he provides is not a solipsistic philosophical endeavour but rather one that is rooted in empiricism, and begins to

respond to Bernstein's (1974) charge that Berger and Luckmann lacked the conceptual structures to explore their model.

Honneth's (1995, 2007) central premise is that identity requires a practical relation to self that paradoxically can only be learned from the perspective of significant others. The self that is formed in this way will include the values and morals of the families, cultures and institutions that the individual is a constituent member of. But what he adds that begins to distinguish his ideas from those of Berger and Luckmann is a clearer understanding of how this process is operationalised in an objectified reality. Honneth (1995) argues that the human subject cannot initially engage in rational meaning making. He notes that affect proceeds cognition, for which he provides two pieces of convincing evidence. First he concludes that for the human society to have evolved, there must have been a capacity for altruism or individuals to care for each other. Importantly, this stance can only be possible if one individual is able to take the perspective of an 'other'. Therefore Honneth begins to suggest that the intersubjective understanding of a second person is fundamental to the creation and maintenance of human society. And as such he reflects and expands Berger's (1967) conception that humans are born 'unfinished' into an open world.

His next claim considers the relationship between affect and cognition. These ideas are similar to the psychoanalytic position provided by Bollas (1987) who also contends that experience/feeling proceeds understanding or cognition. For Bollas the child initially has no understanding of the parent, just an empathic sensation within the relationship.

Psychoanalytic object relation theorists such as Mahler and Winnicott would also suggest that an understanding between the self and an 'other' occurs as the child begins to distinguish between their needs and those of others. Honneth (2005) reviewed the evidence from studies on autistic children and made the case for the importance of an empathic engagement between the infant and 'mother'. What the evidence clearly showed was that for these children, those who were unable to form an emotional bond, their ability to think and interact was severely curtailed. They lacked the capacity for symbolic thought and therefore could not comprehend the perspective of a second person and subsequently live a fulfilled social life.

Honneth develops his understanding of the importance of empathic recognition in forming personal identity in a wider social world. He claims that:

> A child thus learns to relate to an objective world of stable and consistent objects by taking the perspective of a second person, and thereby gradually decentering its own primarily ego-centric perspective ... and therefore begins to perceive objects in an impersonal and objective way. (1995, p.114)

It is this 'second person' that becomes significant as depending on how they respond will determine the morals and values the individual will perceive as an objective reality that they in turn accept as their subjective experience. Honneth claims that it is this gaining of an objective reality from others that ultimately forms institutions and cultures and, as a critical theorist, that this is where societal change can occur. It is the importance of the response of the 'other' that forms the basis for his model of participation in society or identity formation.

For Honneth objective reality can only be known, or thought about, through the perspective of others and it is also this perspective provided by others that leads to a practical relation-to-self. He argues that the self can only be known in relation to others as it is others who provide the facticity of objectified knowledge by which each individual comes to a subjective understanding. He argues:

> The only way in which individuals are constituted as persons is by learning to refer to themselves, from the perspective of an approving or encouraging other, as being with certain positive traits and abilities. (Honneth, 1995 p. 173)

This process of constituting an identity can be made clear by considering how Honneth proposes that the recognition of others has an impact on how an individual can relate to themselves. Honneth (1995) provides a three level model of practical relating-to-self that is dependent on the recognition of others. He posits that if these levels are empathically met then individuals will have a secure sense of self that will enable them to participate and contribute to society. Each of the levels represents differing societal influences. The first represents the private sphere and is linked to love, or the emotional engagement that enables the child to take the perspective of a second person. The second level refers to legal recognition and includes the rights bestowed on an individual. Finally the third level is the public sphere that is linked to solidarity and esteem within a community.

Honneth (1995, 2007) defines 'recognition' as those responses from others that facilitate self-relating on the three levels described above and mis-recognition as when the responses of others preclude this. Individuals will develop *self-confidence* if the first level is met. They will experience a loving and empathic '(m)other' who recognises their needs and desires. This mode of recognition is vital (as shown by the autistic children

studies) and, as the child experiences love from the mother, they become aware that they too are deserving of love. This does not suggest that maternal neglect causes autism. Rather, it highlights the importance of a subjective experience to be one where the child can love him or herself and begin to experience an identity in which their 'needs and desires are of a unique value to another' (Honneth, 2007 p.139). The next form of recognition involves the mode of cognitive respect that occurs when moral and legal rights are bestowed on the individual. This enables *self-respect* to develop as the individual is now aware that others have sufficient respect for them to recognise their right to have their own autonomy and agency. Such respect for the self is also reflected as respect for others who are also seen as accountable. The final level of recognition relates to social esteem in the wider 'public' domain and leads to the relation-to-self known as *self-esteem*. Receiving recognition at this level occurs when individual abilities and traits are recognised as being of genuine use in maintaining and developing the structures within an appropriate community. These can then become honoured and celebrated which in turn leads to loyalty and solidarity.

Honneth's thesis sets out to explore the psycho-social relationship between the micro and macro of agency and structure; the individual and society; the new educational professional and a professional identity; and ultimately, in the context of this research, between the personal and the professional. The title of his 1995 book *'The Struggle for Recognition'* provides a salutatory warning not to view recognition as simplistic and un-problematic. It is indeed a struggle to gain recognition and we should not be surprised to encounter the traumas and crises of early childhood development, when again, as adults, we are faced with reconciling the personal/subjective with the

professional/objective. Individuals in a community or institution such as an educational setting will become full participants if they are able to identify with the concomitant values and beliefs. Such participation should also be seen in their agency, autonomy and relationship to the dominant structures of knowledge and practice.

The application of Honneth's theory of recognition to professional practice has not been extensive but the studies outlined below provide evidence that such an approach has potential. But, as with the application of Berger and Luckmann's social constructionist theory, what has been reported is elusive and vague. For example, Dzur (2008) proposes that a democratic approach to professionalism should recognise that the public sphere, where recognition leads towards self-esteem needs to be a co-operative enterprise. Reiger (2008) invokes Honneth and Berger and Luckmann by suggesting that professional conflicts could be resolved by dialectical recognition of the needs of others. Houston (2009) provides a more precise proposal and contends that professionals need to be provided with suitable situations for optimal and respectful dialogue as well as empathic communication. She argues for a synthesis of heart and head or, of course, emotion and cognition. Much of this recent research has taken place within the context of health and social care, although Murphy (2010) has begun to apply Honneth's theory of recognition to Higher Education. His approach has been to consider how recognition can influence the role of lecturer/tutor and student and wider concepts such as addressing educational inequality. Also Huttunen (2007, 2008) has considered whether recognition theory is sufficient to account for examples of emancipation and social injustice within critical adult education. Honneth's theories are compelling as they provide a basis for exploring the intersubjectivity between the individual and

society and how self identity is formed through the micro and macro relationships of agency and structure.

Summary

The research reviewed in this section has indicated that those who embark on a professional career in an educational setting have a prevalence for experience over theory. It also noted how the interaction between the personal and the professional within such settings sets the stage for the psychoanalytic phenomena of transference, countertransference and defence mechanisms. Subsequently, these phenomena were considered in the context of professional knowledge and practice, and therefore highlighted the need to consider wider social contexts and how the associated knowledge and practices emerge. In particular the focus was drawn to how individuals and societies or groups interact to bring about both a meaningful self identity and an objective reality. The research that will be presented next sought to continue this exploration by questioning how new educational professionals develop a professional identity. Therefore, central to this project, is the consideration of how individual subjectivities interact with the facticity of established educational practice. A narrative approach will be used as this facilitates the gathering of rich data to explore complex lived experiences. Huttunen (2008) also notes that the collection of narratives will enable social interactions and particularly events relating to recognition to be identified. The next chapter will introduce the research process highlighting the use of narratives and the method of data collection and analysis.

Chapter Two: Methodology

Introduction

This study seeks to investigate how the interaction between the intrapersonal and interpersonal, facilitates the development of an education professional practice. The following chapter makes the case for using narrative/biographical techniques. The rationale for this approach, and the interrogation of the process of developing an education professional practice, is correlated to the three main themes developed in the previous review of literature. These are:

1. Hirschhorn's (1990) perceptive insight into the unconscious processes within social groups, a consideration of which will identify hidden thoughts and feelings.

2. Berger and Luckmann's (1996) dialectical co-construction of reality and human meaning making that considers the relationship between the objective and subjective worlds:

3. Honneth's (1995) thesis on the role of recognition within the agentic micro and structural macro of how individuals create and embody knowledge and social structures.

It will be shown that coherent narratives are essential for human meaning making and contain both conscious and unconscious knowledge. Therefore their use as a research technique will enable the subjective and objective world to be explored. Two main narratives are collected, the Life Story Narrative and the Professional Development Narrative. These narratives are then analysed using three methods: Gestalt, Narrative

Process Coding System and a Future-Blind technique. These together provide a representation of the contextual, told experience of the participants related to education settings. The told experiences are then compared and contrasted to produce what is known as the 'situated subjectivity'. This corresponds to the subjective experience situated within an education context. The content of the situated subjectivities is then compared and contrasted to provide a structural hypothesis, or education biography, for each participant. This is an objectified hypothesis about the individual that has been developed from their biographical material and can be used to consider future responses to education settings. The structural hypotheses are later used in formative interviews to facilitate the participant's reflections on their developing professional practice. They are also used to compare the educational experiences of all the participants and suggest central themes that may be common to all.

The final section considers how narrative-based research responds to issues of reliability, validity and ethical considerations.

Narratives in research

Introduction

There is a general agreement that a narrative is a story that can be written, or told in an attempt to describe a happening that has involved human interaction (Spence, 1982; Bruner; 1986; Murray, 1995; Stiles, 1995; McLeod, 1997; Richert, 2006). For McLeod (1997) the telling of the narrative needs to satisfy both the emotional and social needs of the narrator and Elliot (2008) regards narratives as comprising three aspects: an identifiable chronology, an attempt to provide meaning and for the intended audience to be a social one. Neimeyer and Levitt (2001) also suggest that narratives are being used by individuals to make sense of their own experience (see also MacIntyre, 1981 Bruner, 1986; Sarbin, 1986 and Avdi and Georgaca, 2007). Narratives therefore have two potential audiences: the intrapersonal world of the narrator and the interpersonal world created between the narrator and the listener(s). This reflects the dialectic suggested by Berger and Luckmann (1966) to explain how the individual and society interact to construct reality.

Narratives and meaning making:

Honneth's (1995) understanding of the importance of affect and cognition in developing relations-to-self and identity formation can also be considered in a narrative context. Accordingly, it will be helpful to conceptualise what a narrative is by considering what sort of information it contains and how this might be used in meaning making. Angus and Hardtke (1994) endeavour to deconstruct narratives as they consider, as do Johnson and Golombek (2002), that these were more than the simple telling of a

coherent story. The approach that Angus and Hardtke take is to explore the findings of Lakoff and Johnson (1980) who suggest that narratives were permeated with meaning when deconstructed, they provide evidence that narratives contain both cognitive and affective processes and that each of these has an impact on meaning making.

If narratives are to have a function in helping individuals make sense of their experiences, it follows that they should be structured in such a way that facilitates this process. It is proposed by a number of authors that this involves the organisation of the events in a narrative to discrete temporal sequences that provide a coherent structure (Ricoeur, 1980; Sarbin, 1986; Bruner, 1990; White and Epston, 1990; and Richert, 2006). Elliott (2008) sees the role of the narrative as not simply recording that *this happened and then that happened* but rather that they provide meaning and therefore acknowledge that *this has happened because this has happened.* A narrative is therefore more than just telling a story (Johnson and Golombek, 2002) as it needs to have an intrapersonal and interpersonal audience. It has to satisfy emotional and social needs and have coherent rationale and knowledge base to provide an opportunity for meaning making in a social context (Pennebaker and Seagal, 1999).

Bruner (1986) confirmed that human meaning making centred around the construction of narratives and this has in turn become known as the 'second cognitive revolution'. Despite being one of the architects of the 'first cognitive revolution' Bruner had become increasingly unconvinced as to how cognitive science could be used to explain human meaning making. He claimed:

There is no question that cognitive science has made a contribution to our understanding of how information is moved about and processed. Nor can there be much doubt on reflection that it has left largely unexplained and even somewhat obscured the very large issues that inspired the cognitive revolution in the first place. So let us return to the question of how to construct a mental science around the concept of meaning and the processes by which meanings are created and negotiated within a community (Bruner, 1990, p.10).

This discussion on how meanings were created and negotiated was taken up in a special edition of the *American Behavioural Scientist*, where Harre posited:

What, then, should psychologists do if the second cognitive revolution is on the right track? Why, study cognition where it lives, in discourse, considered in a broad sense to include all sorts of symbolic manipulations according to rules (Harre, 1992: p.7)

The study of cognition where it lives can be viewed as the study of how narratives are constructed by individuals and subsequently communicated to others. Narratives can be regarded as being culturally crafted symbolic manipulations (Boothe et al., 1999; Jalongo and Isenberg, 1995 and Webster and Mertova, 2007). A narrative is therefore the result of a continual structuring and re-structuring of the narration in light of how the narrator is relating to their social and cultural world (Berger and Luckmann, 1966). What is also suggested is that the content is not a straight-forward replication of a social world but rather they 'evoke a kind of thing' (Weber, 1993, p.4). It is the evocation of this 'thing' in the production of a coherent narrative that may be related to the unconscious processes of meaning making within the development of a professional practice.

Narrative Content: coherency, knowledge and 'things'.

The importance of maintaining a coherent, meaningful and ultimately satisfying narrative is well reported (Labov, 1972; Ricoeur, 1981; Bruner, 1986; Sarbin, 1986; Habermas and Bluck, 2000;; Hoshmand, 2005; McAdams 2006; Richert, 2006; Adler et al., 2007 and Elliott, 2008) and it is generally agreed that a well-structured coherent narrative leads to a stable sense of self. On the other-hand, fragmented or broken narratives will lead to dysfunction and a difficulty in finding a satisfying meaning in life (Frosh, 1991). Complete and coherent narratives make it possible for a relationship to be made between the self, the outside world and those who inhabit this space. One of the advantages in developing a complete and satisfying narrative is that this enables the lived life to be reflected on. Ricoeur (1981) and Lamsa and Sintonen (2006) regard this as an opportunity to use the security of a complete narrative to consider other possibilities. Such a reflexive activity is called for by Frosh (1991) where further possibilities are considered and will be nuanced by the knowledge embodied within the narrative.

Sarbin (1986) regarded the narrative as a 'root metaphor' for the understanding of all psychology and Bruner (1986) proposed two types of knowledge that could inform an understanding of this metaphor. Bruner considered that narratives used paradigmatic and narrative knowledge. *Paradigmatic* knowledge is linked to established subjects and objectified external reality. Whereas, *narrative* knowledge is linked to the experience of the individual and does not have to be true in the positivist sense but instead it only needs to be able to offer satisfying explanations for the narrator. Indeed, it does not matter if it represents reality as long as the explanation provides meaning. Stiles (1995)

offered the third notion of *tacit* knowledge within a narrative, which is seen to be the knowledge that is always in a narrative yet may not be readily articulated. Tacit knowledge evokes Hirschhorn's (1990) unconscious processes as it suggests that despite how much we try to explain an experience, there is always more that could be said. Tacit knowledge, therefore, is carried in narratives and informs their content but is not known unless in Ricoeur's (1981) term there is an element of 'looking beyond' and exploring other possibilities.

Consequently, if narratives are to be used to seek to understand and inform human meaning making it is important to consider the narrative and not paradigmatic knowledge therefore seeking to look beyond to uncover the tacit knowledge. Bruner (1986) and Sarbin (1986) both consider that the search for truth also needs to be reviewed in light of an understanding of narrative knowledge. They offer the idea of an *historical truth* that would represent an external reality that can be extracted from narratives. But what is more useful for them is the notion of a *narrative truth* that only needs to satisfy the narrator in being able to make sense of experiences. Such truth is more likely to reflect the complexity of tacit knowledge and the current intrapersonal and interpersonal circumstances of the narrator and so provides a more helpful description and understanding of the human meaning making process. These notions of 'evoking a kind of thing', a root metaphor, narrative truth and tacit knowledge all represent the hidden/unconscious processes alluded to within Hirschhorn's (1990) theory of social defence.

According to McKewan (1997) narratives can also be both coercive and emancipatory. They become coercive if they carry the tacit and implicit knowledge of the dominant culture or social system and the individual is unable to consider possibilities beyond this. But if the narrative is used to raise questions then it is possible to encourage learning and bring about change. MacIntyre (1981) argues that this is what narratives impel us to do – to ask questions, while Connelly and Clandinin (1988) claim that meaning can be found when articulating the 'whys' and 'whats' within a narrative. Narratives are therefore not the simple stories they may have first been perceived as but what has become clear is that they elide simplistic notions of what is known and how meaning can be constructed. Narratives are carefully, cognitively and affectively, constructed and re-constructed and they contain far more useful information if they are used to look beyond the surface presentation of words. The potential therefore exists to use narratives as not only a theoretical structure to explain human behaviour but also as an instrument to structure research into how humans make meanings. In the context of this research this constitutes how a professional practice is developed within an educational setting.

The contention that narratives are both the phenomenon under study and method of research is well supported (MacIntyre, 1981; Moen, 2006 and Webster and Mertova, 2007). It is also noted that Social Science research has, since the 1980s, undergone a 'biographic turn' (Chamberlayne et al., 2000) and accordingly there has been an increase in research activity that focuses on the collection of biographies, narratives, life stories and autobiographies. Yet there is considerable evidence (Connelly and Clandinin, 1990; Elliott, 2008 and Merrill and West, 2009) that the use of narrative or other

methods from the wider family of biographical based research is not necessarily new but has in fact been carried out for some time. Connelly and Clandinin (1990) and Merrill and West (2009) trace narrative inquiry back to classical times of Aristotle and St. Augustine. Connely and Clandinin (1990) cite Dewey (1938) and Lakoff and Johnson (1980), as well as their own impressive body of work, as significant in using this process in educational settings. Work carried out by the Chicago School of Sociology and importantly C. Wright-Mills' (1970) publication, *The Sociological Imagination* as well as recent work within marginalised groups, such as, Frosh et al., (2005), Kennedy (2006), Tucker (1988), and West (1996) have kept this work alive in recent years. This considerable legacy would already suggest that the biographic approaches to understanding the human condition have long been regarded as entirely apposite.

Merrill and West (2009) argue that a narrative approach to research focuses on the unique and subjective, subsequently providing significantly rich data that is more likely to be used successfully in understanding complex and varied human experience. This is because narratives enable an encounter with a lived experience and access to the more useful wider narrative knowledge (Bruner, 1986) and meaningful tacit knowledge (Sarbin, 1986). It is claimed by many authors (Wright-Mills, 1972; Erben, 1998; Straus and Corbin, 1998 and Boeije, 2002) that to understand the lived experience there is a need for creativity to investigate the dynamic between the experience of the individual and the social world; between the intra and inter-personal. Such an approach runs counter to the present 'audit culture' (Casey, 1995) and the evidence-based practice agenda. Vanheule (2009) argues that the epistemological basis for investigating human

experience is radically different from that of the 'mainstream' quantitative and qualitative research paradigms. Miller and Glassner (2004) claim:

> All we sociologists have are stories. Some come from other people, some from us, some from interactions with others. What matters is to understand how and where the stories are presented, which stories they are and how we can put them to honest and intelligent use in theorizing about social life. (p. 138)

If 'all we have are stories' and the investigation of these is informed by a distinctive epistemology then Perakyla (2004) also considers that the approach to reliability, validity and ethics should reflect different styles of research.

Significantly, unlike the rarity of applying psychoanalysis to educational settings, the use of narratives to explore a developing education professional practice has been more extensive (for example, Acker, 1997; Goodson, 1997; Clandinin and Connelly, 2000; Colne, 2000; Dominicé, 2000: Lortie, 2002; Atkinson, 2004; Bolton, 2006; Moore, 2006a; Beattie, 2007; Gosling et al., 2007 and Mattos, 2009). Most concentrate on the present experience, although Beattie (2007) does explore the early decisions taken to pursue a career in teaching, Huberman (1995) considers the impact of early life on career trajectories and Jones (2003) discusses how values and beliefs are reconciled with the reality of teaching.

In contrast to the previous authors, this research involved the collection of two open-ended narratives; the Life Story Narrative, that drew on the life experiences before embarking on a career in an education setting; and the Professional Development Narrative which represents what has more commonly been collected by previous

researchers and that is an account of the participants' experiences once 'in post'. This approach was also informed by psychotherapeutic sensibilities where the telling of a narrative is situated in both the past/personal and the present/professional.

Research Process

Introduction

It has been contended that narratives provide an ideal platform to investigate the dynamic between the individual and the social world as they provide rich data and the opportunity for insight into the conscious and unconscious processes of lived experience. Yet the complexity of narration also provides unique concerns regarding ethics, reliability and validity. Therefore the next section will describe the research process and how the narratives were gathered and analysed within the three following analytic techniques:

The Gestalt approach (Holloway and Jefferson, 2000 and Merrill and West, 2009)

Narrative Process Coding System (NPCS) (Angus et al., 1999).

Future-Blind Groups (Wengraf, 2001)

The research design will be discussed to indicate how the three techniques relate to each other. It will then provide the rationale for the data analysis which results from the production of 'situated subjectivities' that reflect lived experiences in educational settings. It will then demonstrate how these in turn lead to the development of a 'structural hypothesis' about an individual that has resulted from a reconstruction of the 'lived past' that can be used to consider future actions. The structural hypothesis then provides the detail of the 'education biography' that subsequently forms the basis of the formative interviews where subjective responses to educational settings can be related to professional development. Finally the implications of reliability, validity and

ethical considerations in the general context of a narrative research design will be discussed. This section provides an overview of the pattern of analysis but the following chapter will provide a detailed analysis the data that has emerged.

The Collection of Narratives

Central to the research design was the gathering of two narratives: A Life Story and Professional Development Narrative that reflected the participant's responses to educational settings. These were collected from two interviews that responded to a single question. The initial interview was conducted within the first half term of being in their training post and provided the Life Story Narrative in response to the question, 'Tell me the story of your life up until obtaining this post' (appendix 2d). The second interview took place in the second term and a Professional Development Narrative was produced in response to the question, 'Tell me the story of your life since being in this post'.

These narratives were then analysed using three techniques to produce a structural hypothesis that would form the basis of the formative interviews. The overall design is shown in Table 1 and will be outlined below. A major feature of the design and analysis was the continual identification of themes within each analytic technique referred to as situated subjectivities that reflect the lived experiences in educational settings. It is the comparison of these that leads to the production of the structural hypothesis for each participant that represents the education biography. A comparison of all the education

biographies provided the main themes that structured the case studies and overall analysis described in the following chapter.

Recruiting the participants:

The research focused on individuals who were beginning to work as educational professionals in partnership schools that were linked to the author's Higher Education workplace. The participants were recruited by means of an opportunistic sample, whereby a standard e-mail (appendix 2a) was sent to all partnership schools. Due to the intensive nature of the research process it had been decided prior to the anticipated response that only the first ten respondents would be recruited. To be recruited the participants had to reply to the e-mail, after which they received more details of the project (appendix 2b) and they were then invited to an individual meeting. At this meeting an opportunity was provided to ask questions and to discuss and complete the consent forms (appendix 2c). A date was then agreed for the first narrative interview. All future interviews were arranged by e-mail communication where it was agreed that a non-reply signified that the participant no longer wished to continue. Ten participants were originally recruited, seven of which (Chloe, Emily, Grace, Jack, Lucy, Oliver, Sophie) came to the first interview and therefore provided a Life Story Narrative. Five continued to provide Professional Development Narratives (Emily, Jack, Lucy, Oliver, Sophie) and three (Lucy, Oliver, Sophie) also engaged with formative interviews. The research had ethical approval from the author's HE workplace and confidentiality and anonymity were ensured through the use of pseudonyms for the participants and their workplaces. The only topics discussed were those raised by the participants and the author sought

Appendix 1/Table 1

Type of Analysis	Sequence of Analysis
Gestalt	Life Story Narrative → Identify **Themes** (Ga) → (Gb) Summary of themes [Education] ; Professional Development Narrative → Identify **Themes** → ; (Gc) **Situated subjectivity**
Narrative Process Coding System	Life Story Narrative ; Professional Development Narrative → Identify **Topics** (Na) → (Nb) Summary of narrative types and topics ; Life Story Narrative ; Professional Development Narrative → Identity **Types** → ; (Nc) **Situated subjectivity**
Future Blind	Life Story Narrative → BDC → Lived Experience (Fa) ; → TSS → Lived Experience (Fa) ; Professional Development Narrative → BDC → Lived Experience (Fa) ; → TSS → Lived Experience (Fa) ; (Fb) **Situated subjectivity**

Structural Hypothesis

(Basis of education biography used in formative interviews)

Comparison with other participants

Main themes used in data analysis

BDC = Biographic Data Chronology

their consent to continue their narratives if it was felt the material discussed exposed them to sensitive issues.

Developing Situated Subjectivities: Three levels of analysis

(All parentheses refer to Table 1)

Gestalt approach

The Gestalt informed situated subjectivities were developed from multiple re-readings and re-listening to the narratives where a number of themes were identified for the Life Story and Professional Development Narratives (Ga). These were then compared and combined to produce a summary of responses in relation to educational settings (Gb). Finally, the themes and responses to educational settings were compared to produce an over-all situated subjectivity that represented a Gestalt view of how the participant related to educational settings (Gc).

The Gestalt approach is grounded within a psycho-social view and responds to the epistemological nuances of narrative accounts and how these should be analysed and interpreted (Holloway and Jefferson, 2000; Merrill and West, 2009). It also closely mirrors the therapeutic encounter where the analyst requests the analysand to 'tell me about yourself and what has brought you here today', thereby initiating the telling of a life that contains conscious/unconscious and affective/cognitive material and as such facilitating the main focus of this research. Both Holloway and Jefferson (2000), Merrill and West (2009) and West (1996) take into account the importance of considering the

whole data gathered and seek to find structure, coherence, patterns and order inside this.

Critically, the approach recognises the relationship between the researcher and participant and the need to become immersed in the data. The transcripts are not divided up or subject to coding; rather themes and patterns are allowed to develop over multiple readings and re-readings carried out by the researcher(s). Once themes have emerged the transcripts are interrogated to retrieve quotes that can be used as supporting evidence. They also focus on collecting narratives over an extended period of time to allow a relationship to develop and once themes have been identified they can be presented back to the participants in order to clarify their accuracy.

Narrative Process Coding System

The NPCS was developed by Angus and Hardtke (1994) and Angus et al. (1999) to analyse and explore narratives in therapeutic settings. Their model requires narrative 'types' and 'topics' to be identified as they provide evidence for both cognitive and affective processes. NPCS narrative topics and types were identified from the Life Story and Professional Development Narratives and recorded on the transcripts (Na). This information was then collated to provide a summary of the 'experience in context' in relation to the NPCS topics and types for each of the two narratives (Nb). Finally, this data was compared and contrasted to produce an overall situated subjectivity that represented the participants' subjective experience in educational settings (Nc).

The NPCS considers three narrative types, external, internal and reflective. The external reveals the detail of the structure and content of the story, while the internal identifies (unconscious) emotional aspects. The external and internal narratives can therefore provide a situational context in conjunction with the narrator's experiential information. The NPCS also provides details on the reflective narrative. These are more analytical and are used to make sense of situations and can therefore serve to identify patterns or plans for future actions.

The NPCS analysis also involves the identification of narrative topics. The topics contain the details of the characters, plots and future realistic or fictional goals. They can therefore provide insight as to the conscious cognitive 'who', 'what' and 'why' of a narrative while also indicating future actions. The NPCS analysis has the additional advantage of providing quantitative data and this can be used to support qualitative interpretations. When using the NPCS, transcripts are analysed in the light of topics and narrative type. This has an advantage of enabling the researcher to detect not just what is being talked about but how it is being presented to the listener. The distribution and frequency of external, internal or reflexive narratives within the topics will provide insight into the conscious and unconscious processes reflected in the narrative being presented and as such provide insight into the working life of the new professional. As these are plotted out on the transcript it also facilitates the opportunity to consider the shifts between external, internal and reflexive narrative and the motives and intentions of the narrator.

Future-Blind

This technique is taken from the Biographic Narrative Interpretative Method (BNIM) that has been developed from the work of Rosenthal and Fischer-Rosenthal (cited in Wengraf, 2001) and seeks to collect rich data that is then analysed to identify what *they* term as a 'structural hypothesis'. The process involves the collection of very detailed interviews with the assumption that an interrogation of these will reveal deeply hidden realities. Importantly, the BNIM focuses on two aspects of the narrative. One that relates to the chronology of what is said which is known as the Biographic Data Chronology (BDC) or the 'lived life'; while the other is concerned with content and referred to as the Text Structure Sequentialisation (TSS) or the 'told life'. Wengraf (2001) contends that by analysing these two aspects of a detailed narrative, a substantial case history can be created. In turn this enables an accurate structural hypothesis to be developed. Just as the Gestalt approach valued the completeness of the narrative, so does the BNIM procedure. One aspect of using BNIM is to carry out a 'Future-Blind' analysis during which a panel is presented with either the lived (BDC) or told life (TSS) in successive segments. After each segment the panel suggests hypotheses about the life of the participant until a clear pattern can be agreed on and confirmed by considering future segments.

The BNIM technique was not used in its entirety. Only the future-blind technique was used as this allowed the impact of the researcher's subjectivities to be reduced. Each of the narratives collected were presented to BDC and TSS future-blind groups. As the whole BNIM procedure was not used it is assumed that this technique alone does not provide sufficient evidence to enable a structural hypothesis to be developed. Therefore

these groups hypothesised the lived experience with each future blind presentation until agreement was reached (Fa). The overall situated subjectivity then resulted from a comparison of the findings from each of these groups (Fb).

Forming the Structural Hypothesis/Education Biography

The structural hypothesis represents the objectification of the situated subjectivities within education settings, it is the result of the continued comparison of the three situated subjectivities from the Gestalt, NPCS and the Future-Blind (BNIM) analysis (Table 1). In this study it is also referred to as the education biography (and this was the term used with the participants) as education is the main focus and the data is gathered from a life-time of experience. The education biographies were used in the formative interviews to provide a reflexive focus. All the structural hypotheses were compared to identify the main themes common to all participants. These then formed the basis for the data analysis and presentation of the case studies in the following chapter (Table 1).

Formative Interviews

This research sought to explore the effectiveness of using narratives both as a research tool and also to afford opportunities for new education professionals to reflect on their practice. The final sequence of interviews therefore consisted of open-ended discussions where the researcher highlighted the education biography and how this was operationalised in the Life Story and Professional Development Narratives. Three of the remaining five participants (Oliver, Lucy and Sophie) opted for formative

interviews. Of the two that did not, one had resigned her post (Emily) and the other (Jack) had moved school.

Ethical considerations

The methodology for this research exists in the border between biographical narrative and psychoanalytic approaches it can therefore be seen to provide distinctive ethical issues that need addressing. It should be noted that biographical narrative research is not the same as clinical analytic work, despite there being comparable processes. Clinical settings are carefully designed to provide a safe space where the patient's anxieties are brought to awareness, contained, by an empathic other to be better understood within a therapeutic alliance. The analytic space, practices and responses are all managed to increase the intensity of the interaction between the patient and analyst to provoke transference interactions. Psychoanalytic psychotherapists spend many years in training and their own therapy. This intensive model is required primarily to be able to bring to awareness transference and countertransference phenomenon between patient and analyst. This is always deeply problematic as there is considerable difficulty in correctly identifying what feelings belong to the patient and what to the analyst. Clinical settings are unique for the intense, reflexive relationship, often over many years, between two people. While in biographical narrative research, relationships and processes are more fleeting and therefore less intense. Furthermore, the clinical space is designed to address and challenge the defensive responses presented by the patient. This is simply not appropriate or ethical in research and due to the time scale, also, highly unlikely. In the marginal arena of biographical research,

the researcher requires some awareness of where not to go, in the absence of a sufficient and long-term containing relationship (Merrill and West, 2009).

Subsequently, thought has constantly to be given to boundary issues and the possibility of participants (and researchers) confusing biographical narrative work with a therapeutic encounter. Josselson (1996) notes how researching the lives of others, can stir up a range of narcissistic tensions. We need therefore to be aware of the impact of engaging with others' lives and to be cautious as to whether this is simply for our own gain. We need to take reflexive care in the spaces of this border country, of what we do and why. This can be achieved by careful and respectful negotiation from the very first contact between researcher and participant: at this stage the line of research enquiry must be transparent. Once a process of research has been agreed on the fundamental approach is to allow the participant to guide the interview and to resist asking leading questions. It is best for the researcher to simply repeat the words of the participant, or at least ask for clarification of points that have been raised. If difficult material is presented then it is the researcher's responsibility to acknowledge this and to ensure that the participant only offers what they wish to talk about. It is vital that transcripts are shared and that interpretations from these are considered with other colleagues (such as the future-blind panels in this research). What is fundamental with this style of research is how biographical narrative methodology can generate thick and rich description of and insight into much neglected dimensions: such as evoking the anxiety between a teacher and a pupil at a particular juncture in the classroom; or the interplay of a teacher trainee's educational and personal biography with those of her students.

The ethical considerations for this study have also largely been informed by the research of Holloway and Jefferson (2000) who argued for a new ethics of psycho-social focused research. Wengraf (2001) takes up a similar position, though he writes little about ethical issues. Instead, he suggests that the reader in fact refers to Holloway and Jefferson whose ideas were influenced by their biographically orientated work on responses to crime. They found that the traditional concepts of consent, confidentiality, deception and harm were not readily applicable.

Because narrative researchers tend only to offer a vague and open ended research question, the difficulty with consent is that it requires the participant to have a full knowledge as to what they are providing consent for and this is often unclear. It is also entirely likely that the participant has little idea of the content of their narration until they begin the research process. Merrill and West (2009) highlight that even the use of signed consent forms offers little ethical comfort as the very process can set up a formalised relationship and from early on begin to put a barrier between the participant and researcher. Both Merrill and West and Holloway and Jefferson offer similar advice. They suggest that questions must not be over intrusive and that researchers must be prepared to accept whatever the participant brings. Hence the use of the single research question to initiate a narrative.

Confidentiality also presents an ethical dilemma, as the nature of biographic work is to provide details, often written, of a life. The more details that are provided the harder it becomes for the researcher to guarantee confidentiality (Clough, 2002; Josselson, 1996).

It can also be argued that, as the analysis will often 'go beyond' what has been said the participant is at risk of having their emotions and inner thoughts and feelings exposed to a wider audience. Holloway and Jefferson indicate the importance of involving participants in formative de-briefing sessions to make them aware of the wider implications of their stories. This allows them to confirm the accuracy of any interpretations and to consider whether the risk of identification can be compensated by what they (and others) can learn from the process. This opportunity occurred in the present research by offering a series of interviews culminating in a formative discussion.

It is not unreasonable to propose that participants may be harmed by the content of their own telling or the subsequent analysis. Again, the responsibility is placed on the researcher to prevent such an occurrence by providing a suitably safe physical and psychological environment. Merrill and West (2009) and Holloway and Johnson (2000) both regarded the importance of treating participants as 'full human beings' by carrying out the research in an honest and sympathetic manner. The central ethical tenet is to consider the participant at all stages of the research project and not to rely on pre-emptive guidelines and signed agreements. Therefore after ethical consent had been agreed by the University of Kent to carry out the research and consent forms had been signed. Each participant always had the opportunity not to respond and to end the narration whenever they wished and this was achieved by only conducting interviews with those participants who responded to e-mail requests. Additionally, pseudonyms were used in all transcriptions and all data stored electronically was password protected and hard copies stored securely in the author's office.

Reliability and validity considerations

The argument has been made that narrative research approaches can be used to provide an insight into the subjective lived experience of an individual. This focus on subjectivity and the acknowledgement that narratives provide a multiplicity of insight can become problematic when applied to research contexts (Doyle, 1997; Fenstermacher, 1997). In the research process, reliability generally refers to how stable the data collected is and assumes that good reliable research techniques will produce the same data when replicated. Validity in research refers to ensuring that what is intended to be measured is actually being measured. The concern here, for using narratives in research, is that the data that is collected is not focussed on the possibility that it can be measured. What is important for the focus of the narrative is how individuals experience events and how this becomes represented in their own lives and also those within their social setting. This, typically, will produce a multiplicity of experiences and associated knowledge that becomes difficult to record and report within existing constructs of reliability (Webster and Mertova, 2007). Vitally Johnson and Golombek (2002) claim that the use of narratives as a research inquiry technique has the effect of legitimising this varied knowledge that has been gained through individual lived experience.

Reliability

Three main themes relating to reliability emerge and the first considers data collection. Polkinghorne (1988) provides helpful guidance by confronting the definition of reliability itself and how this relates to the data gathered. The objective researcher

73

considers reliability to be related to the replicability and stability of the data collected, therefore the efficacy is focussed on the data *that is collected.* The line of reasoning suggested by Polkinghorne is that it is the *way the data is collected* that is important. Consequently, in narrative based research, stability is considered in relation to the accuracy and efficacy of the field notes collected and their meaningful analysis (Holloway and Jefferson, 2000; Perakyla, 2004; Merrill and West, 2009 and Webster and Mertova, 2007). The accuracy and efficacy within this research process can be confirmed across all three techniques and evidenced in the provision of detailed transcripts and analyses within the appendices.

The second theme relates to how well the data can support the interpretations that are developed. Wengraf (2001) and Holloway and Jefferson (2000) both contend that reliability can be improved by not trusting the data. They make a case for narrative researchers to test and re-test their claims and not to assume that accounts are unproblematic. Any claims, therefore, that are made must be robustly supported by the knowledge obtained from content within the participant's narration. Richert (2006) acknowledges the limitless array of possible narratives but simply accepts that these reflect individual, social, cultural and economic differences as a representation of the complexity of lived lives. Reliable narrative focussed research is therefore that which accurately represents such lives. This research sought to gather reliable evidence for the interpretations that were made by continually comparing and contrasting the data collected across all three techniques to confirm the central findings.

Therefore, reliable narrative data will be that which can be seen to provide evidence for interpretations that make sense to the narrator, researcher and wider audience. This highlights the third theme that emphasises the role of narratives in forming important connections between the subjective and objective life (Dyson and Genishi, 1994). It is argued that this link has been made by developing situated subjectivities from each technique that are then used to provide the objective reality proposed by the structural hypothesis. This hypothesis is then exposed to further confirmation within the formative interviews.

Validity:

Huberman (1995) along with Perakyla (2004), ask us to reconsider the principles of carrying out narrative research and suggests, that concepts such as accuracy, honesty, authenticity, familiarity, transferability and economy as suitable means to ensure the validity of the research process. This has been acknowledged in this research project by the use of careful transcriptions and by providing the participants with the reflexive opportunity to engage with the narratives that were collected.

Ferber (2000) additionally claims that narrative inquiry is internally valid as the whole process is centered on meaning-making and providing an authentic account of a lived life. So by definition it goes beyond the research design and highlights the world of the participant. Miller and Glasser (2004) and Holloway and Jefferson (2000) consider that one of the roles of the researcher when using biographical methodologies is to help the participant construct and understand their own stories. Although this may be fraught

with difficulties as to who is 'leading' the research, as long as the data is recorded accurately and analysed honestly, this interaction can become an authentic part of the interpretation process (Cox, 2003; West, 1996; Merrill and West, 2009). Indeed, Silverman (2004), Holloway and Jefferson (2000) and West (1996) regard the process of discussing the findings from narratives with the participants as essential for good practice. The provision of the formative interviews offered such an opportunity and enabled those who took part to implicate their lives in their developing professional practice.

Yet, external validity calls for the findings to be considered beyond the individual data collected. Characteristically this is problematic for research that involves small unrepresentative samples. Narrative inquiry, although centered on a few individuals, does have as a wider vision, which is the intention that the understanding gained will lead to better life choices for those represented in the narratives. The work, for example, of Connelly and Clandinin (1990), Perakyla, (2004), Wright-Mills (1970) and West (1996, 1990) provides ample evidence that individual narratives do indeed have an application far wider than the small sample group involved. One of the important findings from narrative research is the exploration of the dynamic within and between intrapersonal and interpersonal relationships (Taylor, 1987) as they uniquely embody the individual and the social (Chase, 1995). Rustin (2001) also uses his considerable experience to support the validity of biographical data as he argues that we regularly use individual case studies to help us understand experiences. These case studies have become such a part of our life that we have become habituated to them and no longer recognise the importance of their impact on understanding the human condition. The

realisation that Rustin prompts us towards is to consider, literature, movies, plays, and clinical exemplars of Freud and Klein. Each of these is predicated on the notion that individual stories evoke something within us that has a wider resonance and impact on society and it is intended that this research facilitates just that.

Summary

It has been argued that narratives provide both a means of human meaning making and research methodology. This research has focused on the collection of Life Story and Professional Development Narratives. These have been analysed using three techniques to provide situated subjectivities that are subsequently compared and contrasted to produce a structural hypothesis for each participant. The structural hypotheses provide the basis for formative interviews and are also compared to suggest the existence of themes of relating to education that are common to all participants.

The following three chapters provide a rich analysis of the data gathered. The next chapter will show how the main themes used in the data analysis emerged from the three analytic techniques outlined above. It will then apply these findings to two detailed case studies (Oliver and Lucy). This will demonstrate the efficacy of the research methodology by showing how the data analysis builds an intra and intersubjective understanding of early education professional development. It allows both the psychological and sociological, the micro and the macro to be discussed. The following chapter summarises the formative interviews where the participants reflect on the impact of their education biographies and in particular how this has had an effect on their professional development. The final data analysis chapter applies the analytic approach developed in the case studies to the other participants. It shows that despite incomplete research data sets, or indeed with what could be regarded as data more likely to match that gained from a work place setting, it is possible to identify education biographies and to propose their formative use with new professionals in education settings.

Finally, it should be noted that the methodological stance is one that borders psychoanalysis and biographical narrative techniques. Additionally, the lens through which the data will be analysed also works across two disciplines: psychoanalysis and education; although one of the central arguments to the thesis relates to the commonalities between each discipline. Despite the ubiquity of psychoanalytic ideas there remains the potential for confusion and misunderstanding. Modern psychoanalysis considers a world where feelings and thoughts are developed in relationship to significant others and wider cultural worlds and is as much concerned with the clinic as it is with everyday life (Clarke et al, 2008). Its application to professional education development is therefore seen as entirely apposite. One feature of the data analysis will be the use of psychoanalytic language where words such as anxiety, defence and fantasy will be used. What is imperative at this stage is to acknowledge how different disciplines may interpret such words. For the non-analytic these may appear to offer diminished views of the human condition (Ecclestone and Hayes, 2009). Yet, for the psychoanalyst these provide a description of everyday normal behaviour. Anxiety is not viewed as some notion of a weakened self, controlled by worrying thoughts, rather, this is a means to describe the operation of a dynamic unconscious that heightens our senses and makes us aware of the interaction between inner and outer worlds. Likewise, defences are not viewed in a negative light but instead as part of a means to explain how individuals deal with the vast amount of information that is available from both inner and outer worlds. Psychoanalysis offers a view of human experience that is responsive to physiological, neurological, psychological, social and cultural dimensions while foregrounding the experiencing self.

Chapter Three: Data Analysis

Introduction

The previous chapter described the collection of a Life Story and Professional Development Narrative and how these could be used to provide a structural hypothesis that was then used to guide a formative interview/discussion. This chapter will show how the analysis of each of these narratives led to a situated subjectivity and ultimately the structural hypothesis for each participant. The sequence of the analyses will be outlined, followed by a detailed case study for two participants, Oliver and Lucy, who provided Life Story and Professional Development Narrative and two further formative interviews/discussions.

The global process of analysis can be seen in appendix 1. Three situated subjectivities were developed from each analytic technique. Themes from the Life Story Narratives were initially developed using the Gestalt technique. These narratives were also analysed using the NPCS technique to identify the narrative topics and types. This process was then repeated for the Professional Development Narratives after which a summary of the Gestalt and NPCS derived themes were used to provide a situated subjectivity for each technique. The future-blind panels took place after this process as the Gestalt and NPCS analysis informed the content for the Biographical Data Chronology (BDC – the lived life) and the Text Structure Sequentialisation (TSS – the told life). Each panel hypothesised a lived life which was then compared to provide an overall future-blind situated subjectivity. Each of the three situated subjectivities was then compared and contrasted to produce the structural hypothesis. This process is

revealed below for Oliver and Lucy, and is then followed by showing how the comparing and contrasting of the structural hypotheses for each participant led to the identification of the two main themes used in the case study analysis.

Developing a Structural Hypothesis

The process of developing a structural hypothesis in relation to education settings involves the constant comparative analysis of the data gathered via the three methodologies. Each separate methodological analysis provides a situated subjectivity. The next section will present the evidence to indicate how the situated subjectivities emerged and finally how these are used to produce a structural hypothesis. The same techniques will then be applied to the remaining participants to identify any commonalities between all the structural hypotheses, and subsequently to identify the main findings that are used to structure the data analysis. The detailed data analysis will focus on two case studies, Oliver and Lucy.

Oliver: Situated Subjectivities

Gestalt

The gestalt analysis of the Life Story (appendix 3a and 3d) and Professional Development Narratives (appendix 3b and 3d) indicate that Oliver is a hard working individual who seeks to find meaning and satisfaction in educational settings. Oliver is much happier working in small groups and values the relationships and support networks that build up in such teams. There is a tension in Oliver's education life-world between risky or safe behaviours. What is clear though is that while he is not adverse to risk he also has sufficient agency to protect himself from potentially damaging situations. Oliver also appears to have entered the education profession to 'give something back'.

Narrative Process Coding System (NPCS)

The NPCS analysis provides four pieces of evidence that result from the two narratives collected and identifies the NPCS types and topics. The Life Story Narrative NPCS types and topics are presented in appendix 3f and 3g and within the Professional Development Narratives in appendix 3i and 3j. Each draws attention to Oliver's ability to maintain a reflective outlook on his educational experiences (see also appendix 3k). This enables him to collect and consider evidence and act accordingly, for Oliver this is means that he can be 'edgy' and court risk and also that he can still be in control. This analysis suggests that he does this by increasing the external narrative type to enable him to consider more concrete and pragmatic information and also by reducing the internal narrative type which will protect him from potentially difficult emotions (appendix 3k). Ultimately it can be proposed that Oliver's narrative shows that he desires to be in control of his own educational destiny, that is, that he wishes to be in control of his own narrative and therefore have the agency to make the decisions that support this (appendix 3l).

Future-Blind

The future-blind analysis has four components. Each of these represents a future-blind panel that produced a 'lived experience' hypothesis according to whether they were presented with BDC or TSS data that was taken from either the Life Story or Professional Development Narrative (see appendices 3m, 3n, 3o and 3p). All four lived experience hypotheses constructed by the panels are presented in appendix 3q. They confirm many of the characteristics already identified in the Gestalt and NPCS analysis, but do however draw attention to a number of novel nuances and contribute to the

overall situated subjectivity (appendix 3r). Oliver's desire to be in control is well documented, but what is now added is the notion of how this control is operationalised (appendix 3r). It is suggested that the motivation to be in control is associated with Oliver's desire to claim and manage his own education narrative and indicates his desire to decide what life courses are best for him. He uses his considerable intellect to consider what actions to take and will actively avoid situations that may put him at too great a risk. His preference for working in small teams, both as a pupil and teacher, is thought to relate to a need to have clear roles and boundaries and to be supported by empathic and respectful relationships, and that this may possibly represent family settings. Finally, Oliver's return to an education setting is not just seen as a chance to 'give back' but also to 'get something back' as he can use this time to compensate for the failures and disappointments of his own schooling (appendix 3r).

Oliver's Structural Hypothesis

As a result of using three techniques to analyse Oliver's narrative it is now possible to compare each situated subjectivity (appendix 3d, 3l and 3r), to identify commonalities within these, and offer the following structural hypothesis that reflects his objectified response to education settings.

- Oliver seeks to claim and control his educational experiences by maintaining a coherent narrative that reflects his desire, and not those of others.

- Oliver uses his intellect to reflect on and analyse situations to ensure that he can remain in control and is not exposed to overwhelming threats or anxiety.

- He enjoys working in small teams where roles are clear and effective relationships can be developed and feels uncomfortable when in groups he cannot influence.

- Entering the education profession may have as much to do with 'giving something back' as it has to do with 'getting something back' as he seeks to correct previous failings.

Lucy: Situated Subjectivities

Gestalt

Lucy is thoughtful and introspective and her Life Story (appendix 4a and 4d) and Professional Development Narratives (appendix 4b and 4d) show her to have an ambivalent relationship with education. Education settings appear to offer her few challenges so she therefore seeks out challenging situations in an endeavour to identify how she will cope and what her boundaries are. This leads Lucy to seek out experiences that enable her to take risks to test her limits and she does this by behaving in extreme ways in school as a pupil and teaching assistant. The seeking out of these experiences has also enabled her to continue a search for fulfilling experiences which provide a clear moral code, and provides her with values and beliefs that frame her life. There is a tension between trying to live a 'free' travelling life while at the same time adhering to conventional views. Lucy is very protective of the boundaries she sets up and will protect these even if this means leaving a situation.

Narrative Process Coding System

Lucy's narrative is very stable and alters little between the Life History and Professional Narratives. She is very reflective but uses mainly external narrative types to facilitate her reflections (appendix 4g and 4j). This became clear as she was very willing to take part in the project and offer further interviews, and used the process to review her own experiences (appendix 4j). She provides lots of external details to rationalise her travelling life (appendix 4f) and the subsequent return to work as well as her reasons for resigning from her teaching assistant post (appendix 4i). It is argued that this protects her from recognising and engaging with more difficult emotional responses (note her low internal narrative type - appendix 4k). Lucy seems to seek life experiences to confirm how she feels and it is only when events become either difficult or very enjoyable that she is able to recognise these.

Future-Blind

As with Oliver the situated subjectivities that resulted from the future-blind panels are presented as one appendix (appendix 4m and 4n). Lucy is seen to have been on a quest to take risks and test herself in order to identify what her boundaries and limits are. She has struggled with a desire to push boundaries and be unconventional, while also being aware of the need to conform, and this approach to life is seen as somewhat naïve. Ultimately, Lucy struggles to conform if her own values are put at risk. If she engages with such situations she prefers to leave rather than compromise what she believes in. She had an ambivalent school experience but her university career suggests that she regards education as being important. This may have led her back into an education setting where she can engage in activities (experiences) that can correct her own earlier ones that at the time were not satisfying.

Lucy's Structural Hypothesis

Despite Lucy's apparent lack of engagement with education settings it is possible to provide a coherent structural hypothesis that reflects the commonalities from the three situated subjectivities (appendix 4d, 4l and 4n).

- Lucy takes risks by pushing boundaries to provide a connection with a life that feels real (honest) and can therefore identify what she can/cannot manage.

- Lucy seeks experiences to provide her with meanings that are satisfying and match her values. For her, in the terms of finding out is what matters, there is a sense that she will not know until she has had the experience

- Once she has identified the limits to her boundaries she will not threaten them, but rather she develops a strong moral purpose and will protect these values and herself by leaving situations.

- Travelling and returning to work in education represent Lucy striving to live a more risky life.

Identification of Central Themes

Each participant who provided both Life Story and Professional Development Narratives was analysed in a similar manner to the pattern shown above. This process provided five structural hypotheses and those for Sophie, Emily and Jack can be seen in appendices 5m, 6o and 7m. The process of constructing the structural hypotheses also led to two main findings, which related to how the subjectivities of each participant were 'lived out' in education settings. The first indicated a close relationship between the past and the present, and the other highlighted the interaction between individual subjectivity and the practice of education.

The relationship between the past and the present

The collection of data was driven by gathering two narratives. One that considered life before taking up the role of an education professional – the Life Story Narrative, and the other, that focused on experience once in role – the Professional Development Narrative. These were initially analysed using the Gestalt technique to provide a number of themes for consideration. In all cases the subsequent NPCS and BNIM inspired future-blind analysis confirmed the initial gestalt themes, although additional themes and nuances were introduced. It is therefore argued that the Gestalt process provides an accurate insight into subjective experience. What emerged for each participant was how the gestalt themes could be seen to have an influence within education settings throughout their lifetime. For example, Oliver's controlling tendency was evidenced at school, university and again as an education professional. This phenomenon was found for all participants (Oliver, appendix 3c; Lucy, appendix 4c; Sophie, appendix 5c; Emily, appendix 6c and Jack, appendix 7c) and reflects the evidence in the literature search, that early educational experiences have an impact on

professional career development. It is therefore suggested that one important aspect of the Life Story Narrative is to provide insight into how a professional practice may be encountered and then develop. Indeed, the contention is that this represents how an individual subjectivity responds to the external reality of an education setting.

The Interaction between an Individual Subjectivity and the Practice of Education

The structural hypotheses were developed from the analysis of both the Life Story and Professional Development Narratives and represent the objectified response to education settings. The situated subjective experiences of each participant are strikingly different, and yet a close inspection of the structural hypotheses reveals similarities. Clearly these parallels are not on the level of precise behaviours, such as Lucy's desire to travel, but are more akin to generalities, which would place Lucy's travel desires within a theme of 'seeking experiences'. When all the structural hypotheses are compared two general themes emerge that are common to all, and are outlined in appendices 10 and 11. At this stage of the analysis these themes remain somewhat broad but they will be refined and focused during the remaining data analysis and later discussion in Chapter Six. The first theme was initially termed 'agency' and broadly reflects the way each participant interacts with their external world. For example, Oliver is controlling, Lucy is reactive not proactive, Emily lets others make decisions for her, Sophie manipulates and Jack fills his life with activity (appendix 10). The second theme (appendix 11) relates to how each responds towards the risks or complexities inherent in education settings. Typically, Jack appears to revel in complexity, Sophie either dominates or blames others to her benefit, Emily waits for education to 'rescue her', Lucy pushes

educational boundaries to see what will happen, and Oliver takes time to review all the possibilities before making a decision.

These two main findings will now be used to explore in more detail how Oliver's and Lucy's internal subjectivities interact with the objectified external world of education settings and develop a professional practice. The impact of the past on the present will be explored by interrogating the Life Story Narrative and then applying these findings to the Professional Development Narrative. Significantly, the two main themes of 'agency' and 'responding to risk/complexity' identified above will provide the lens through which to frame the interrogation.

Case Study: Oliver and Lucy.

Introduction:

This case study provides details from the narratives of two very diverse participants, Oliver and Lucy. Each had different backgrounds and had entered the education profession comparatively late in their careers, both working in the secondary sector. Oliver was taking part in the Graduate Teacher Programme - a workplace teacher training scheme, and Lucy had recently been employed as a teaching assistant. Their early professional experiences lead not only to diverse career trajectories but also, significantly, to different professional outcomes. Oliver completes his training and gains a full time teaching post. In contrast Lucy struggled in her first post, only to resign before the first term ended. She later found employment in education but outside mainstream schooling. The lives that Oliver and Lucy presented during the interviews will now be briefly summarized to provide the appropriate context before the central themes within the Education Biographies are discussed.

Life History: An education perspective

Oliver.

Oliver is in his late 40s and he is training to teach on a work place training route, the Graduate Teacher Programme (GTP), in a Grammar School for girls in Kent. Previously he had worked in finance in the City of London. He was articulate and keen to engage in the research process. He was born in 1960 and is the eldest of three children. He is now married, also with three children. Oliver attended the local primary school before going to a fee paying school at the age of 11, where he was regularly top of his class. Being

academically able he was offered an accelerated curriculum and therefore often placed in groups of children older than himself. After continued academic success he received a scholarship to a notable public school. He successfully took his A Levels early but, for reasons that he is not sure of, failed the Further Mathematics exam. Oliver was entered for the Oxbridge entrance examination but rebelled by doing little work and deliberately 'flunking' the exam. After this he took a short time out before going to university.

Oliver chose to go to a traditional redbrick university instead of one of the Oxbridge colleges favoured by his family. He studied mathematics, economics and statistics and with relative ease obtained a 2:1, the university life offered little academic challenge although Oliver does admit to being able to get a first – if only he had been prepared to work harder. After university Oliver began to train as an actuary and by his early 20's he was working in the City as an Equities Fund Manager for a large and successful financial institution. He was well suited to this career and was soon head-hunted by a larger competitor where he gained promotion and became manager of a global equities team. This post enabled Oliver to travel all over the world and also to be part of a tight knit working community, both of which he very much enjoyed. Oliver had reached the point in his career when he felt he should be considering further promotion. He did not find this prospect very attractive as it meant a continuation of a punishing life style that had an impact on his family, and dealing with greater levels of bureaucracy. The demand to maintain his previous high standards was beginning to take its toll and Oliver admits to taking redundancy before he was sacked. Oliver began to explore the possibility of teaching by visiting a variety of private, selective and non-selective local schools, and

talking to friends who were already teachers. He also re-took 'A' level Mathematics and obtained a grade A. He was impressed with the schools he visited and finally decided to accept an offer on the GTP programme at a selective single sex Grammar School.

Lucy.

Lucy is in her early 30's and has just returned to the UK having lived abroad in a 'traveller community' for almost 15 years. She is married, has two children and has just taken up the post of Teacher Assistant in a large challenging secondary school in the South-East. Oliver's Life Story Narrative contained considerable details regarding his educational experiences. By way of contrast, Lucy provides very little information indeed and in order to make a more detailed picture of her available it was necessary to gather features of this aspect of her life from other interviews and occasionally direct e-mails (appendix 4p). Lucy has few memories of primary school and felt that she got secondary school 'over and done with'. In later communications she admitted that she had been difficult and preferred being involved in sport rather than academic study.

After passing her 'A' levels, Lucy decided to take a year out and travel. Such a course of action was very unusual at this time and none of her peers engaged in a similar activity. Lucy used this gap year to travel to Australia and funded the trip by taking on physically challenging jobs such as working as a polo groom and deck hand on a large yacht. Lucy then returned to the UK and studied at a university many miles from her home town where she read American Studies, which included a year in America. She found this experience difficult and also became involved in a 'tumultuous' relationship. By the time

she returned to her UK university, this experience, combined with her desire to achieve a first class degree, led to her have a breakdown and subsequently she left the course early. However, such were her achievements to this date that she had already obtained sufficient credits to obtain a 2:2 degree.

After this experience Lucy returned to travelling and worked variously in Ireland, the UK and mainland Europe, mainly involved in agricultural work. She also became involved in another difficult relationship from which she ran away and returned home. This homecoming was not long lasting and Lucy again travelled to work picking crops. Eventually she entered a supportive relationship and had two children. The family then spent much time in Spain and Portugal while both Lucy and her partner travelled separately around Europe following the agricultural work patterns. After twelve years Lucy decided the time was right to return home as she was not impressed with the Spanish education system and wanted to be near her parents as they were getting old. So at the age of 35 she returned to the UK to be near her parents and successfully obtained a teaching assistant post.

Getting involved in research.

Oliver and Lucy willingly participated in the research process and provided a Life Story Narrative, Professional Development Narrative, and then subsequently two more discursive formative interviews. They kept in regular e-mail contact and were prompt in replying to my communications. The initial e-mail communication between us already begins to provide some insight into each participant, how they view the research

process and their early professional experiences. Oliver (appendix 3t) indicates that he is very willing to take part in the research but is unsure if he has sufficient knowledge to offer to the process. Likewise, Lucy confirms that she is keen to take part and even prompts me (appendix 4p) to arrange another interview. This can be considered in the light of her first reply (20/10/08) where she acknowledges that the post is (mostly) enjoyable and also extremely challenging. Even in this very early exchange her fragility begins to be exposed. Also from Oliver's opening dialogue there is an indication of his willingness to be involved, but at the same time there are hints about protecting himself from the possible risk that he may be seen to be intellectually lacking.

Life Story Narrative: A detailed thematic analysis

Whilst it is accepted that each education biography provides a multitude of unique experiences, it has been decided to present and discuss the evidence within two main themes. This allows large amounts of rich qualitative data to be condensed into a meaningful analysis that reflects the complexity of the interaction between subjective and objective realities.

Agency: Oliver

Oliver's life history narrative begins immediately with the recollection of his early school life and provides the first insight into his considerable desire to pursue a route through a life that he controls. The description of his progress from primary school to university is succinct and compelling:

> OK, um, my name is Oliver I am 48 years old, I was born and grew up in Eastwythin. I come from a family of 3 children. I am the oldest. I did quite well at school, I started at the local primary school and quickly went into private education, in a prep school just outside Eastwythin, um I, where I was head of school in the top class for ... we had accelerated, accelerated movement through the classes, I was in the top class for 2 or 3 years before I left. Got a scholarship to Wreakin College public school um, again was accelerated, did my O-Levels in 1975, did my A-Levels in '77 ... I did double maths and chemistry, um did reasonably well apart from my further maths, which I flunked for some reason, um I did Oxbridge, first term Oxbridge and fourth term Oxbridge but at the time didn't want to go ... rebelled, refused to work and unsurprisingly didn't get in. Er, which was what I wanted in the end, I had 9 months off at the age of sort of 17 so couldn't really do an awful lot in terms of getting jobs, travelling, I was quite a young 17. Um and then went to Rutland University to do maths, economics and statistics, a course which I, you know, I really wanted to do actually, broadly because it was more broad than maths or natural sciences or something at Cambridge. Um did that, got a 2:1 and left in 1981 graduated in 1981 ...

By the time that Oliver is coming to the end of his secondary school life his need to control his future and maintain a coherent sense of his self is such that his actions become overt and rebellious. Despite obvious and continued academic success Oliver 'flunks' his mathematics 'A' level and sabotages his Oxbridge entrance exams. The academic failure is in conflict with the previously successful school career. Oliver later explains how he sought to free himself from the family destiny:

> O: My father had been - well all my family had been to Cambridge and it was part of the –
> I: and you didn't want to go?
> O: no no, genuinely did not want to go.

Oliver has actively resisted following in the family tradition. He confirms his intention by choosing to attend an established but not traditional (Russell Group) university. He does not follow a pure degree course but instead one that equips him to work in the financial sector. Such decisions enable Oliver to distance himself from the archives of the family's past and to pursue his own project of identity formation.

The situated subjectivity developed by the future-blind panel (appendix 3r) also highlights how Oliver appears to control his educational worlds and significantly this is identified very early on (appendix 3m, 3n). It is interesting that the panel views Oliver's desire for control as a healthy trait that enables him to have agency while not causing harm to those around him. His prime objective can be seen as one where he seeks to gain personal satisfaction from education. The panel also suggest (appendix 3m) that his decision to enter the teaching profession may enable Oliver to confront (and correct) his past failures, particularly considering that his desire is to teach 'A' level mathematics to bright grammar school students. Oliver's aspiration to control his

educational future is also evident from the analysis of topics within the NPCS (appendix, 3f) as: 30% of the narrative is related to providing information on his role in determining the outcomes of his schooling; and another 38% is focussed on investigating and providing the rationale for taking on the GTP. He clearly presents a narrative where he is the careful and considerate architect of his life decisions.

It is notable that Oliver is a highly agentic individual as the evidence shows him resisting the influence of others while he battles to maintain the control he has over his own life choices. Lucy's agency is not quite as clear as Oliver's and certainly it is not always clear if she does indeed have control over her external world. Early on in her narrative Lucy appears to almost dismiss the influence of either her on school or school on her and simply claims in her opening comments that:

> ... I guess I did school and quite enjoyed it, went through A-Levels, um decided to take a year out after A-Levels and went to Australia ...

It is only subsequent questioning (app 4p) that draws out from Lucy that she did seek to assert her influence at school. This was not an academic Lucy but instead one who was rebellious, and even hedonistic, as she poured all her energies into obtaining satisfaction via sporting activities. It is only after she has exposed herself to significantly difficult experiences during her gap year that Lucy offers any suggestion that she seeks to be a forceful agent within the academic world of education.

Agency: Lucy

Lucy chooses to undertake a degree course that has a requirement to study for a year abroad, during this time she enters a very difficult relationship that is ultimately a contributing factor to her having a breakdown and leaving the programme. What is interesting though, is that she recognises the considerable pressure she puts upon herself to attain academic excellence in the form of a first class degree:

> ... the pressure I'd put on myself to try and attain a 1st which was my goal really just took its toll and by February of my final year in university I had a nervous breakdown, I managed to complete my dissertation and hand that in, er, and then pretty much my world sort of collapsed ...

Despite this early exit from the course Lucy was still able to obtain a 2:2 class degree. What is highlighted is Lucy's propensity to use education settings as contexts to engage in extreme behaviours. By the end of the first page of the narrative we see her relocate her agency, from avoiding academia and embracing sports, to embracing the challenge of academic success, while managing a difficult relationship. Ultimately her ability to manage this is diminished and she suffers from depression. What she presents is almost a battle between her needs and those of education settings.

This battle is represented in the other analytic techniques despite little direct reference to education. The NPCS analysis (appendix 4f) highlights Lucy's lack of engagement in education with only 8% focussing on school/university life. The majority of her narrative (76%) describes her travelling lifestyle, the myriad of meaningful experiences this has given her and the dilemmas of giving up this lifestyle. The structural hypotheses developed from the future-blind panels (appendix, 4m and 4n) also support the proposal that Lucy seeks out meaningful experiences. The panel suggests that Lucy is

99

attempting to discover what she can/cannot cope with, and that this search is one that gives her meaning. The early, almost dismissive, '... I guess I did school and quite enjoyed it ...' is seen by the panel to indicate that her earlier school life offered little in the way of consequential experience.

The contrast between Oliver and Lucy's agency is subtle. Oliver appears to control his external world by employing thoughtful (of course, unconscious) strategies to actively manage his world. Conversely, Lucy seems less in control. Instead, she gives the impression of encountering or seeking out difficult experiences and uses how she responds to these to provide her with knowledge about herself. As such, she understands and controls her world by reaction as opposed to action.

Responding to the risk and complexity of education settings: Lucy

Oliver has previously been shown as having sufficient agency to be confident in controlling his education environments, but this confidence is not matched by a desire for complexity and the associated high risk. Oliver appears to actively consider and reduce risk, while Lucy's approach is to put herself into situations where boundaries between her own understanding and, in this case, the educational structures can be identified and explored. For Lucy, this approach can lead to the successful identification of her limits, and what she is unable to cope with.

Lucy seeks experiences where boundaries can be pushed. She railed against her school and describes herself as having:

> ... lots of energy, constantly bubbling up, not always in the 'right' way! (appendix, 4p)

This energy is used to explore her world. She chose a challenging year out followed by a degree course that again left her exposed to risk. Despite these significant moments in her life they do not feature greatly in her narrative, almost all her discussion of education is over in a few minutes. The NPCS analysis (appendix 4f) revealed that only a small percentage of the topics coded relate to education, this is the lowest for all the participants and that 76% of the narrative focuses on her travelling experiences. Lucy apparently dismisses her education experiences and it can be suggested that they either provided insufficient challenge, or they overwhelmed her. What is also significant is that Lucy remains very reflective with 52% of her Life Story Narrative focusing on considering the experiences she has had (appendix 4g). What can be proposed is that Lucy finds meaning by reflecting on the societal structures she has been pushing against. The future-blind panel (appendix 4m –BDC1 and TSS1, 4n) also indentified this aspect of Lucy's life but highlighted a sense of an enigma that involves Lucy both seeking to be exposed to risk and yet also having a tendency for safety and conformity.

Responding to the risk and complexity of education settings: Oliver

Oliver's relationship with risk taking is construed as likely to be a facet of his preference to be in control and this is frequently related within his response to professional structures in his education biography. By being in control Oliver can manage the risks he may encounter. Each future-blind panel (appendix 3q) confirms this aspect of

Oliver's character and very early on each panel identifies how Oliver does begin to control his education experiences. Oliver maintains a largely coherent and reflective narrative (appendix 3g) which importantly is also dominated (over 50%) by external descriptive narrative types. The assumption to be drawn from this data is that Oliver uses his intellect to exploit factual description, to gather information and to provide concrete parameters that can be used to understand, explore and reduce the risk of encountering education settings. If Oliver feels out of control he will feel at risk and this has happened on a number of occasions throughout his education.

Oliver describes an early education memory and the discomfort he experienced while being 'fast-tracked' and was placed in a class of older pupils:

> ... so intellectually I was their equal but not emotionally or – and all that kind of stuff ...

Here Oliver is aware of *not* being fully in control of, or understanding, his experiences and consequently he reports this in negative terms as he struggles to manage the tension between his intellectual and emotional abilities. However in later narratives Oliver reviews this time as one where he realised the importance of his competitive personality. By the time Oliver is reaching the end of his secondary school career he has developed sufficient agency and independence to resolve such conflicts. This time he willingly withholds his intellect to prevent himself from following the family preferred Oxbridge university career. The risk for Oliver here was to be embroiled in the narrative of an 'other'. The future-blind panels (appendix 3q, BDC1 and TSS1; appendix 3r) also indicate how Oliver removes himself from risk that threatens to overwhelm, and further

suggest that this may have been to avoid the possible risk of academic failure. Furthermore, Oliver's choice of university protects him from the risk of academic failure as he opts to attend an institution that offered him little in the way of academic challenge.

When Oliver returns to the world of education it is carefully controlled to minimise the potential risk by identifying settings that reflect the education structures and practices he had previously been familiar with. He explains how he was in the fortunate position of being able to take time to select the school in which he would train:

> O: um this was a good opportunity to just take stock, decide whether I wanted to do it or not to do it, um I certainly wanted to do something else, I knew what I was doing, did it quite well and I like to do new things, learn new things. Um so took a month or so off, went skiing and then started going in, started the process of thinking more formally about whether I wanted to be a teacher, um so I went into one of the Girls state schools in um Forwich, who were prepared to let me go in and observe a bit and also –
>
> AB: is that Elizabeth East?
>
> O: Yes Elizabeth East – Elizabeth West! It was fantastic, a really good school actually, I really liked it, um and then I thought I better just sort of see if anybody else wanted any GTP's, um they did and in the end I decided to go for Forwich Grammar, but it was a close thing actually, I really liked the people at Elizabeth West and I also thought it would be a more challenging school, certainly behaviourally um but I've always been of the view that I wanted to teach further maths and 6th form and that sort of stuff and sort of push the academic envelope if you like, so rightly or wrongly I decided to plump for Forwich.

Oliver selects a single sex grammar school that can be suggested to most closely match his own earlier educational experiences. This time he also takes the calculated risk of re-taking his 'A' level exam. It is therefore proposed that by proving to himself that he can pass (he passes with an A grade) Oliver reconciles his past disappointment of failure. He

also confirms that he is capable of teaching very bright students and is, as such, a legitimate member of this professional community.

It is possible to speculate at this early stage how both Oliver and Lucy respond to the reality of a professional education world and the inherent risk in the complex world of education settings. Oliver uses his intellect to find out about his circumstances and to then make decisions that will enable him to remain in control and reduce the apparent risk. In contrast, Lucy appears to obtain her information from the situation she is in. Therefore her response to the risk of increased complexity is dependent on the level of risk, as she appears to lack the higher level of agency exhibited by Oliver. In her case it is possible that situations cannot be controlled and that risk could spiral out of control.

Professional Development Narrative: A detailed thematic analysis

The central premise of this research is that the life lived in earlier education contexts will influence the life lived when this setting is encountered within a professional context. It is therefore expected that the themes explored within the Life Story Narrative will provide important insight into the process of developing a new professional practice. This in turn will be evident within the Professional Development Narrative.

In the second interview the narratives provided responded to the Professional Development Narrative request and are therefore mainly focussed on early professional experiences. By the time of the second interview Oliver has had a successful practice in his first school and is enjoying his new career but his second practice school was not successful and he left early after two weeks. Lucy has also had a mixture of success and 'failure'. She struggled in her first post and resigned in the first term. When I interview Lucy for her second narrative she has already taken up a post for excluded children outside mainstream schooling.

Agency: Oliver

Oliver's need for control in education settings can be confirmed many times within the Professional Development Narrative and this is also supported by each method of analysis. It is noticeable within the NPCS analysis (appendix 3k) that there is an increase in the external narrative type from 51% to 65% between the Life Story Narrative and the Professional Development Narrative and yet the proportion of reflection remains

constant (about 25%). This implies that Oliver has dealt with the initial stages of entering the education profession by repeating the pattern of gathering and discussing factual information. He can then reflect on this material and come to an understanding of his new working life and, in doing so, be in the position to control the outcomes. The future-blind panels (appendix 3q BDC2 and TSS2) confirmed Oliver's preference to seek to control. They also indicated that, as well as being hard working, he regarded learning as an individual experience (appendix, 3q BDC2 and TSS2). And as such, he is perceived as someone who relies on their own abilities to control their professional environment.

During his early professional practice Oliver struggled in situations where he felt his control was limited and enjoyed those where he had some level of autonomy. He struggled with the GTP requirements and felt that these often seemed pointless and had little impact on his development as a teacher. He regarded these activities as:

> ... very time consuming, in terms of writing stuff up; where, you know you're, working very hard on a practical day to day sense, and then you have to sit around and, reflect and all that sort of thing, cause I found that to be honest, I found that quite tricky, and I think I am the sort of person that likes to get on and do things, learns by mistakes, do things practically.

The suggestion here is that Oliver would have preferred to be given more concrete useful advice that he could then directly apply to his professional learning. This corroborates his inclination for control but also indicates how he reduces the risk from complexity by preferring to use concrete rather than abstract concepts.

It became evident that Oliver began to struggle significantly during his second school placement when he felt that his control of the circumstances was becoming untenable.

His mentor was unsupportive and provided a way of understanding the learning process that conflicted with his own. The quote provided here reveals the increasing anxiety and discomfort that Oliver experienced during this time:

> ... I went to Masterton, um, no problem with the school, got on very well with the children, um, but did not get on at all, with my mentor. Um, who was hyper-critical, completely lacking in empathy, a bully, um, and, that is only after two weeks - didn't go on to three weeks, because we were getting nowhere.

In this situation Oliver was unable to reconcile how he wanted to develop his practice with that of the mentor. Consequently the relationship began to break down and was unable to provide the support Oliver required to enable him to understand and control these new experiences. In addition, this placement was unable to provide reliable resources. Ultimately Oliver could not sufficiently control the circumstances and the only way left to protect himself was to remove himself from the situation - which he did after two weeks. There are obvious echoes of how Oliver negotiated earlier education experiences. The discomfort of being fast-tracked and not completely fitting in is matched by the second school incident, but by now he has the agency to remove himself. Oliver's preference for practical advice rather than theory matches his decision to follow a more vocational degree programme. Finally, it can be suggested that just as Oliver was not willing to have his educational pathway controlled by his family, neither was he willing to have his professional development controlled by his mentor.

Agency: Lucy

Just as for Oliver, Lucy's Life Story Narrative can be seen to have considerable resonance within her Professional Development Narrative. It was previously argued that Lucy has a propensity to react to situations and does in fact use her experiences to

provide her with a sense of meaning. So, for Lucy, experiences, if they are manageable, are important. The major incident for Lucy at the time of the second interview is the resignation from her post as a teaching assistant. This position became too difficult for her so she decided to leave; which reflects her earlier lack of engagement (a sort of leaving) with the academic aspect of schooling as well as her decision not to complete her degree programme.

The importance of experiences in education settings are made apparent early in her Professional Development Narrative. Lucy makes it known that her initial tasks were not challenging enough and requested more demanding work:

> Um, I started off working with year seven groups and err, that was interesting but I found that it wasn't very challenging so I asked to be moved into a more challenging sphere in the school, and ended up err working on what was called the 'Enhancement Programme' for Year Elevens. Um, I enjoyed working with that age of kids, um they were challenging kids in the school, the ones that had been … kicked out …

It is not just her experience that gives Lucy cause for concern. She is also worried that the children are not having sufficiently challenging work and 12% of the topics identified by the NPCS analysis are related to her discussion of this (appendix 4i). The challenge that Lucy sets up for herself begins to become insurmountable and reflects her previous overwhelming university experience, where the difficulty becomes so great that she has to leave:

> It became incredibly difficult, err both err emotionally, certainly academically, there was no way we could get the kids to work in a, a productive way, and um nothing was done and we um, we asked for help, we um, raised issues, we um, explained you know the problems … and how we felt they could be addressed, and changes, what could be done better, but it wasn't heard, um, and we were just told to keep going, keep going, keep going, and err I became very angry.

Lucy is angry that no one else appears to have taken her concerns seriously and this almost diminishes the value of her experience. She corroborates that there is value in what has happened, despite the distress it caused:

> The difficulties of it ... and um and gained experience. It doesn't really matter what the experience was in a way but it was valuable experience ...

It is also helpful to consider that the proportion of NPCS reflective narrative type accounts for almost 50% of the narrative and that the external narrative is greater than the internal (appendix 4k). This further indicates how Lucy is prepared to reflect on what happens to her and use this to make meaning, although the lower internal narrative type does suggest that she is protecting herself from the emotional aspects (appendix 4j and 4k). The future-blind panel confirm this (appendix 4m, BDC2 and TSS2) and recognise that Lucy seemingly exposes herself to challenge and, additionally, that she expects educational challenges to be fulfilling. Lucy alerts others to the risk inherent in what she does but in this education setting, maybe just as in previous settings, her concerns go unheeded. She is left to cope alone and ultimately cannot do so.

Responding to the risk and complexity of education settings: Oliver

Oliver's education biography indicated that he was uncomfortable when he was unsure of his environment, such as the prep school fast-tracking group. He was also more at ease studying logical subjects that had a practical application. It has also been recognised previously that Oliver preferred the active practical side of his professional development, rather than the less clearly defined and more esoteric demands of 'sitting around reflecting'. Despite this comment Oliver maintains a high level of reflection in his

Professional Development Narrative (26% in the LSN and 27% in the PDN, appendix, 3k), and it has been suggested that this relates to his need to assimilate the new knowledge that is being gathered to deal with complexity and reduce potential risk. The proportion of the internal narrative type within the Professional Development Narrative (appendix, 3k) falls from 15% in the Life Story Narrative to 8%, while this mirrors the change in the external narrative type. It appears that Oliver is reflecting on the concrete knowns that may help him understand the complexity and inherent risks within his new professional practice, while protecting himself from the potential of being emotionally overwhelmed. The NPCS topics (appendix, 4i) indicate that this may indeed be the case as 88% of the content relates directly to descriptions of his new professional experiences.

The future-blind panel (appendix, 3q, TSS2) considered this aspect of Oliver's biography that highlights his inclination towards logical thinking as being similar to applying a cost-benefit analysis to his life decisions. For example, after leaving the City Oliver takes time to gather information on the most suitable school for his training, and the one that is selected is the one that most closely reflects his own school experience. Which is therefore, known to him, manageable and represents a reduction in potential risk. When Oliver discusses his early experiences he recalls the hard work required:

> Um. So Yeah, it's been great, I've been working far harder than I've worked since my thirties, when I was travelling the world, and working pretty hard. Um. But it's been very rewarding ... it was really tough at times, the work load, getting everything done, but ultimately extremely rewarding. So, I'm very happy with it.

Oliver is prepared to work hard as long as this enables him to manage and cope with his environment. This was not the case in the second school placement. And it can be seen

that Oliver prepares to avoid the risk of being rejected by not putting himself in situations where his hard work is not recognised.

This approach is emphasised by his decision to leave the second school placement. Once he was no longer able to control the situation he removed himself, in order to prevent being exposed to the further risk of alienation resulting from his unwillingness to align with the practices of this setting. This pattern of behaviour is also seen in the sabotaging of his 'A' level examinations, where he removes himself from the potentially unbearable risk of following a life trajectory that he does not see as suitable for him. Interestingly this decision to leave his last job, where Oliver realised that his resources were running out, reflects a similar behaviour:

> ... I mean I headed up the global equity but I wasn't in senior management, I had no interest in senior management at all. Um...I much preferred doing but it takes it out of you and there was no way I was going to get to 60 without being fired.

In all these circumstances Oliver has considered all the possible scenarios and removed himself to avoid being exposed to the risk of not feeling valued. Oliver does not simply avoid risk by disconnecting but uses his significant intellect to reduce the possibility of being exposed to overwhelming risk. If he is then unable to successfully do this he calmly leaves the situation. Oliver's discussion of the abortive second school experience was noticeable in the logical way it was presented. He left this school, as he could simply not see any way that either the mentor, or the school's facilities, could support his further development, or that he could become part of this organisation.

Responding to the risk and complexity of education settings: Lucy

Lucy's Life Story Narrative indicated that she used her experiences to push the boundaries of existing structures and, as a result, expose herself to risk. It appears that, unlike Oliver, she did not manage the risk prior to each incident but instead 'explored' what she was or was not capable of containing. It has been suggested that she found her own schooling provided a lack of challenge and, as a result, became overly involved in sport and got into trouble. By the occasion that I interviewed Lucy for the second time she has already tested the school's structures so far that she has lost the ability to cope and has resigned.

One of Lucy's issues was whether she was to be called 'Miss' or Lucy and she began to push this boundary from her job interview:

> ... I mean I asked at my initial, err, meeting before I joined the school, can they call me Lucy? And I was told categorically no.

Despite the unequivocal response Lucy could not accept this element of school life and saw it as a further barrier and one between her and the children:

> ... I don't like, I don't want to put that barrier between myself and the people I'm dealing with ...

Lucy also argued about the dress and language code and the innumerable 'school rules'. The future-blind panel (appendix 4m, TSS2) regarded this aspect of Lucy as being childish and naïve as it was unrealistic to assume that a member of staff would be exempt from such things. Once Lucy had taken up her role she soon felt that this did not provide sufficient challenge and she offered to work in the 'Enhancement Programme'.

It was not long before this proved too much and Lucy became aware that her own limits were about to be breached.

Lucy sought help but was ignored and she vividly recalls one occasion:

> ... We couldn't do anything about it, um at one point it became so frustrating for many, many reasons it was frustrating, but this one day, and the Head Master had been in to see what was going on and err then walked out again and err, these kids walked out, and we'd been told quite recently, in a e-mail or something that we had to keep the kids in the class, and I went down to the Head Master, followed him and I was almost in tears and I said, 'We can't stop them walking in and out' ... We can't do it, and he literally snapped at me, err and said 'Well you have to um, you must report it to the, the mini school, to the heads of mini school"

Lucy had already begun to experience this education setting as offering insufficient challenge and then overwhelming challenge – a reflection of her school and university experience. But it was not just the realisation of structures pushed too far that led Lucy to resign. She also struggled with the inconsistent boundaries of senior management and what she felt was the hypocrisy of the school. Lucy had failed to reconcile her subjective understanding of school life with the reality of practice, principally by seeking even more challenging situations, while being aware of the inconsistency that is no doubt apparent in all institutions. The future-blind panel (appendix 4m, BDC2 and TSS2) noted this dilemma and concluded that Lucy wanted both clear and safe boundaries and to court risk by seeing how much she could cope with. The NPCS analysis shows how she attempts to come to terms with her eventual resignation. 46% of the content is concerned with the rationale for her leaving, while 38% discusses why the post became too difficult to manage (appendix 4i). Interestingly there is very little

internal narrative, only 7% but this is mainly focused on not being listened to when she

was beginning to struggle (appendix 4j).

Summary

This analysis has identified and reviewed two central findings that emerged from the structural hypotheses. The first acknowledges that past education experiences have an impact in the present development of a professional practice. The second identifies two themes of 'agency' and 'responding to the risk and complexity of education settings'. Both Oliver and Lucy can be shown to have significant associations between their Life Story and Professional Development Narratives. Echoes of past education experiences can be seen to re-emerge in the development of a new professional career within an education setting, although it is acknowledged that the two themes used in the analysis require further refinement. It is worth highlighting at this stage that factors that are contributing to an understanding of 'agency', and are being evidenced in the narratives, relate to individual subjective response. Whereas those linked to risk and complexity are associated with the structures and processes of education settings and professional practice. What has been made clear is that their application has provided a suitable structure with which to explore the complex interaction between subjectivities and the objective reality of an external world. These themes will continue to be used, reflected on, and refined throughout the following data analysis chapters.

The next stage of the research was to present these findings to the participants and to explore whether such insight would help them to understand their own professional development. This took place by offering formative interviews and Lucy and Oliver took part in two of these each. These formative interviews will be discussed next and Chapter Five will then apply the same process of analysis to the narratives of the remaining participants.

Chapter Four: Formative Interviews.

Introduction

The collection and analysis of the Life Story and Professional Development Narratives led to the development of a structural hypothesis. This sought to reconstruct the 'lived past' within the present biography that could then be used to consider future actions. In the context of this research, the lived experiences of earlier education settings have provided a structural hypothesis that can be used to explore and consider initial responses to professional education settings. After the Life Story and Professional Development Narratives had been collected and analysed each participant was offered the opportunity for further 'formative' interviews. Their function was to discuss the analysis and to investigate the efficacy of using these findings to provide a reflexive space to consider early professional practice. Two formative interviews for each of the case study participants, Oliver and Lucy, are presented below. The discussion of these will be framed within the two main findings of 'agency' and 'response to the risk and complexity of education settings' that were identified in the previous data analysis section. It will be shown that both Oliver and Lucy respond to the 'findings' and usefully apply their past experiences in education to their present professional experiences.

Oliver

Agency:

Oliver took part in two formative interviews after the Life Story and Professional Development Narrative and continued to be a willing and thoughtful participant. These interviews provided the opportunity to collect more evidence to support the education biography (this was the structural hypothesis but the term education biography was used with the participants) and the two main themes developed from the data analysis. The formative interviews also facilitated a discussion as to how this information could be used to inform early professional development. Oliver found the process helpful and a 'good reflective activity'. He readily acknowledged the perception that his agency represents a controlling character in response to education settings and that he is only happy when in control of his destiny. Oliver also confirmed that he deliberately chose to control which university he would attend, and that the decision to enter the teaching profession was another undertaking that set him apart from the expected family (father's) destiny:

> AB: ... going into work in state education is quite an exotic and different thing to do, quite a risky thing to do and I imagine there were some members of your family saying 'what do you want to do that for ... are you mad?'
>
> O: ... for sure, yes, my father for sure ...

During these two interviews Oliver presented further examples of how his desire to maintain a level of control had an impact on his professional practice. The most lucid example of this was seen in relation to the requirements of the GTP. The course provided vast amounts of theoretical and organisational information; in fact so much that even Oliver began to be swamped by this. His re-collection is angry and indicates

how he began to feel deeply uncomfortable when it seemed impossible to control the situation. Oliver is openly angry over this and even advocates the possibility that, as the GTP requirements began to overtake his life, he seriously considered returning to his previous occupation.

Oliver is also able to realise the wider significance of his controlling tendencies and worries if this may have a negative impact on his professional practice:

> O: If I'm honest actually it's one of the things that worries me about being a teacher, being in control or not because I would say that broadly speaking a classroom environment is not a particularly controlled environment is it?
>
> AB: ... right ok, well here comes the interesting pedagogical debate now, is it or isn't it?
>
> O: ... yeah, well I feel it's not, certainly not as controlled as I would like and um .. certainly that's how I feel about it at the moment – and I just wondered whether that is a flaw for me in my ability to teach actually, I'm not prepared to be as ... uncontrolled or flexible or however you like to play it or explain it within the classroom environment –

He later concedes that the difficulties to teach in the way his second school placement preferred were not helped by it being 'just bloody difficult to organise'.

This difficulty to organise can be interpreted as a struggle to control the external reality of the education setting. Towards the end of the fourth interview Oliver questions what useful information he could take from his involvement in the research process. I reflect the question back and ask if there is something he still wishes to talk about. What ensues next is a twenty-five minute discussion centred on a particular class that Oliver has yet to be successful in managing. The issue of control is central to the debate:

O: ... they are just absolutely dreadful and I've tried all sorts of things, individually they're very nice girls but as a group, I'm just finding it really a big battle to get them to understand that this is important.

AB: ... so what's going on in that group?

O: ... they're just chatting, there's been enormous amounts of disciplinary sanctions ladled on them, they won't shut up, they won't ... they won't um .... Really follow basic basic instructions about how to do things mathematically. I mean I'm probably over – I'm over dramatising it but I find it incredibly difficult to work out what to do with them. Whereas all the rest - sevens through to the thirteens are absolutely fine –

AB: Ok it's always difficult to work with whole groups or whatever, what's it feel like for you when you are with the group?

O: That I'm not in control, that if I say shut up they don't necessarily, I mean they do sometimes but not always and –

It appears that no matter what Oliver does he is unable to keep this group in control and their academic results and behaviour are seen to reflect this.

The issue of conceding some control is discussed, and I recall a difficult group who I once taught and ended up having to concede a certain amount of control. For Oliver this is still difficult ground to negotiate and when the interview comes to an end his plan of action is to return to arranging the class in straight rows with the students two to a table. I was not to find out the outcome of this plan but did express my concern that it had become a major issue in Oliver's mind, that the re-arranging would also impact on his successful classes. My assumption is that at this time (over halfway through his probationary year) the one class outside of Oliver's control was sufficient to divert all his energies to this solution, irrespective of the impact on others.

Responding to the risk and complexity of education settings

Oliver related to the reality of education settings by carefully and intellectually reviewing the risks associated with such complex environments. He then subsequently made decisions that would protect him from the potential threats they represented. When the observation about Oliver using his intellect to manage risk was discussed his response was very matter of fact:

> I guess it, it is sort of what I imagine most people do, but of course I don't have the benefit of your experience of seeing how other people live their lives. But yeah I just think – I suppose as I've been round again a relatively self-selecting group of people for most of my life. I mean obviously there are people here that are motivated differently but...most people I get on with I guess are pretty rational about what they do and why they do it, which is what I perceive that as being broadly –

His assumption that 'all people' must be like him supports how deeply embedded this perception is, he finds it hard to imagine others not seeing the world as he does. He agrees the point although somewhat begrudgingly.

Oliver confirms that he is aware of risk and that he seeks not to be overwhelmed by too risky behaviour. His preference for practical activities, and discovering the 'knowns' about his world also make sense to him and he is able to reflect on the content of the education biography. He acknowledges, in retrospect, that the fast-tracking put him at increased risk and was uncomfortable for him. Furthermore he concedes that the choice of training school had the effect of reducing the level of risk by selecting a setting that most closely mirrored that of his past experience. Oliver continues to provide additional evidence of his predisposition to manage and reduce the potential risk inherent in education settings. Significantly, Oliver left his unsuccessful first placement but was full

of praise for the subsequent second placement setting, which he regarded as very successful. Oliver later made it clear that the second setting offered him a full time post but, despite enjoying his time there, he did not accept the position. What prevented Oliver from committing to this school was the suggestion of structural changes where all lessons were to be ninety minutes long. Oliver was not convinced by this and could only see it being difficult to manage:

> AB: So they did offer you a position?
>
> O: I mean they're desperate for people, yeah they were very keen for me to apply, but –
>
> AB: ... the moving to 90 minute lessons was enough to –
>
> O: -was enough to put me off and also I wanted to stay here so –

He decided not to take up this post but instead (predictably) opted to stay at the school that he knew, which of course, was the one he selected to begin his training. Oliver therefore uses his intellect to find out about the world he inhabits, and then seeks to use this information to both control his options and reduce the possibility of risky activity eliminating this. As he made the move towards becoming an education professional this involved in seeking out settings that have an external facticity that echoes his earlier school experience.

This need to seek out useful information is noticeable early in the fourth interview. His assumption is that as a result of our meeting I will tell him something useful:

> I've found it um... I quite enjoy talking about myself I have to say, um and trying to rationalise what I do so to the extent that it's allowed me to sort of, er ... rationalise what I've done and why I do it - it has been useful. From what you're

saying now I think it might be a lot more useful because what's tended to happen is we've talked and at the time it's sounded relevant and sort of interesting. I haven't really taken notes, I haven't actually got anything in writing from you so I've never had anything to reflect back on afterwards, so it's sort of really work on ... and think about whether I agree or I don't agree and what relevance that might have to how I can get better or rationalise what I do. Um and it sounds like what you're going to tell me today might be more useful in that respect.

This gathering of useful information is what Oliver does to find out, control, and ultimately manage the potential risk that education settings may provide. There is a sense that he just wants to understand his external world so that he knows what to do and then can get on with his job/task. He recognises this aspect of his personality and claims:

I mean the only times I've ever been unhappy in a working environment have been the two times where I haven't been in control of my destiny and I absolutely hate that – absolutely hate it! I don't think there's a need for it ...I think I'm smart enough to work out

This clearly puts Oliver in control as it is he who collates the information and considers what actions to take. He becomes anxious if this process takes too long and considered that the GTP students:

... faffed around for a hell of a long time, floundering, not really understanding what was expected of us, wasting a hell of a lot of time going down blind alleys - and when you get to the end you sort of see what the point was - and if only you could have been educated earlier on on how to approach it. You would have done a better job and I guess the counter argument to that and what they would say is 'ah, but it's all just the journey and part of the learning experiences that you've sort of got independent cognitive ability' and all this rubbish but I'm not convinced to that ...

This delay in providing the appropriate information only compounds to hinder Oliver's mastery of the new situation and is not welcomed. He makes it clear that his role is to quickly become competent and to have an understanding of and a useful function in this setting:

O... I guess the approach I take to anything is, if I've got something new to do, find out how to do it first and then decide is this something ... that I actually emotionally want to do, feel like doing, or whatever yeah. First job is to work out how quickly you can be good at it in a mechanical sort of way ...

It is evident that Oliver wishes to reduce risks and for his actions to be accepted and recognised as a valuable member of this professional body. He also now has a sense of how this aspect of his relating to education settings has an impact on his working life.

It is noteworthy that in the fourth interview Oliver offered some fascinating insight into his family life – something he seldom talked about. His daughter had just obtained a place at Exeter University having previously refused to sit the Oxbridge exams. His daughter appears to be re-enacting his own sixth form experience and he is able to propose that her rationale for such an action is the reduction of her own risk of failure. I sense this is a significant moment for him as Oliver is neither pleased, nor angry, simply, hopeful that she will be able to manage her own life just as he has.

Lucy

Agency:

Lucy's Life Story and Professional Development Narratives alluded to an education biography (structural hypothesis) that demonstrated a predisposition towards being active in her external world, and indicated that, as a result of her experiences, she would construct an understanding of her lived life. It was noted that Lucy's narratives provided little in the way of insight into her own education experience, particularly her schooling. Further, it was proposed that this deficiency was due to schooling providing little meaning for Lucy. The formative interviews substantiate this suggestion and Lucy is less than enthusiastic about her considerable academic achievement in which she obtained four 'A' Levels. Lucy recollects her sporting success as a school captain for multiple teams and when she was due to be presented with an award to recognise this. She subsequently missed the presentation as by then she was travelling in Australia and she recalls that:

> ... I couldn't be there so I never was ... and I said this sounds terrible, I was never publically acknowledged for that prize and that gutted me.

Lucy's disappointment centres on the lack of public recognition for what she has *done*. Her experiences and the acknowledgment of them are fundamental to understanding her personal agency. In simple terms - Lucy does things to find out. Moreover, she can eloquently explain how this drives her:

> But experience is great, I mean um you say about desire, it just sort of clicked in my head, my - one of my greatest desires of life is experience. Per-se. Point. Because experience is what you know if I have seen a new colour, I mean if I have experienced a new colour in a landscape, if I have seen a mountain top, this is what drives me. If I have talked to somebody you know with a fascinating view on life, take on life, if I have – those experiences are. They just are.

There is passion in Lucy's words and she admits that being part of this research project is associated with her desire to reflect on her life experiences. Lucy discusses this further and makes direct links between experiences and learning, and acknowledges that 'you have to put yourself out there'.

In the fourth interview we discussed Winnicott's notion of parents and teachers having to fail their children and why Lucy has this desire for experiences. I wondered if Lucy's experiences may have been curtailed by her very caring parents. She agrees with this and verifies that as soon as she finished school she needed to travel to test herself. On her return she embarked on a four-year degree programme with one year of study taking place abroad. The year abroad was not successful and I suggest to Lucy that this may have been because her expectations as to what this experience could give her were not met. Her response is forceful and direct:

> L: No I don't agree with that –
>
> AB: Oh ok ... Why?
>
> L: ... It didn't not live up to expectations; I didn't have any expectations of it. I went to find out what I would experience there, I didn't have anything set in mind that I would go and do and be and whatever, I went to find out and while I was there I had some fantastic experiences ...

This corroborates the importance of experience but also adds the nuance that was intimated in the Life Story and Professional Development Narratives, that is that Lucy is reactive to her world. This is in contrast to Oliver, who appears to plan how to react to the possible experiences he will encounter.

This sense of finding out what will happen is reaffirmed as Lucy's approach to beginning to work as a teaching assistant in a secondary school is discussed in the light of her eventual decision to resign. Once more Lucy engages with an experience and waits to see what will happen:

> ... yeah ... I wouldn't say it attacked me but I just had to test – I think I had to experience where it took me, um I did get attacked in the end, but that was right at the end and that was really the last straw for me and once all professional ... um, ability to talk – once all ability to talk professionally had been kicked out the window by senior members of staff who then personally attacked me, it was like, we have reached the bottom ... goodbye.

Lucy did not enjoy her time in this post and considered herself professionally isolated. I felt from the first time I met Lucy that, considering the previous twelve years of travelling, she would struggle to engage in the school culture. This seemed obvious to me but for Lucy she was willing to find out where the experience took her. Her optimism reflects the naïve, childlike qualities, observed by the future-blind panels (appendix 4n). Even though Lucy found the role unmanageable and resigned, she was still able to reflect on what the experience had provided her with:

> It's a progression. I think for me life is always a progression and you're only where you are because of what you've done and you only get to where you're going through what you do. So everything is valuable, don't reject – you know I don't reject the experience at Summer Wood, it was incredibly painful, incredibly painful but incredibly valuable as a learning experience...

Despite very difficult experiences, Lucy is able to appreciate what she has learned. What is more she sees this as pivotal in getting the post she is now in:

> I am very very happy in my position and therefore I would actually ... I could go to Summer Wood now and be very appreciative of the start I was given, I was given an opportunity and without what I had, the 6 months at Summer Wood I wouldn't be here ...

Lucy is enthusiastic about her new post as an assistant on an alternative curriculum programme. It can be proposed that, among the reasons why she will be successful in this role, is the focus on 'social education' and not academic study that has, so far, failed to provide Lucy with any satisfaction. It is also important that she is being listened to, her views are being taken into account, she can be called Lucy and she can wear her everyday clothes.

Responding to the risk and complexity of education settings

A discussion of Lucy's agency highlights how she regards learning from experience as being a fundamental aspect of her biography. This characteristic has the effect of increasing both the complexity of her life and the potential for being exposed to risk. Almost inevitably Lucy finds herself in situations where she is pushing the boundaries of the facticity she finds herself in, and from this she ascertains what she can and cannot cope with. Lucy describes her life as being in her own hands but this is only in so much as what she can eventually manage. Consequently, Lucy's desire to explore the meanings inherent in education settings, by challenging and pushing boundaries, provides her with some insight into how she is responding to working in education.

She has already acknowledged that her own school experience was not as fulfilling as she would have wished and her own behaviour became diverted into sporting activities and misbehaviour (appendix 4p). When she takes up her new role she admits that she had to push against the boundaries and 'just had to test – I think I had to experience where it took me'. Lucy begins this by asking to be called by her first name and wear her

everyday clothes. In the fourth interview when we discuss this I offer an element of surprise and talk about being able to compromise to be able to become an effective 'team player'. Lucy abruptly rejects this and is quite defiant maintaining that she does not need to compromise her rules and values, and that such a response is difficult for her:

> Yeah, I do, I mean that's probably an issue quite predominantly in my life, is compromise on who I am, what I am and I believe – cause I believe most of my values are pretty good and therefore and I ... you know, I think the most compromising I do is in my relationship, you know, which is the important place to do it -

In fact, she admits that the school's values and structures are not hers and I suspect have never been, hence her teenage style rebellion. She senses this has given her an affinity with those children who are on the edge of exclusion at school and, just as she likes to push the rules, so she too has a respect for those children who do the same.

This attitude creates a level of complexity that provides the risks that threaten Lucy. She is unwilling to compromise her own internal views as she has to deal with a struggle between what she sees as inconsistency in the views of others. This stance is used to rationalise her leaving the degree course and her Teacher Assistant role in school. She claims to have been 'freaked out' by the deceit in which values, structures and actions do not match:

> I mean my studies of what America reported to be and what I saw it as, and it's only my opinion, because other people see it very differently – again I found hypocrisy and it freaked ...

Lucy also found the hypocrisy and deceit at the school such that she could not remain at the workplace. One element of this hypocrisy was to suggest that the institution was a

caring one when she felt this was not the case, particularly in relation to her needs in looking after the difficult group. Lucy noted in the second interview how getting help was difficult:

... it was impossible, absolutely impossible and they would not listen to us.

Then again, when in her new role she can reflect how important it is to be listened to and respected in a professional context:

... in a professional situation you need to have your experience heard and respected. You know as long as you're working in a professional capacity sort of thing um you need to be able to be heard, it's what supervision is about I'm coming to learn, and I get very good supervision here ...

Lucy has been seen to describe herself as an independent person who lives her life guided by a strongly held set of principles, but it is also worth noting that she is not entirely a free agent and she recognises this. It is crucial for her to be listened to and respected, in her new role this enables her to deal with very challenging young people. It has also enabled her to look back and reflect on her previous post in school and acknowledge that this was also a very difficult environment to manage. This may provide some insight into how Lucy approaches education settings as the evidence suggests that as a school pupil, university student and teaching assistant she has to push against the established rules to test her own abilities. While at the same time, being reliant on others, to keep a watchful eye on her and to rescue her when she does begin to struggle.

Summary

Both Oliver and Lucy have found that the formative interviews enabled them to engage in a debate about their professional practice that relates to their life experiences. This has provided an arena for a wider and more meaningful discussion of professional practice, which goes beyond that offered by the imposition of professional standards. The process has enabled the new professional to be implicated in an understanding and improvement of their developing professional practice. In the next chapter this process will be continued to explore the professional development of the other participants and show how a variety of biographical information can usefully lead to formative insight.

Chapter Five: Exploring: Further Application of the Model

Introduction

The previous case studies have revealed how the collection of an education biography can provide significant insight into an early education professional practice. It has also been shown that the interaction between the past and present revealed within a Life Story and Professional Development Narrative can be used formatively with new professionals. During this process, insight can be gained from considering earlier education experiences in the light of a developing education professional practice. This extended beyond that of the more 'standards' focused debate typical of current teacher education. The participants reported in the case studies found this strategy beneficial, and, importantly, it provided them with a useful space and language to discuss their developing careers.

This final data analysis chapter will apply the same techniques, although not in as much reported detail, to the remaining participants and explore the themes of agency and response to the risk and complexity of education settings. This continued application of the model developed in the case studies will serve to emphasise the efficacy of the process. It will also provide an opportunity to demonstrate how a less intensive collection and analysis of Life Story and Professional Development Narratives can be used to anticipate how an early practice may develop.

The participants discussed in this chapter provide a varying number of narratives and therefore present an opportunity to interact with the narratives at different stages and

are more likely to reflect the realities of collecting such information in a workplace. By working with this data it is intended to demonstrate that a useful education biography/structural hypothesis can be produced with less data than that provided within the case studies. It is suggested that such data is more likely to represent how the collection of narratives outside of a research process can lead to meaningful insight into the constraints of a busy professional life.

Five further participants will be presented; Sophie, who provided a Life Story and Professional Development Narrative and took part in one formative interview; Emily and Jack who both only provided a Life Story and Professional Development Narrative; and finally Chloe and Grace from whom only a Life Story Narrative was collected. The discussion of Sophie offers an opportunity to consider how useful a single formative interview may be, while Emily and Jack's biographies can be analysed to present suggestions of what information would be likely to form part of a formative discussion. Chloe and Grace provided Life Story Narratives that represent the least amount of data – a situation prone to be repeated in a busy school. Consideration of their data will enable insight to be provided even before any professional experience has been encountered, and as such reflects the possibilities of using education biographies with student teachers or those at very early stages of their careers in education settings. The participants will be presented in an order that reflects decreasing amounts of data (fewer interviews). A brief summary of their narratives will be provided followed by a discussion that highlights how the two main themes are evidenced in the Life Story and Professional Development Narratives. This information will then be used to provide an actual or hypothetical education biography to frame reflexive formative discussions.

Sophie: A summary

Sophie's experiences in education are infused with both success and failure and much of her narrative is related to education settings where others 'magically' meet her needs. Her Life Story Narrative recounts happy primary school experiences and being held in high respect by her teachers. Sophie narrates about a time when the class timetable was reorganized to allow her to continue with an art project that she was going to miss due to a medical appointment. She was also advised not to sit the selection test for secondary school as the non-selective school had more superior art facilities that would help her to develop her artistic talent. Sophie also recalls, secretly playing 'schools' in her bedroom as a child. She was successful at secondary school where, again, the timetable was re-organised to enable her stay in the appropriate groups. After successfully completing an Art degree Sophie took a post-graduate qualification that would allow her to teach in Further Education. She did this for a while and despite, or because of, her success she felt victimized by her existing colleagues and resigned following a poor observation report that she felt was unfair.

Sophie's Professional Development Narrative outlines an almost entirely successful early start to her career and retains the impression that others are there to meet her needs. Sophie originally applies for a teaching assistant role but is sufficiently impressive at the interview to be asked to take on a teaching (and GTP) role. She quickly takes charge of her working environment and uses her placement school to gain as many skills and ideas as possible. She enjoys her job and feels that she has a good relationship with her pupils.

The structural hypothesis (appendix 5m) developed from the analysis of Sophie's narratives indicates her commitment to working within education settings, and it also confirms the centrality of the two main findings. The following sub-sections outline how, within this biography, the themes of agency and responding to the risk and complexity of education settings, have influenced her past and present experience.

Agency:

Life Story Narrative

Sophie has considerable agency and can be seen to act independently while also having significant influence over those who look after her (appendix 5a, 5b). Sophie provides early stories of playing schools as a child in which she is in a dominant and controlling position solving all the needs of her imaginary pupils. These games were played alone and in secret and she would become so absorbed that at times she would miss calls for lunch. If she heard a member of the family approaching, Sophie would hide her 'school'. Sophie talked of how this helped her understand the needs of others and her desire to help people to learn.

This attribute of being able to manage her external world is then later reflected in her primary and secondary school experiences where she recounts how she manages to maintain this control, even as a primary school pupil, by influencing how the teacher organises the lessons and having her art talent recognised. Once more this appears in the narrative in an almost magical, fantastic manner as, despite her young years, she had situations manipulated to suit her needs. For example, she described an art lesson being

reorganised for the whole group so it did not conflict with a medical procedure that would have meant she missed the lesson. Later, when in secondary school, Sophie recounts how she was one of only two students who were given special permission to be placed in different streamed groups.

Uniquely among the participants, Sophie already had some experience of working in education settings before taking up her present post. Her narrative provides little detail of her education experience after formal schooling, and only provides brief details of how she obtained her BA (Hons) degree in Art. It was during this time that Sophie took up again the mantle of helping others that was first alluded to in her childhood games. She began to work as a Learning Support Assistant with students who had English as a second language. She was successful at this and began to complete a teaching qualification that would enable her to teach in a Further Education setting. What followed was the only reported failure within Sophie's narrative. She took up a post as a personal tutor at a local Further Education college, yet, despite her reports of how successful she was, and how the students enjoyed her teaching, one of her assessment observations was not satisfactory. This led to a series of recriminations over Sophie's ability to teach and complete her training records, and she felt she was being isolated because of her success in the classroom and finally resigned and began to look for similar roles elsewhere. Apart from this episode at the end of Sophie's Life Story Narrative, her education experiences are full of vitality and success where the education world she inhabits appears to adapt to her needs (appendix 5a, 5d).

Professional Development Narrative

The 'magical' element of Sophie's education biography is quickly recounted in her Professional Development Narrative as the education world is once more presented as meeting her needs (appendix 5b 5d). The way in which Sophie recounts how she came to be offered the post provides a dramatic account of how others recognise her talents and are then prepared to act in unusual ways to ensure her needs are met. The very act of handing in the application is told as a race against time and almost 'one last shot' at pursuing the career she has dreamed of since playing schools in her bedroom. Her application, initially for a teaching assistant position, is delivered with seconds to spare and she is soon contacted and invited for interview. Sophie's past experience is recognised and despite not having the appropriate qualifications to teach in a secondary school, the interview now becomes one for a teaching post. Sophie tells of how impressed the interview panel was, with both her responses to their questions, and the trial lesson she taught and she is immediately offered the post. There is a dramatic contrast between how the Life Story Narrative ended with Sophie being rejected, despite her perceived success, to an almost fairytale new opportunity to become a teacher that opens the Professional Development Narrative. She even reports it in similar terms and describes how she just 'fell into the role'. There is a sense of Sophie fulfilling her destiny and completing the natural progression of what began as secret games with toys in her bedroom many years earlier.

The impression I had of Sophie when I interviewed her to obtain the Professional Development Narrative was of someone who is in their 'natural setting'. She is late for our interview, she 'claims' to have forgotten it within her busy life as a teacher, and she

tells me of all the work she is doing and how the exams make this a hectic time of year. I find it significant that she arranges for the interview to take place in the staff room and my perception is that Sophie is making the point, very clearly that *she is a teacher* ... and probably a very good one. Her Professional Development Narrative has nearly twice as much reflection as the previous interview (appendix 5k) and Sophie is able to articulate how she operates in this new role and manages to get her own needs met. Her story also has pace and coherence, which seems to endorse the whole notion that Sophie considers this role to be the one that gives meaning to her experience. It is noticeable that once the magical fairytale-esque narrative of being appointed is presented, Sophie's narrative now becomes very focused and determined as she works hard to consolidate this position. She presents herself as being successful and well liked by staff and pupils (appendix 5b).

Responding to the risk and complexity of education settings:

Life Story Narrative

Sophie's high levels of agency were indicated by her desire to be seen as being in charge of the 'pupils' in her childhood games about school and also how she recalled that the teachers would change their plans to suit her (5a). Just as this can be interpreted as Sophie being assertive and manipulating it can also be thought in terms of how she comes to terms with the faciticity of education. It is easier for Sophie to play with the processes and structures of school life than it is for her to risk this in real life. Sophie's accounts of these games are genuinely caring and she makes the point that she has not told anyone of these games until her interview with me. This level of secrecy strikes as

being more than just embarrassment about childish games and suggests something deeper, such as dealing with the anxiety that education settings can create. The risks in her objective external world are, therefore, reduced by staying in a fantasy world. One has to question the accuracy of her story where a whole school day is re-organised to negate the impact of her enforced medical absence, as it seems highly unlikely that one pupil could have such an influence on a whole class. Even if the narrative is not entirely accurate it does though represent her subjective conception of these events.

Interestingly, Sophie does not just provide a fantastical narrative where everything works out for her but she also reports on her failure or perceived lack of success. Where there is failure though, this is seen to be the fault of others and not her, and reflects her difficulty in perceiving school as anything other than good (appendix 5a). For example, she could have obtained a better result in Maths had it not been for the school grouping arrangements; and the difficulties experienced at the Further Education College are attributed to ineffective mentoring and colleagues being threatened by her success. Therefore, Sophie reduces the risk of difficult and complex education experiences by manipulating her perceptions so that fault and the responsibility of risk do not reside with her. This approach finally broke down during Sophie's initial experiences in a teaching environment at the Further Education College. Her description of these events suggests that there were too many alternative voices and Sophie could not find any one to support her views. She responded to this by resigning and removing herself from the threat. This final act highlights another important aspect about how Sophie deals with the inherent risks from within the complex reality of education situations, and what it exposes is Sophie's resilience and her ability to be stoical against adversity.

Responding to the risk and complexity of education settings:

Professional Development Narrative

Sophie's Life Story Narrative indicates two main responses to the reality of education settings; the tendency towards fantasy and a tenacious capacity to apply herself to the task (appendix 5b). Each can be seen again in her Professional Development Narrative. The overly dramatic description of how she obtained the post is presented again and Sophie, more than the other participants, provides a coherent story of her professional life. She continues to offer surprise and disbelief over obtaining the post and persists in emphasising the sense of destiny. Sophie's reflections can overwhelm, as positive statements outnumber negative or questioning thoughts, but the impression one is left with, suggests that she is over compensating for what may be her real fears and concerns about the post. An advantage of maintaining this stance is that it can lead to a creative and 'playful' space to explore her professional development and corresponds to the suggestion that earlier childish games could also be interpreted as such (appendix 5b). This suggestion is supported by a considerable increase in reflective narrative type from 26% in the Life Story Narrative to 56% in the Professional Development Narrative (appendix 5k).

What does become abundantly clear in the Professional Development Narrative is how Sophie's resilience enables her to reduce the risk of the complex demands of her new role. This may indeed be related to her creative/artistic flair that enables her to explore the variety of opportunities such situations provide. An example is provided by Sophie, which involves the changing of the school timetable before the end of the academic year.

She is well aware of the implications that this has on her working life and also that of the pupils but her response is to not to focus on these. Instead, she is pragmatic about having to deal with this and suggests that she simply has to get on with the task in hand. Sophie also provides this advice for her pupils and encourages them to persevere with tasks and to get them completed.

The discussion of Sophie's agency highlighted how she manages to get others to accommodate her needs, and one aspect of how she deals with the complex world of education is to attribute failure to others not meeting these needs. In her Professional Development Narrative Sophie recounts how she recruits others to offer support beyond their normal roles to help her deal with the complexity of her professional practice (appendix 5d). Sophie's influence is such that she readily receives direct help from teaching assistants and caretakers as she employs them in teaching activities and the organising of her teaching space. The impression is created that they are willing to engage in these projects for Sophie and not just as part of their jobs. Sophie reveals one final protection from the risks that are inherent in education settings that may also have links with her earlier experiences. She is keen to point out how she keeps school and home life separate and this provides echoes of the young girl who would play at schools but kept this apart from her family. The suggestion is therefore made that, even at this young age, Sophie had learned to reduce risk by setting up clear boundaries between home and school. This attribute is again manifest in her early career as she strives to keep the personal and professional separate (appendix 5d).

Formative Interview:

Sophie provided one more formative interview and although not part of the pattern experienced by Oliver and Lucy, it does provide helpful insight. The interview substantiates the themes identified within the Life History and Professional Development Narratives. It has been argued that Sophie's personal agentic responses was to, either consciously or unconsciously, manipulate those around her to meet her needs, often in quite surprising or remarkable ways (appendix 5m). This continues to be an aspect of Sophie's early professional life and she makes a particular point of discussing her second school placement in a near-by selective boy's school. Initially she is anxious about her ability to cope with the increased intellectual demand but reports that she soon realised that this was not a problem. Significantly she recounts what she has gained from this other school experience and how this in turn has had a dramatic effect on improving her own professional practice. The encounter is almost entirely one-way, highlighting only what Sophie has gained, with no mention of what she may have offered her placement school.

Alongside the notion of getting support from others it was suggested that Sophie dealt with the complex and risky real world of education settings by providing an overly positive, almost dramatic account of her experiences (appendix 5m). This again is replicated in her reflections. She recalls the high levels of success her in her early career, particularly the impact of her second school experience. Also, despite starting the GTP route late, her portfolio is now almost completed, and to a very high standard. A recent e-mail communication further corroborates this attribute as she lists her many successes, such as: setting up an exam course; running new programmes; embarking on

a masters qualification; experiencing huge success implementing a new assessment procedure and not quite being able to believe all that she has achieved since being in this post.

Sophie manages to get things done and failure is not an option as she has the resilience to work hard and recruit the help of others. Sophie only considers the successes and to contemplate on failure seems unimaginable. Likewise she is not to be deviated her from her destiny to be a teacher. One final feature of her formative interview was how she controlled the content. Sophie had a story of success to tell and was determined to do so with such tenacity that it was also noticed by the transcriber. After completing the transcription they recorded how Sophie told her story, irrespective of the interviewer's questions and felt frustrated that Sophie managed this so well (appendix 5o). Ironically, Sophie's formative interview was not formative at all. It served to confirm the themes derived from the data analysis and provide Sophie with another platform to discuss her rather grandiose relationship with education. What this process has highlighted for Sophie is the possibility that she will continue to regard education settings as a place where she can have significant influence. It is also worth noting that Sophie will expect the setting to meet her needs and that any negative outcomes will be attributed to others. If Sophie gains the recognition she desires I predict that she will remain in education but if not, then she will leave. By way of contrast, Emily's narratives indicated a less confident early professional career, and even the possibility that taking part in the research process, would help her come to an understanding of this process.

Emily: A summary

Emily's narratives are rich in description and she is able to recall many details of her early schooling. Her Life Story Narrative describes happy memories of primary school where she makes life-long friends, and Emily remembers the names of her teachers and has even kept in touch with some of them. Towards the end of her primary school experience, Emily begins to feel less positive and recalls two incidents that were difficult for her. In one she is aware of the time a close friend died and how this upset her, and in the other she describes how she began to feel anxious and have sleepless nights after her older sisters left to attend secondary school. Emily's narrative regularly makes close connections between school and family life and she describes her school holidays during her primary school years. On these occasions she and her sisters would be left with their grandparents after her parents 'left to go shopping' and Emily would remain upset until she was able to later phone her parents.

Emily's description of secondary school is equally as rich as that of her primary years. Her anxiety is highlighted when increased competition causes her to give up drama and musical productions. She recounts the deaths of various grandparents in relation to school and remembers the classes and names of teachers when she was told the news. While at secondary school Emily begins to help out in a local primary school and decides to become a teacher. There are few details of her university years but she does indicate how she preferred her old school friends and was never really part of the university party scene.

Emily's Professional Development Narrative is transfixing as she narrates a traumatic first term. She again provides significant detail of her first full time teaching post from which she resigns before the first term is complete. Emily returned home from university to save money by moving back in with her parents, and she describes an earlier and difficult unsuccessful interview experience. But her main focus is on her first full time teaching post, taken up at a local school she knew well. Emily was employed in a challenging school and felt from the first day that she did not receive the support she required to cope. She eventually resigned after acknowledging that the job was causing her too much stress. The analysis of Emily's narratives provides a structural hypothesis (appendix 6o) that indicates her 'needy' response to education settings that can be evidenced from her agency and responses to the reality of education settings.

Agency:

Life Story Narrative

The central theme in relation to Emily's agency is that it seemed as though Emily had little influence, and events in education settings just happened to her leaving her to make sense of these by herself (appendix 6a, 6e). It is as if she is surprised by what happens to her and is unable to plan for events, rather, she reacts to her external world. It is conspicuous that she chose to narrate how she felt abandoned by her parents during the school holidays. This clearly was a source of great anxiety and it confirms the close link in Emily's biography between her family and school life, which is in direct contrast with Sophie, who keeps home and education life separate. She describes the death of friends and relatives from within the school setting and, just as her parent's

144

absence took her by surprise, so too do these deaths that interrupt lessons and, ultimately, her childhood (appendix 6a). It is interesting that she recalls the names of teachers around these times, and it can be proposed that she looked towards them to provide consistency and support in these difficult moments.

Emily even struggled with transitions that could have been predicted and planned for, such as the move from primary to secondary school. This element of her narrative emphasises her need to be looked after in education settings by others, as the departure of her sisters leaves her exposed and she begins to have sleepless nights (appendix 6a). Even when she re-joins them in secondary school her anxieties do not completely cease to exist as Emily now becomes aware of the competition with others. She resolves this by withdrawing from the drama and musical activities she previously enjoyed. While at secondary school Emily develops close friendships that remain with her throughout her life. These friends support her by visiting her at university and are more important than her university colleagues. There is a strong sense in Emily's Life Story Narrative that, when she is in an education setting, she needs the support of significant others around her (appendix 6e). Paradoxically, Emily decided to enter the teaching profession after volunteering to help out in a local primary school, and this represents a change in roles for her, as this time she is providing help and supporting others.

Professional Development Narrative

By the time I meet Emily again to record her Professional Development Narrative she had already resigned. The interview was difficult to organise but Emily kept in regular e-

mail contact and was keen to tell me about her experiences. When we met for our second and final interview Emily was over half an hour late and came with her mother. As before, Emily provided a narrative that was rich in detail and understandably the focus was on her decision to resign. Emily began by explaining how she came to accept the job and echoes of her tendency for events to take her by surprise, and her need to be looked after became clear very quickly (appendix 6b).

The first job she applied for was in a primary school but the interview was to take place in a nearby secondary school and required her to teach a Year Seven class. Emily found the anxiety this created almost unbearable. She was taken aback by the location and context of the interview and had to be driven there by her father who could do little to calm her nerves. She was unsuccessful and although the interview was unconventional it was not entirely unpredictable. Emily knew both schools well and it was well known that the primary and secondary school worked very closely together and teachers from each school often taught in both sectors. Emily eventually obtained a post in another local primary school that was part of a federation and was managed by her previous secondary school. The primary school had in recent years received much press about being one of the most difficult and worst performing schools in the county.

Emily never settled in this school, she felt that the difficult nature of the class had been withheld from her and that her mentor offered only criticism. She recalls the experience with a sense of increasing calamity. The first encounter with her class was to take them out for the day to a collaborative local school music day. She was horrified at their bad

behaviour and how this was evident for other professionals to see. She noted that even experienced colleagues at this event could not control her class, and as she discovered later, neither could the previous incumbent. She frequently sought help from her mentor who offered none and would just appear in her classroom unannounced for lengthy observations. Eventually Emily began to repeat the pattern of her primary school sleepless nights. She sought help from her sisters who came into her class and helped her with displays for an Ofsted inspection (appendix 6e). Finally she realised that she could not carry on and, on the advice of her boyfriend, who now came to rescue her, took a day off sick and resigned on her return. The events had overtaken Emily and she could find no one to offer her support. I felt much sympathy for Emily and significantly when her narrative was used with a future-blind panel and her early career was shown to unravel, members cried when it was revealed that she resigned (appendix 6n). Emily had a sense of being a victim as it could be regarded that the school withheld vital information. But I also questioned Emily's judgment as this school and its difficulties were well known, and maybe the problems she encountered could have been anticipated. Or, possibly Emily was hoping that the teachers from her old school would come and rescue her, as they had done at the time of her grandparents' deaths.

Responding to the risk and complexity of education settings:

Life History Narrative

It has been argued that Emily lacks agency and that she very much responds to her external world rather than pre-empting and predicting (appendix 6e). This leaves her vulnerable, and subsequently she uses the assistance of others to help her cope. In the

light of this previous observation the way Emily deals with the complex reality of education settings and the reduction of any associated risk, becomes inextricably linked. Just as the link between family, friends and school. Schools are complex environments and the young Emily required either her sisters or friends to help her negotiate this space. Once Emily enters this environment as a professional she again seeks out others to reduce the risk of dealing with this complex world.

Professional Development Narrative

As a new education professional Emily looks towards her mentor for support and guidance. The mentor is perceived as punishing, and either unable or unwilling to offer supportive advice. Emily seeks out other colleagues who may be able to offer her support and this provides a level of anxiety reduction, but this is still felt to be insufficient, and she turns to her boyfriend and family for help and advice. It can also be proposed that Emily's involvement in the research process is an attempt to make sense of this difficult experience (appendix 6e, 6o). She therefore provides a confused and fragmented narrative and, despite her demanding experience, she is still very keen to talk about it. The possibility that I was also being enlisted to help is worthy of consideration. Despite her experiences, Emily had not given up on education settings and the final comment she makes to me is to ask my advice as to whether her resigning will prevent her getting teaching posts in the future.

Formative Comments

The opportunity to use the structural hypothesis/education biography to discuss the development of early professional practice has been pre-empted in Emily's case, as her career was quickly ended and she did not provide a formative interview. Therefore the comments related to Emily's further possibilities are largely hypothetical. I was sceptical about Emily's future from our first meeting and my notes record that she comes across as fragile and vulnerable. Certainly she is someone who would struggle in the testing environment she found herself in. I felt somewhat disappointed in the inability of the setting to both realise Emily's potential to teach and also to recognise her need for support. Something that is abundantly clear in her narratives. Emily's education biography is not complex and clearly shows how she could potentially respond to her new professional setting as she had entered the environment to both care and to be cared for. She had, after all, already successfully completed her PGCE and was able to articulate her areas of weakness and had already enlisted others to help her out. The future-blind panels recognised Emily's response to education settings very quickly, they provided a situated subjectivity that saw Emily as fragile and under pressure and yet someone who viewed education as a site of hope. The overall hypothesis is that if Emily were to successfully engage with the education profession then she would require empathic mentoring to alleviate the anxieties often associated with this environment (appendix 60). Jack also provided a Life Story and Professional Development Narrative, which provide an opportunity to consider how his career may have developed, and how the insight from these narratives could have been used in his further professional development. Jack's biography demonstrates a highly active character and contrasts with that of Emily.

Jack: A summary

Jack's Life Story Narrative provides a description of an extremely active young man. It lasts longer than any other participant and is characterised by a fulsome and rapid delivery. His narrative is verbose and infused with rich descriptions and this is reflected in the very high level of external, and a correspondingly, low level of internal narrative type. The content is almost entirely descriptive and focuses on the many activities that fill Jack's life.

Jack enjoyed school and his early education memories are centered on the sporting and musical activities provided by his school settings. He provides significant details of the teams, or bands, he was a member of. So much so that the life he presents appears to be an almost continuous sequence of sporting practices and musical rehearsals. Jack acknowledges that he was not well behaved as a pupil at primary school as he was boisterous and argumentative. This all changed though when he approached the school selection process, he claims that he was able to focus on his studies and was successful in obtaining a grammar school place. Jack describes being annoyed by the 'laddish' behaviour in the single sex school he attended but he did become fully involved in the active, sporting and musical life of the school. This active extramural facet of Jack's life is repeated during his university years where he manages to study and remain active as a sportsman and musician.

Jack's professional development narrative has the same pattern of delivery and general content as the earlier education experience narratives. He trains to teach on the

Graduate Teacher Programme at a single sex boys grammar school. The content has switched from one mainly related to sport and music to a rich and detailed description of his teaching experiences. There is still a focus on sport and music as he has chosen to teach these areas, but the details consider lessons that are good and bad, and the difficulties in dealing with discipline. Jack also reports being disappointed by the pupils who do not share his love of sport or music. It is worth noting that Jack chose a second school placement that would stretch him, and while there he took up the challenge of teaching dance to an all female group.

Agency:

Life Story Narrative

Jack provides the impression that he was determined to use education settings to afford him meaningful experiences. His narrative is relentless and his delivery is rapid and full of detail as he describes how he took a full part in, mainly non-academic, school and university life (appendix 7a,7d). There is evidence of a tension between his very busy sporting and musical activities and being academically successful. He was a keen sportsman and musician and he recounts the many teams and orchestras/bands he was a member of. Yet, Jack was also endeavouring to be academically successful. This raises the question as to whether Jack was attempting to control his external environment or simply responding to the events he encountered (appendix 7a, 7d).

There are two incidents that may throw some light onto this dilemma. Although, in due course, Jack was academically successful, he describes how he would deliberately

provoke teachers and developed a less than flattering reputation during his early primary school years. Significantly, when it came to the secondary school selection procedures, Jack reports an almost 'road to Damascus' experience. He rapidly becomes aware of the error of his ways and focuses on his schoolwork sufficiently to gain a grammar school place. He also reports that taking part in sport is more important than winning. It is fair to propose from this that Jack does, to some extent, control his external education world and that this involves him in selecting encounters that are meaningful to him. Consequently sport and music provide experiences that define him. In the same way that being a 'naughty boy' at primary school did, until he realised that the transition to secondary school would have significant impact on his life. In fact he recognises that, at least within a sporting context, the taking part is more important than winning. Jack's agency therefore centres around being active in an external world and using the experiences to inform an understanding of himself. Such a proposition may be seen as more likely when the level of Jack's reflective narrative type is taken into account, as, in both the Life Story and Professional Development Narrative, this remains very low, at about 4%. This suggests that Jack's understanding of his life is derived more from objective experience than subjective reflection (appendix 7k).

Professional Development Narrative

The personal agentic response in Jack's Professional Development Narrative replicates that already seen in the Life Story Narrative, where it was proposed that Jack uses experiences to make sense of his lived world. Jack therefore keeps himself busy and encounters as many experiences as he can. The Professional Development Narrative reflects this and is full of description, delivered at speed, and Jack talks for longer than

any other participant. Jack describes in detail the difficult groups and subjects he has to teach, but also those lessons that went well. He has, predictably, struggled managing discipline with some groups and he is concerned over the conflict between trying to be friendly with the pupils and yet maintain an authoritarian stance. It can be argued that the interview space is being used by Jack to describe some of these difficult experiences and that by hearing the details again he will be able to re-experience them (appendix 7d). Jack provides two accounts that highlight and endorse the notion that he uses experiences to provide an opportunity for meaning making. The first relates to seeking experiences and the second questions why the pupils are not as open to experience as he is.

Despite Jack conceding that he has had discipline problems and found some groups very hard to teach, he opts for a very demanding second school placement. He even endeavors to make this more challenging by requesting that he teaches an all female group dance, something he knew would be extremely demanding. Ultimately Jack describes this as very successful and he was surprised at how well the task had gone. It appears as though Jack deliberately places himself in a difficult situation here and that the outcome would confirm whether or not he could manage. For Jack, this is easier to comprehend by means of a direct experience rather than through a more esoteric reflective activity. This tendency is also reflected in the second example where he struggles to understand the pupils aversion to music. Jack is very disappointed by this, as he cannot persuade the boys he teaches to enjoy the experience of playing music and conflicts with how Jack used his earlier education world to maximise his experiences, and now he expects his pupils to do the same.

Responding to the risk and complexity of education settings:

Life Story Narrative

Jack's narrative is busy and relentless, which in turn reflects his own busy and relentless narration. His recollections of the objective reality of school life are a continual sequence of rehearsals or sporting activities and the frequent dilemma he has over which should take precedence. Jack admits to a need to be active and that this is more important than the outcome, winning is not as central for him as is taking part and gaining from the experience. Jack's Life Story Narrative indicates that he enjoyed a complex and busy life but that he also understood this enough to be able to focus on a particular activity when it was required (appendix 7a). Therefore, engaging with the reality of education settings has a carefully balanced and nuanced relationship between risk and opportunity. Subsequently, Jack seeks a complex life, as this is one that will afford the many experiences that he requires to find out about his world. Consequently, any risk will be an event that prevents Jack from being active and early on this was evident in his avoidance of academic study. This can be seen in his busy Life Story Narrative when an enforced time away from sport, due to injury, is then filled with increased musical activity (appendix 7a). It should be noted that Jack's response to early education settings is usually reactive, as opposed to being proactive, which indicates that he will tend to carry on being active until he becomes aware of potential risk.

Professional Development Narrative

There is a suggestion in the Professional Development Narrative that this tendency to respond to the outcomes of his activities in education settings is being considered by

Jack. He still fills his world with numerous extra-mural pursuits and he becomes involved in sports teams and practices as well as music productions at his training school. Jack even plays a part in the Christmas production (appendix 7b). His request to teach dance to an all female group in his challenging second school further highlights Jack's desire to maintain a busy and complex (professional) life.

Jack appears to be using the interview to review his progress and to consider what further actions he should take. His narrative is highly external and full of details that describe his numerous activities as well as the successes and disappointments of his teaching. The interview is delivered in the same busy frenetic manner as Jack's life seems to be lived. Within the parameters of Jack's normal life he has the ability and time to learn from his actions but, with the increased complexity of his early teaching career, this becomes too difficult. Therefore it can be suggested that Jack is using the interview procedure as another activity to get involved in (appendix 7b, 7d). This time his active engagement means that he fills the interview space with rich descriptions of activities that can then be thought about. Just as Jack has sought to fill his life with activities that provide the potential to learn from, so he also fills the interview with detailed, although often tedious, description. Significantly, the level of his reflective narrative type offers some corroboration, as this is very low for both the Life History and Professional Development Narratives and therefore Jack gives the impression of needing others to facilitate his own reflective stance (appendix 7k).

Formative Comments

Jack did not attend a formative discussion of his biographies (We did try to arrange dates but none was compatible and finally Jack's training finished and the e-mail contact became obsolete). Just as with Emily's biographies this provides the opportunity to hypothesise how these may be used to provide a foundation for discussing early professional development in an education setting. Jack's education biography identifies an attribute to use education settings to maximize the number of activities and experiences, and it is suggested that from these Jack gains an understanding about his world (appendix 7m). The corollary of this is that his life becomes so busy that reflection actually becomes more difficult. It is also proposed that Jack has a tendency to react to situations, rather than be proactive and predicting what the outcome may be.

The Professional Development Narrative bears out this inclination and reveals a busy young professional who wants to be active in all areas of school life and even comparatively extreme experiences, such as teaching dance to an all female group. Jack needs to be made aware as to how this level of activity is all-consuming and potentially distracting his ability to reflect (appendix 7m). The narrative indicates that he is seeking to 'find out' but requires others to help him achieve this. I do not know how Jack's career progressed but do fear, ironically, that his level of activity may have made him attractive to future employers and that this could be detrimental to his long-term career. It is not inconceivable to propose that when Jack is given a full-time role he will increase the complexity of his own experience and not pre-empt potential risk. When this is combined with his lack of reflective ability it is likely that Jack will soon find himself in a situation that becomes intolerable and he will need to be rescued by others.

Alternatively, Jack could maintain a busy life, avoiding reflection and therefore remaining unaware of the difficulties he encounters.

Chloe/Grace: A summary

The final section of this chapter will present in brief, the education biographies of two participants who only provided a Life Story Narrative (appendix 8 and 9). This provides an opportunity to consider how it may be possible from this limited amount of data to envisage how a professional practice would develop. Such an activity would be suitable to be applied to those who are training to work in education settings before they actually gain any professional experience. The case has been made for a link between the themes in the Life Story Narrative and the Professional Development Narrative. It is therefore apposite to assume that consideration of the Life Story Narrative alone should provide sufficient insight to facilitate a formative discussion of the forthcoming development of a professional practice. Two participants, Grace and Chloe, will be presented and their Education Biographies summarised and ordered into the themes used with the previous data analysis. Grace and Chloe both worked as Learning Support Managers in a challenging primary school.

Agency

Grace's narrative was predominately about school life and in particular how she felt 'othered' in this environment and saw school as being for other people and not her (appendix 8). Grace provides a sense of this discomfort as she recalls the details of teachers that she liked and, distinct from the other participants, those whom she did not like. Her narrative suggests that her preference is to please other people rather than herself, although ultimately, by the time of the interview, she is happy that she has decided to work within education.

Chloe told a similar story, where her school experiences indicated tensions between good and bad experiences, between what she wanted and what others desired for her (appendix 9). She was an able student and therefore was academically successful, but this success resulted in her attending another school and to be separated from friends and family and also to be exposed to occasional bullying. Chloe began to enjoy her school career only when she was able to find a way to exert some control. For her this occurred once she entered the sixth form, when, as now, despite many years of discomfort, she could select which subject to study, and this act of increased agency was sufficient for her to experience education with a more positive outlook.

Responding to the risk and complexity of education settings

Grace's narrative indicates a desire to look after others and lacks any overt involvement with school life, much of her interview contains details of volunteering and how she wishes to change the lives of others (appendix 9). She offers few details of her life at school, preferring instead to talk about others. This is alluded to in the interview process when, despite her willingness to be involved, the obtaining of the narrative is very much led by the researcher's questions. The result is that she distances herself from the potentially risky process of recalling the past by allowing the focus to be determined by others. In doing so she also avoids considering what her relationship with education and its processes may be. Similarly, while at school, Chloe also experiences conflict in her relationship to the objective reality of education settings.

159

Chloe found the world of secondary education very difficult and in complete contrast to her primary experience. Chloe would walk to primary school with her sister while enjoying the stories her mother would tell to them on the way. Chloe was successful and, like Grace, also obtained a grammar school place. But this meant that she now had a difficult bus journey to school that made her feel sick and, additionally, she was separated from her sister. This division even extended into the family home, as the homework demands on Chloe were far greater than those of her sister. Subsequently, Chloe began to feel that the multiple demands of grammar school were too complex and her enjoyment of school was greatly diminished (appendix 8). Despite these difficulties Chloe remained studious and academically successful. Chloe could not resolve these difficulties and found secondary school demanding until she was able to exert some control of the subjects she could study in the sixth form.

Formative 'hypothesis'

Grace indicated that she struggled to see a role for herself in education settings and had a tendency to wish to look after others. It does not come as a surprise then that her role in education is not in the traditional position as a teacher – instead she joins the profession as a Learning Support Manager (appendix 9). This has allowed her to continue her desire to help others while not becoming part of the established structures and processes of education. It would be expected for her to continue in this role and never quite feel as if she can become a 'traditional' education professional. For Grace to stay in the profession those who work with her will need to recognise that what she can offer is valuable to both the pupils and her colleagues (appendix 8). I suspect that this will not be easy and that Grace may prefer to join another helping profession. It can also

be proposed that her lack of connection with the external reality of education settings may also be the reason for her only providing one interview.

Chloe also struggled with finding her place within the facticity of education. She found it difficult to be happy at school when she was not fully in control of the decisions that influenced her. Chloe experienced a tension between the needs of education and her family. As with Grace, the absence of the second narrative could be indicative of the tension to fully commit to education, as another interview would only serve to highlight this difficulty. If Chloe were to remain an education professional it could be suggested that she would attempt to gain influence so the she could make meaningful decisions. She would also continue to be conflicted by the demands placed on her from her personal and professional life and may need guidance to negotiate this tension.

Summary

The model that has been developed here seeks to provide an effective means to engage new education professionals in a meaningful reflexive dialogue. The collection of two narratives has highlighted how the past and present can be implicated in the development of an education based professional practice. The three-layered process of analysis provided an understanding of how subjective experience interacts with the objective world. It has also identified the usefulness of using agency and responses to the reality of education settings to explore early career development. The case studies, along with the associated formative interviews, show this model to be eminently useful and to lead to insight that is far more nuanced and significant to individuals than adhering to a 'standards' focused discussion. The expansion of this model beyond the case study participants emphasises the model's validity and reliability outside of an intensive research environment. Ultimately it can be argued that the collection of a non-invasive Life History Narrative can provide sufficient information to develop an education biography (structural hypothesis) that forms the basis for formative professional development discussions.

Chapter Six: Discussion

Introduction

The central theme to develop from this discussion relates to how a synthesis of the theoretical structures provided by Berger and Luckmann (1966), Honneth (1995) and Hirschhorn (1990) provide a sequential analytic tool to explore the process of becoming an education professional. In doing so it will show how the main findings from the research can in turn be explained in relation to each of these three theories.

The data analysis established two main findings that were derived from the narratives obtained during the early stages of developing an education based professional practice. One of these findings demonstrated the link between how individuals reacted to education settings in the past and how these responses were evident during the process of taking on a new role as an education professional. The second finding was the emergence of two themes. One theme has so far been termed 'agency', while the other reflects the 'risk and complexity' inherent within education settings. This chapter will initially focus on the two themes in relation to early education and present professional development experiences.

The theme of 'agency' will first be discussed to provide a more comprehensive understanding of this phenomenon. The agentic response will then be shown to have characteristics that can be mapped on to the theories of the social construction of reality (Berger and Luckmann, 1966), recognition (Honneth, 1995) and social defences (Hirschhorn, 1990). These three theoretical approaches will be shown to provide a

novel and sequenced analytic tool to explore the process of agency. Berger and Luckmann provide a largely abstract and *socially* orientated perspective, while Honneth offers a more textual opportunity to consider *individual* actions. The application of Hirschhorn's conception of the social defences enables the *unconscious* dimension to be considered alongside the anxieties that have formed them. This approach is then replicated on the theme relating to the response to risk and complexity. Again, it will be shown that this response can be described and explored by synthesising the three theoretical approaches.

The following section also repeats this analytic pattern of social, individual and unconscious exploration to consider how a professional identity is formed. This discussion reflects on the impact of the anxiety related to the struggle to find meaning in a new working environment and it ultimately highlights the importance of marginal experiences and supportive working environments. The latter part of the chapter will also apply these three theoretical approaches to transferential relationships in education settings and put forward a model that accounts for the how the past is implicated in the present.

Analysis of Two Themes

Agency: A discussion

The first theme represents the concept of agency that draws very much from sociological traditions which typically refers to how able an individual is to make their own free decisions. In the data analysis the term 'agency' was used to describe how each participant interacted with, or responded to, their external education world. The use of this concept can be seen to relate to Berger and Luckmann's (1966) dialectical notion of *externalization* where it is suggested that human 'outpourings' are acted out on the external social world. There are also links with this definition of agency to Honneth's (1995) theory of recognition that takes into account micro considerations, such as when an individual's actions are recognized by others and they are then subsequently seen to have agency and autonomy. This form of recognition leads to the development of the relation-to-self of *self-respect*. Finally, Hirschhorn's (1990) discussion of social defences can also be seen to have parallels to the present understanding of personal agency. The *'basic assumption'* defence is regarded as a response against the anxiety that could be created by becoming an active agent and taking on a role. It therefore represents a wish for an environment where a group can be maintained without work.

What is also becoming clear is that the application of the three theoretical lenses provides insight into the same phenomenon – that of personal agency. But importantly they do so at three different conceptual levels, the social, individual and the unconscious. *Externalisation* provides a perspective that considers the wider social context, while *self-respect* focuses on the individual relation-to-self. Finally, the *basic*

assumption defence represents the internal unconscious mechanisms. The suggestion that is emerging is that an interrogation of the empirical data that uses the three theories outlined above will provide a sequenced exploration of how subjectivities interact with external realities. The focus on agency that can now be seen, in Bandura's terms, as personal agency, considers how the individual responds to the external world. In the case of the data presented next it will consider how individual subjectivities are acted out in education settings.

Personal Agency: An exploration

Externalisation: The social

The theme of personal agency emerged from the analysis of the narratives and, as would be expected, related to how the participants were perceived to have acted on their social (education) settings. This active participation is reminiscent of Berger and Luckmann's notion of *externalisation* that considers the actions, 'outpourings', of individuals on the external physical and mental world. For example, Oliver's tendency was to manage and control his external world whereas Lucy appeared to be controlled, or at least to react to external influences. It can be assumed that Oliver had the subjective experience that he could legitimately attempt to impose his will on those around him. It is possible that such an assumption is based on his early experiences, particularly those in relation to his father who was also presented as a controlling individual who intended to impose his desires on Oliver. Lucy became aware of what agency she did have by waiting for the responses of those around her. Again, this may reflect family relationships as Lucy acknowledges that her parents did not prevent her

from 'rebelling', therefore she had to discover her own boundaries by exposing herself to physical and mental challenges.

Berger (1967) expanded his understanding of the process of externalisation in relation to human meaning making in the form of religious activity. He has been considered here as there are parallels with the struggle to find meaning in the workplace. He provides valuable insight into the role of agency within this process, highlighting that humans act on an 'open-world' to produce a 'human-world' where the self is manifest. The assumption here is that as a result of individual actions on an education setting, a professional identity, or sense of professional self, could be developed.

Self-Respect: The individual

Honneth argued that the self can only be known in relation to others as a result of the process of recognition. Hence, individuals who are recognised by others as autonomous and having moral and legal rights within that group, therefore enabling them to actively participate, gain what Honneth referred to as *self-respect*. Oliver's actions in education settings were successful from his early school years to his time as a GTP trainee and he was afforded the respect and recognition of significant others. He was therefore able to construct a role for himself as an education professional. In contrast, Lucy has received little respect and recognition from those in education. She found school unrewarding and the one honour that was due to her was never presented. When she entered the profession her efforts were again largely ignored and thus it becomes difficult for Lucy to develop a secure sense of self in such an environment.

Both Berger and Luckmann and Honneth see the products of societies being constructed as a result of the dialectic between the individual and society. In the context of this research, such products would include the professional knowledge and skills required to work with young people in education settings. It is noticeable that, despite their contrasting levels of personal agency, both Oliver and Lucy struggled with the imposition of these products in the form of either national standards or school-based rules. The argument put forward here is that such 'products' would most effectively be constructed from the practice, or agency, of professionals. Therefore, reflecting the understanding that the products of human agency that were recognised by others to have value would gain objective reality.

There is a struggle between the position of the subject as one who *is* 'acting on' and *being* 'acted on' that represents the interaction between the subjective experience and objective reality. This takes place within the education setting as Lucy and Oliver both attempt to take on a new role within an existing meaningful group and hence attain a professional identity. This role negotiation creates anxiety that is defended by basic-assumption defences (Hirshhorn, 1990). The understanding of the basic-assumption defence used here is that informed by French and Simpson (2010). They contend that *mentalities* and the *form of interaction* are more important than the people who indulge in them. This is significant as education settings are complex, with many tasks, potential roles and, therefore, groups. For that reason, it is doubtful if the participants' responses can be reliably viewed within any one functional group. They will present a bricolage of group affinities, the membership of which can be assumed to be perceived from the

mentalities and the context of their interaction. Bion suggested the existence of three basic assumptions two of which – fight and flight and dependence on powerful others - can be seen in relation to the role negotiations of Oliver and Lucy.

Basic-Assumption Defence: The unconscious

Oliver has a tendency to display the fight or flight mentalities as he is inclined towards roles within groups that either 'take on' others, but also to flee when the risk becomes too great. From an early age he is seen to assert himself at primary school by maintaining a position of dominance in his exclusive 'fast-track' group. Despite being younger than his peers, Oliver's form of interaction enables him to engage and impose himself. This ability to actively engage is confirmed by commanding the position of Head Boy for a number of years. The battle with his family to attend the university of his choice amply displays his active agency, as does the way he almost seems to attack the GTP training requirements. In this example he inhabits a classic basic-assumption mentality whereby the group of students are seen to attack the course requirements. In contrast, Oliver can also recapitulate and flee from difficult group expectations. His university choice can also be seen in this light, as the rejection of Oxbridge establishments may indeed be a defensive flight from the challenge they represent. Oliver left his second school experience as a fight-flight 'us and them' interaction developed between him and his training department. Finally, the decision to enter the education profession can be interpreted as a desire to be part of a group that offers active engagement once his position (and the activity of the markets) in the City became too risky to control.

In contrast, despite Lucy's protestations of her own active agency, she displays a dependent defence mentality as she waits to be rescued by powerful leaders. While at school Lucy aligned herself with the group of powerful leaders among her peers as she endeavoured to be popular as a successful sportswoman and a rebel. It is significant that her decision to travel was influenced by the stories of such a pupil. Her anger, related to the mis-recognition of her school award, also highlights her intense desire to be dependent on approval and looked after by significant others. Lucy's form of interaction places her in challenging groups, that can also been regarded as a mentality to attract the attention of those she 'wished' to be dependent on. For example, her family when she travelled to Australia; university lecturers when she travelled to America; and the senior management of Summer Wood school as she sought more demanding roles.

It appears as though a consideration of personal agentic responses has identified commonalities between Berger and Luckmann's dialectical process of *externalisation*, Honneth's need for moral and legal recognition from others to develop *self-respect,* and highlighted the impact of unconscious *basic assumption* social defences during role negotiation. Personal agency can therefore be interrogated at the social, individual and unconscious level by identifying the processes of externalisation, self-respect and basic-assumption defences. The next section continues to use the framework developed above but will focus on the site of the agent's actions, which are the processes and structures of education settings

Risk and complexity in education settings: A discussion

The data analysis found that responses in the theme referred to as 'risk and complexity in education settings' contained details about education structures and processes. The reported reactions to risk reflect the evidence in the previous research which indicated that, for new professionals, education settings are arenas of increased anxiety and tension. This response acknowledges that becoming an education professional is a unique and risky process which causes the feelings and fantasies of the past to collide with the reality of objectified professional practice. Subsequently, what was previously subjectively known about this world is now challenged by the facticity of professional practice. It is therefore a complex time of negotiating a new understanding of the external world and of developing a new (professional) identity. In retrospect, a more accurate description of this theme would be one that recognises this distinctive nature of education settings. Therefore the term 'objective reality of education settings' is proposed for the second theme to acknowledge the encounter with the structure and processes of education.

An understanding of how subjectivities respond to this objective reality is compounded by the impact of the past on the present along with a professional practice that is forever changing. Much of the negotiation required to adjust or synchronise subjective understanding in the light of objective reality when entering education settings is due to their complex and diverse nature. They offer little opportunity for stability (Frosh, 1991) with an ever-changing subject knowledge base, distinct and unique social groupings, a multitude of expectations and even a variety of physical environments. This complexity causes boundaries to be unclear, often unstable, and, as a consequence,

the distinction between what is known and can be relied on, and what is not known, becomes problematic and a potential source for anxiety (Fenwick 2006). It is this encounter with the objective reality of the external world of education settings that now provides the focus on which to apply the three sequenced theoretical lenses.

Berger and Luckmann's notion of *objectification* refers to the structures and processes of *society* formed by the human outpourings that have become products of a shared reality. In the context of this research this relates to the structures and processes of education settings that the participants have to respond to and accept if they are to take on the role of an education professional. For Honneth (1995) it is the recognition by others of the *individual* whose actions or outpourings produce meaningful products, such as the macro structures of professional practice, that give rise to the relation-to-self of *self-esteem*. However, Hirschhorn's (1990) focus on *unconscious* processes suggests that many of these objectified practices may in fact be social defence systems. He refers to these as *'organisational rituals'*. These rituals represent those practices that no longer seem to relate to the reality of working life, but instead serve to reduce the potential anxiety that the role may produce.

Again, it can be seen that the three chosen theoretical approaches provide a sequenced insight, from the social, to the individual and then to the unconscious mechanisms that produce the objectified reality of education structures and processes. The following exploration will be the reverse of that for personal agency and will interrogate and construct an objective reality from the unconscious, then individual and finally social

perspectives. This approach is taken as it highlights the anxiety and resistance when confronting external reality.

Objective Reality of Education Settings: An exploration

Organisational Rituals: The unconscious

The commonalities between Berger and Luckmann, Honneth and Hirschhorn are witnessed again in relation to the participants' responses to education practices and in particular how they, in Hirschhorn's terminology, respond to the social defence of organisational rituals. Lucy encounters this defence throughout her life in education. In her initial Life Story Narrative she simply dismissed her education past in one brief but guarded sentence, as if the encounter with education and all its rituals did not matter. Lucy then proceeds to circumvent a conventional educational career. She avoids university by taking a year off to travel at a time when the 'gap year' was relatively unknown. Once Lucy attends university she opts for a non-traditional and again comparatively rare course that includes a year abroad. Lucy is more focussed on the experience rather than the process of study and has little to say about her degree until the crisis caused by an abusive relationship. Her response is now to manically engage with the programme to obtain a first class degree, and her actions subsequently lead to a breakdown and the early termination of her studies – the ultimate defence against education. Her responses to the organisational rituals continue in her role as a teaching assistant as she struggles with the ritual of uniform inspections. As an outsider she is not tripped up by what she sees as a charade in which the issue of uniform detracts from the very real problem of the pupils behaviour and the curriculum they have to

engage with. Ironically her defences produce their own organisational rituals as she attempts to become part of the pupil group by refusing to be referred to as 'Miss'. And of course she is unaware of her internal conflict between supporting and disciplining pupils.

In contrast, Oliver invests in the rituals of education settings and he appears to be able to recognise them and to use them to his advantage (re: his agentic response). In primary and secondary school he accepts the objective reality presented to him and takes a full part in school life, becoming academically very successful. Apart from his rejection of the family's destiny for him Oliver engages with education, but this can be seen to serve his aims more than those of others. Once he returns to enter the profession he connects with the craft of teaching and engages enthusiastically in all the tips and technological support he can be provided with. He is noticeably angry when this level of support fails him in his second school experience. His investment is in the products that have been co-constructed, yet these have blinded him, or at least diverted him, from the very real debate about pedagogy. In fact Oliver rejects such thoughts as these are complex and challenging and could expose him to the possible risk of not understanding, or failing in his new chosen profession.

Self-Esteem: The Individual

The complexity and associated risk relates to the participants' engagement with the practice, knowledge and skills of education professionals. Such products of objective reality also exist in Honneth's theory of recognition due to the development of *self-*

esteem, as in this form of recognition the contributions of an individual that are valued will be recognised and used by the group. Therefore these recognised and valued contributions and products of human activity represent the 'what it is that professionals do'. Indeed they could be argued to represent the set of practices denoting a professional identity that Stickney (2009) claimed emerged from the practices of groups with a common purpose. Oliver's contributions are valued by his first and final training school and, significantly, both offer him teaching posts. This suggests that Oliver's products in the form of lesson plans, teaching performance and exam results are valued by the profession, and that he is seen by them as a worthy professional. Interestingly, Oliver did not receive such recognition in his second training school and therefore he could not develop sufficient self-esteem to see himself as successful in this role, and subsequently left. Lucy has received little recognition for her educational products. She was seen as a 'live wire' at school and she felt she was ignored as a teaching assistant, despite volunteering for more challenging groups. She could not see herself successful in these roles and left education at school, and her teaching assistant post. Lucy was able to have the products of her actions finally recognised outside of mainstream education and this recognition provided her with sufficient self-esteem to continue in that role and even consider obtaining a teaching qualification.

Objectification: The social

The practices discussed above are the knowledge and skills of the profession and, in Berger and Luckmann's terms, the *objectified* products of human activity that have become a constructed social/professional facticity. Berger (1967) also suggests that what is important is that the meaning, and not just the usefulness of the products, is

shared and valued by all those within a social/professional group. Both Oliver and Lucy have struggled to find meaning in the structures and processes of education. This suggests that existing professional practices cannot simply just be imposed, and neither can it be assumed that new practices will be willingly taken up. It is the meaning of the objectified reality that is important, and this ultimately returns to discussion of the social defences.

Berger also acknowledges the limits of this process, which leads this debate towards a consideration of another of the social defences identified by Hirschhorn. Berger notes that the products of the objectified reality, such as professional knowledge and skills, developed their own facticity, indeed their own reality that serves to confront and trip up those who use them. He provides the example of a plough that, once designed and made, now determines how the process of ploughing is to be carried out and in many ways makes life more difficult. For example, fewer people may be employed, more land committed to agriculture and the structure of the soil is ruined ultimately making it unfit for its original purpose. In the context of education we could consider the attempts to improve literacy and reading skills throughout the decades, all with limited longitudinal success. Or indeed, the competency led teacher training/education programme, that Stickney (2009) suggests simply serves to beguile and create an illusion of knowing.

Within social group settings Hirschhorn regards such effects as those related to *organisational ritual* defences. These paradoxical situations emerge as practices become

divorced from their original purpose. They become opaque and difficult to analyse as those within the organisation are blind to them and defend against the reality that is hidden. This argument reflects Britzman's (2003) contention that education inaugurates a crisis as it augments the influence of the present education experience on those from the past which are now represented by internal conflicts and associated defences. Anna Freud (1930) and Moore (2006a, b) also note that education settings will heighten transference relationships, as intrapsychic conflict results from the interaction of the outside and inside, the objective and subjective. Therefore, the practice of education becomes too difficult even to think about (Britzman, 2003). Oliver concentrates on the rituals of classroom craft and refuses to debate pedagogy, while Lucy dismisses 'mainstream' education both as a pupil and teaching assistant. Oliver defines himself by the products of his actions while Lucy maintains her 'rebel' stance working with excluded children. In unique ways, both are unable to approach the 'alter' that represents the facticity of professional practice and defend against such an encounter.

Summary

From the discussion of the response to the objective reality of education practice the sequential relationship between Berger and Luckmann, Honneth and Hirschhorn is again confirmed. The real world construction of *objectified* facticity requires contributions to be recognised as valuable to the social/professional group thereby enhancing the individual relation-to-self of *self-esteem*. Yet the interaction with the reality of objectified education professional practice initiates unconscious psychic

conflict. Requiring the social defences of *organisational rituals* to be manifest to protect the group and individuals from the anxiety this work creates.

It has been shown so far that the theme of personal agency can be explored from the perspective of externalisation, self-respect and basic assumption social defences. The theme of the objective reality of education settings has been shown to be related to objectification, self-esteem and the social defence of organisational rituals. Each of these themes represents the ongoing dialogical interaction between subjectivity and objectivity, between personal agency and the objective reality of education practice. This research set out to explore the process of becoming an education professional and the next section discusses how the taking on of this role is negotiated. The discussion will continue to focus on three levels of analysis: The social, applying Berger and Luckmann's notion of *internalisation*, the individual via Honneth's relation-to-self of *self-confidence,* and lastly Hirschhorn's concept of the *covert coalition* defence. It will be the synthesis of these three levels that provides an understanding of how a professional identity develops from the interaction between subjectivity and objective reality. The culmination of the synthesis of theories relating to the social construction of reality, recognition and social defences will be shown to provide a coherent interdisciplinary understanding of (professional) identity formation.

Developing a Professional Practice/Identity

Introduction

The discussion of professional practice will be focussed on the three main theoretical structures that inform this thesis: psychoanalytic group theory, a sociological view on the social construction of reality and how recognition and respect relate to critical theory. Yet, it is also accepted that this does not provide a complete analysis of contemporary practice theory, as this is, unfortunately, beyond the parameters of this present work. But it should be acknowledge that other interpretations could be made and indeed may even provide support to some ideas presented here. The desire to understand the relationship between, action, knowing and practice has been well documented although Schatzki (2001) claims that there is no unified practice approach. Indeed, it is argued that the synthesis of theoretical stances provided here offers another helpful approach. Schatzki questions the notion of practice and relates various conceptions to philosophical perspectives: he notes how Wittgenstein views practice as underlying both the subject and object; while Bourdieu's response is to consider how practice questions individual actions and status. Schatzki uses Bourdieu's understanding to consider how practice can transcend rigid actions and societal structures, and again both views can be supported here. Interestingly, Schatzki also claims that practice will soon be as academically important as 'structures' and 'systems' are at present. Gherardi (2006) provides similarities to the central premise of this thesis in that she identifies the importance of 'weaving' a practice with others, in what she describes as a 'texture of practice'. Likewise, Nicolini (2003) builds on this notion and sees the transmission of organisational knowledge as problematic, as he does not conceive that knowledge is a mental process but rather the result of societal activity.

The following discussion will continue to develop the themes outlined above within the theoretical framework provided in Chapter One.

Professional settings provide complex environments for those entering them to negotiate and develop their own role and associated professional identity. The argument has been made that this situation is exacerbated for education professionals due the setting having already been experienced during childhood. Accordingly the experience would have created a subjective understanding of this environment, albeit from the context of the learner, that will have to be re-encountered alongside the present experience. Such a situation increases the level of risk and anxiety as the individual struggles to understand and maintain a coherent identity which, in this situation, is to become (or not) an education professional. All the participants found this transition difficult and all doubted whether they could become a teacher/learning assistant, even including Sophie who had maintained an almost fanatical desire to be a teacher from early childhood.

For Berger (1967) the ability to find meaning, or to develop an identity that has a function in society such as a professional role, is central to the human condition. Berger states that humans are by nature meaning making animals and to not have meaning is unbearable. Importantly he also concludes that marginal situations expose this fragility as they bring in to awareness the boundary between knowing and not knowing, meaning and meaninglessness and, he even argues, between life and death. The search

for meaning is important beyond anything else and he cites the possibility that suicide becomes a potential course of action for some as the very act provides sufficient meaning, no matter how transitory, to justify ending a life. Although an extreme example, he successfully raises the status of the importance of finding meaning, and the contention made here is that this same process will have a significant impact on developing professional meaning, or identity. What is fundamental in his argument is that being on the boundary of meaning/not meaning, or being a teacher/not being a teacher, creates existential fear or panic, which as this analysis has shown is the situation beginning professionals find themselves in. What therefore becomes important in the search to understand how a professional identity can develop is to interrogate and explore this marginal world. Berger argues that society is the guardian of order and meaning, and the professional identity of existing education workers will have been co-constructed to provide meaning for those in this environment. The marginal experience of new professionals will therefore be the interaction between what exists in objective reality, and the internalised subjective structures of this setting that were formed during their childhood and adolescence. The focus consequently now turns to how subjective structures are formed, which in Berger's (1967) terms, relates to internalisation.

Internalisation: The social

Internalisation is seen as a process by which the structures of the objectified world are reabsorbed or appropriated as meaningful internal subjective structures. These are then used by individuals as templates to give meaning, and ultimately an identity. The meaning inherent in the objectified reality is not simply learned, but is internalised as a

result of a dialectic between the individual and the societal situation it represents. It is not assumed that the existing objective reality is simply imbibed by individuals but is a rather more active process, as such:

> The individual is not moulded as a passive, inert thing. Rather, he is formed in the course of a protracted conversation (a dialectic, in the literal sense of the word) in which he is a *participant.* That is, the social world (with its appropriate institutions, roles and identities) is not passively absorbed by the individual, but actively *appropriated* by him. Furthermore, once the individual is formed as a person, with an objectively and subjectively recognisable identity, he must continue to participate in the conversation that sustains him as a person in his ongoing biography. (Berger, 1969, p.18 italics in original)

Within the context of the two case studies, Oliver and Lucy were not simply passive recipients but active co-constructors, as their own biographical pasts have brought different subjective understandings to an established objectified professional world. Berger also argues that successful participation will depend on the symmetry between the external objective and internal subjective worlds. It would appear that Lucy found this process more challenging as the boundary between the meaning(s) she brought to her role were sufficiently incongruent with those she found herself exposed to. In fact, for Lucy to have crossed, or merged, the meaning boundary between her and the school would have resulted in such a recapitulation of her subjective world that she would have had effectively to reject her existing identity. This loss of meaning was sufficiently frightening that she chose to reject her first school setting in order to protect herself. Although Oliver did have a dilemma in his second school, the gap between his subjective understanding of becoming a teacher and the objective reality of the profession was such that he was able to find symmetry. He could therefore become a teacher and remain true to his own biography and subjective understanding.

Berger and Luckmann's conception of internalisation is of a life-long process. The rationale for this lies in the dialectic nature of appropriating internal subjective structures discussed above. This active interaction and negotiation of meaning between the individual and society is a constant process, and this is how shared objective realities are formed and subsequently evolve. For Berger, this suggests that all meaning is made as a collective experience, and therefore:

> The world is built up in the consciousness of the individual by conversation with significant others (such as parents, teachers, 'peers') (1969. p.16)

He adds to this that the:

> ... subjective reality of the world 'hangs on the thread' of conversation. (p.17)

What is becoming clear is that the process of internalisation is, paradoxically, not the project of lone isolated individuals, and neither is it simply 'learning' the existing socially shared objective reality. It is instead, an active and shared project where boundaries of biographical and socially negotiated meaning interact. These are the margins that that for Berger expose the existential boundary between understanding and chaos.

Self-Confidence: The individual

This process, centred as it is on conversation, evokes Vygotskian (1978) principles that see socially mediated symbols such as language and socio-cultural practices as being responsible for the development of thought. Vygotsky's theory similarly focuses on the roles of significant others in developing thought processes. Honneth (2005) also sees the roles of others in the process of a developing cognition. An objective reality can only be made known from the perspective of a significant other, and therefore, promotes the

relation-to-self of *self-confidence*. He proposed a form of recognition within caring and loving relationships that led to self-confidence where the needs of others and self could be articulated. This stage is fundamental as it is when a self - an identity - is constructed. To understand the needs of others and the self, others and the self need to be seen as both separate and yet also sharing similar values and assumptions. The relationship with the self is therefore, as Berger and Luckmann proposed, also a man-made facticity. For Lucy and Oliver the fundamental process necessary for them to develop the self-confidence to construct an understanding of themselves as education professionals was predicated on caring relationships. Both Lucy and Oliver rejected professional settings where the relationship between themselves and significant others (usually mentors) was not sufficiently caring to allow them to explore the marginal world of 'being/not being'.

Winnicott (1960/2007) would consider such self-confident individuals as those who have been provided with suitable early nurturing to allow them to separate from the direct influence of their parents (mentors), and therefore begin to become autonomous individuals. Again there is a paradox here where, in order to become autonomous, there is also a developmental need to be well cared for and to have your own needs, thoughts and contributions recognised by significant others. Both Honneth's and the psychoanalytically informed theories indicate the important role of families, or at least significant others, in developing a world view. It is this link to family constellations, and the earlier indication of the potential impact of personal biography, that provides a rationale for the final group of social defences identified by Hirschhorn.

Covert Coalitions: The unconscious

The anxiety induced by the marginal situations identified by Berger, that expose the risk of not knowing, or not having meaning, can be seen as the origin for the group defence of *covert coalition* (Hirschhorn, 1990). This is particularly the case as these defences reflect family alliances, and Hirschhorn suggests that anxiety in groups can be experienced as if these were family situations; such as, sibling rivalry and parent-child interactions. Individual family roles are not played out, but individuals do have a readiness to enter into certain roles within a group defensive structure. Placed in the context of this research it can be assumed that the subjective structures individuals bring to their professional world will of course be influenced by biographical experiences.

Oliver's tendency to maintain control and to pursue his own agenda can be viewed in the light of Hirschhorn's covert coalition defence, as he had a tendency towards ensuring that the group did not overwhelm him. In family terms this can be interpreted as a classic Oedipal battle whereby the young male strives to replace and resist the influence of the father. Oliver stated that he hated to not be in control and defended against this possibility by becoming a powerful member of the groups he inhabited. There is a visceral response when his supremacy is threatened as he leaves the group, like the vanquished silver-back to defend against himself being exposed to the humiliation of defeat. Interestingly Oliver claimed that he was not a 'family man' and yet his working environments seemed to represent tight knit family groups and may be an unconscious attempt to re-create family constellations, or indeed, to create a family experience that he felt he never had. Lucy's covert coalition defence resembles the

adolescent struggling to discover and assert their personality. She presents with a paradoxical combination of wanting to push boundaries and test her own resources, and yet also be looked after by significant others. Her response to school offers an almost stereotypical image of a rebellious teenager, and when she becomes a teaching assistant her refusal to dress appropriately, or be called 'Miss', re-affirms her adolescent role in the family.

Developing a professional practice: Summary

This discussion has explored personal agency, the objective reality of education settings, and the formation of a professional identity using three theoretical lenses that highlighted the social, the individual and unconscious defences. What has been concluded is how others, objectified practices, and personal biography, can all be implicated in the search for meaning and therefore identity. This exploration has been shown to provide a nuanced understanding of how a professional practice may develop. Vitally, the relationship between a perceived objective reality and internal subjective structures can be clearly shown in the lives of individual and group activity.

A multi-layered review of personal agency indicates how agentic behaviour can be evidenced as a human outpouring or 'acting on' in the external world. The recognition that these actions receive from others in turn influences the nature of personal agency. Alongside these observable events, unconscious defences are protecting the individual from being exposed to excessive anxiety within the group. The objectified professional practices were shown to be products of defensive organisational rituals, either

supported or threatened by the new professional, while recognition from others determined which practices became valued and therefore objectified. A discussion of personal agency and the objective reality of education settings did not provide a full understanding of the relationship between these two themes, particularly how a professional practice may develop. What was finally concluded was the importance of considering marginal situations, such as the interface between knowing and not knowing, subjectivity and objectivity, and between personal agency and the objective reality of education settings. What was identified was the need to accept that the margins between being and not being a professional create an existential angst that has parallels with the formation of a self identity. It was argued that a professional identity is most likely to be formed within a caring or supportive environment that facilitates an understanding of the needs of the self and others.

The final section discusses one of the main findings from the data analysis that has been central to the preceeding debate. It was found that the personal agency response and reaction to the objective reality of education settings were consistent over time (appendix 3a, 4c, 5c, 6c, 7c). The suggestion that is to be pursued next is that repetition of these behaviours may indeed represent a transferential relationship where patterns of past behaviours emerge in the present.

The Past in the Present: Transferential relationships in education settings

The most distinctive finding observed during this research was the repetition of behaviours within an education context. The biographies of the participants revealed that patterns of reacting to education in earlier life were repeated during their early professional experience. In psychoanalytic terms it was as though a transferential relationship was being experienced between an individual and a social setting, as opposed to between a self and other(s). This confirms the Lacanian understanding of the transference proposed by Schleifer (1987) and Roberston (1999), who concluded that transferential relationships could be evoked by the objectified facticity of education processes. It has been suggested that the psycho-socially informed theories of the 'social construction of reality' (Berger and Luckmmann, 1966; Berger, 1967) and 'recognition' (Honneth, 1995) may provide an insightful approach to guide an empirical study of this intersubjective phenomenon. It is therefore proposed that an empirical exploration of transference in education settings be focussed on the two detailed case studies of Oliver and Lucy. This process will again be guided by Berger and Luckmann's three socially focussed dialectical stages and Honneth's three modes of recognition and self relating. The disparity between these two theories will be highlighted in the later analysis when the work of Honneth will be used in contrast to provide a significant insight into the operationalising of transference relationships.

The classical interpretation of transference relates to intersubjective experiences where past patterns of relating are played out in present relationships, where something about the present experience induces unconscious memories. For the object relations theorist

this can be explained as the re-living of patterns of relating with previous significant others. Berger's psycho-social model of how a world view is formed provides a wider, more socially orientated and arguably more inclusive explanation, he claims that:

> ... man is incapable of conceiving of his experience in a comprehensively meaningful way unless such a conception is transmitted to him by means of social processes. (1967, p.16)

He also suggests:

> Human being cannot be understood as somehow resting within itself, in some closed sphere of interiority, and *then* setting out to express itself in the surrounding world. (1967, p. 4 original italics)

The understanding of the transference phenomenon is therefore not to be found exclusively in the subjective realms of a 'closed sphere of interiority' as patterns of behaving are repeated in response to what has been 'transmitted' in relation to 'social processes'. The transference therefore is a here and now moment of meaning making where human actions are 'outpoured' (externalised) into a social setting, where the products of such actions may or may not attain a social use or reality (objectification). It is the internalisation of this dialectic interaction that the individual appropriates on a subjective level.

For example, Lucy originally reacted against the formal academic structures of school and she was unable to experience this setting as a meaningful objective reality. Therefore she could not develop an internalised model that would allow her to make sufficient meaning of this setting. This process was then repeated when she attempted to enter the profession. Conversely, Oliver's stance was such that his actions were in accordance with reality of educational life and he could then perceive himself as a member of this community. He therefore had an internal model that was not in conflict

with the facticity of education. It is contended that if this dialectical process has been experienced before, then it is entirely appropriate to suggest that past subjective structures will be (re)activated. This in turn will lead to human 'outpourings' that resemble those of the past.

What Axel Honneth offers to this explanation is a clearer description of what may be happening at this dialectical intersubjective level. Honneth (1995, 2005) made the claim that emotion precedes cognition and, that without an emotional encounter the cognitive process would not function effectively. For Honneth the vital mode of recognition was that associated with self-confidence. As this represents the empathic encounter with a significant other and from which a perception of the self could be drawn by sharing the objective reality of this 'other'. Honneth (2005) suggests that we are 'compelled to react in a certain way' (p, 122) when we are touched by the emotional states of others, this leads to the notion that communication is fundamentally existential and not knowledge based. He claims:

> ... we should not conceive of a communications agent as an epistemic subject but instead as an existentially engaged subject who does not merely neutrally take notice of other persons' emotional states but is rather affected by them in its own self-conception. (2004, p121)

The intersubjective encounter is therefore essentially about understanding the human condition, and when we empathically encounter each other we are affected by each other. This is the case for Oliver and Lucy but not just the encounter with an other but also their encounter with the education setting – with its processes and structures. It is an emotional/experiential encounter not a rational cognitive consideration.

Honneth goes on to suggest that the recognition of care within this existential interpersonal moment is one that does not come to awareness. He states:

> In any case, we can see that the recognitional stance at issue here represents a wholly elementary form of subjective activity ... below the threshold at which that particular form of mutual recognition takes place in which others persons' specific characteristics are affirmed. (2005, p123)

It is this fundamental, foundational even, form of recognition 'below the threshold' that provides the basis for all other more substantive forms of recognition. It can be seen from Honneth's approach that the interpersonal moment is one of intense existential importance and one where meaning/identity is sourced. Lucy and Oliver have a reified relationship with education settings and this 'social construction' may or may not provide love and acceptance, from which self-confidence can lead to a coherent identity within a community. For Lucy it can be argued she never experienced care in early education settings and consequently, she has continued to struggle to develop an identity that enables her to become part of this profession. For Oliver the opposite can be suggested – his early experience have enabled him to construct an identity for himself that continually places him within this setting.

In the context of educational settings it can be hypothesised that this particular social process has increased significance as it has formed a substantial part of most people's early experiences. The objectification of this 'product' of human being is well established and therefore forms a vital part of each individual's internal subjective understanding. Consequently, when an education setting is encountered later in life, it is the processes and structure of education, as well as individual relationships that are recognised and reacted to. And as such, the patterns of human 'outpouring' will be

repeated. The paradox of this encounter is that it is both familiar and yet novel. The initial experience was no doubt in the position of learner, but now it is as an educator and learner. Our participants are therefore caught between having the subjective experience of knowing and also the objective reality of not knowing, as they explore a new role in a recognisable setting. It is this anomaly that creates additional unconscious conflict and heightens levels of anxiety making transference relationships more likely.

Summary

A psychosocial synthesis of the theories of Berger and Luckmann (1966), Honneth (1995) and Hirschhorn (1990) has provided an explanation for the two themes that emerged from the data analysis. These themes of personal agency and responding to the objective reality of education settings can also be analysed sequentially by taking into account social, individual and unconscious processes. What has also been shown is how this three levelled analysis of the anxiety created by marginal situations can account for the development of an education professional practice. Finally, a mechanism for how past education experiences impact professional development is provided in relation to social, individual and unconscious process.

Conclusion

Introduction

This research has shown how a discussion of psychoanalytic insight into the process of education and the development of the professionals who work in these settings is a largely neglected arena. Yet, from the findings presented here, it can be argued that such a project is both ethically and professionally apposite. Education settings are endowed with the archives of the past and the hopes and desires that serve to motivate actions in the present. They are therefore potent arenas for the dynamic unconscious and to ignore this is to limit our understanding of the professional structures and processes of education settings. It is not contended that psychoanalysis provides the 'royal road' to understanding how an education professional practice develops (Frosch and Baraitser, 2008). Rather, it has been suggested that it adds an important depth to the dominant sociologically informed viewpoints, such as Clandinin and Connelly (2000) and Goodson (1997).

Previous research was shown to highlight the interaction between personal and professional lives, and that professional knowledge was rejected in favour of practical experience. The psychoanalytic interpretation of these findings suggested that education settings are unique working environments as they readily evoke unconscious phenomena. The analysis of the participants' narratives confirmed the past/present interaction. It was then argued that this represented a transference relationship with education where past responses to education structures and processes were re-enacted during the development of a professional practice. What is significant is that when this

transferential relationship with education was presented to the participants as an 'education biography', this led to formative reflexive discussions that enabled the self to be implicated in the development of their professional practice.

The process of using what an individual tells about the past to understand the present is synonymous with the therapeutic interaction, and therefore the narratives and resulting education biographies provide a rich source of conscious and unconscious material. Their detailed analysis highlighted two responses to education settings, personal agency and responses to the objective reality of education settings, which were common to all participants. An exploration of these responses using the theories of Berger and Luckmann (1966), Honneth (1995) and Hirschhorn (1990) led to a discussion on how individual subjectivities interacted with education settings during a developing professional practice. It was shown that this interaction could be observed on three levels of the social, individual and unconscious, and that these multiple lenses identified that professional identity was a psychosocial negotiation of marginal experiences of 'being/not being'.

It is at this level of interaction between the subjective and objective, the individual and societal group, between being a teacher and not being a teacher, that the marginality of identity is exposed. This tension creates an existential crisis as the encounter with 'otherness' threatens the coherent narrative of the self and exposes the possibility of fragmentation (Adler, 2007 and Frosh, 1991). It is therefore in the margins of possibility that unconscious defences act to protect the besieged ego.

Application to professional life

It is suggested here that an awareness of transferential relating with education is masked and eluded by the busyness of everyday life. What the collection of narratives has facilitated is an opportunity to set time aside to reflect. For those participants who took part, this process was beneficial and enabled them to take a reflexive stance and see how their past life could be implicated in their present developing professional practice. These discussions had direct impact and meaning beyond that of the commodified standards agenda, or what Berger (1967) would call 'sacred themes'. Therefore the use of Life Story and Professional Development Narratives provided a space and language for new education professionals to explore their developing practice. Consequently it is recommended that the collection and discussion of narratives and the production of an education biography becomes a regular focus for formative discussions in the early lives of new education professionals.

The apparent simplicity of using narratives to make meaningful links between past education experiences and a developing education professional practice hides the complexity of the interaction between subjective experience and objective reality. Crucially, the imperative is to explore the margins and this requires going beyond the 'face-value' of the education biography and to consider unconscious processes and the depth of relating that psychoanalysis provides (Rustin, 2008). Collecting and questioning narratives allows just this, as it is argued they contain a narrative truth and tacit knowledge 'evoking a kind of thing' (Weber, 1993). Consequently, when narratives of the past and present are discussed in a professional development context, features of the lived life that create 'stuckness' or transformation will be exposed. It should not be

assumed that the identification and bringing to awareness of resistant or motivating behaviours will be sufficient for effective professional development. For, as Frosh (1991) points out, the marginal moment when, in this case, the non-teacher becomes a teacher, requires multiple possibilities to be held in mind. He regards this moment in psychoanalytic terms as 'reverie' but also notes that such occasions require containment, where difficult thoughts and feelings can be held by another.

Within the professional setting this does not require therapeutic insight, as what is more important is the provision of time and space where narratives of the past and present can be offered, shared and thought about. It is not suggested that this process requires clinical training (Blanchard-Laville, 1992) but at least openness to the needs of others that could correspond to Honneth's (1995) notion of recognition. The profession has long used the language and principles of cognitive psychology and more recently neuroscience. With neither of these has there been a suggestion that the user of such principles should be trained in that discipline. This research therefore calls for a more overt and confident use of psychoanalytic language and concepts in education settings.

Such a response would also serve to bridge the gap that exists between the world of education and psychoanalysis, and provide the possibility for a more reflexive opportunity to consider professional behaviour. Likewise, it offers the chance for the self to be implicated in a professional setting, rather than simply responding to government policy in the form of standards. This would encourage a language that more

closely represents the principles of psychoanalysis and one which reflects the values new professionals bring to education settings.

Limitations and further study

Providing a life story, no matter how sensitive the interviewer is, requires a certain capacity to be willing to do so. Despite ten participants coming forward for this research, only three completed the process. Certainly some drop-out was due to workplace changes and leaving the training programme, but it cannot be ruled out that some found the process too uncomfortable. It is therefore worth considering why so many participants did not continue to this stage of the research. For some, Emily and Jack, this was due to changes in employment circumstances. But for others, no reason was given. It is possible that the process is too time consuming and the requirement to tell the 'story of a life' without time restrictions can be seen as a luxury busy new professionals cannot afford. It may of course represent a defence about having to encounter difficult material. It is noticeable that Chloe and Grace both reported a difficult relationship with education and neither provided a Professional Development Narrative. Oliver, Lucy and Sophie all had dispositions that led them to engage and continue with the study. Oliver was in pursuance of knowledge and information about 'how to do the job properly'. Lucy was attracted to the deeper exploration of her life experiences and was able to find benefit in both good and bad life events. While Sophie, although committing to the discussions, never really managed to implicate herself in her own professional development, and there is an argument to be made that the process of proving a narrative fed her own grandiosity.

The focus of the research on a small group of participants always provides external validity issues related to the generalisability of the findings. Their use is defended here in the pursuit of rich and meaningful data; it is supported by Rustin's (2000) notion that case studies evoke something within us that provides an evocative resonance that potentially has a wider application. Also, it is slightly disingenuous to suggest that in the case of beginning teachers, reflective activities are not encouraged, as they do form a central part of the portfolio required to obtain qualified teacher status. What is different here is the focus on early life and the necessity of verbalising these experiences in the presence of an 'other'. Ironically, Oliver bemoaned the written reflective activities he was required to complete while also enthusiastically participating in this research. This discrepancy is also worthy of further exploration to compare and contrast the quality of reflective content that is spoken as opposed to written.

The importance of the reported marginal experience in relation to professional identity cannot be undervalued and provides a rich seam for further research. It represents Frosh's (1991) 'crisis of identity' and has parallels with the postcolonial debate on 'being and becoming' (Zemblyas, 2003a, b). Bhabha (1994) uses Lacan's notion of the 'mirror-phase' to emphasise the space between what is and what is not, between 'white and not quite (p. 84)'. He employs the term, 'liminality' to this in-between space and Mansaray (2006) uses this notion to investigate the working lives of teaching assistants. It is therefore suggested that further research be focussed on the very early liminal experiences of becoming an education professional. This research suggests that a focus on personal agency and response to the objective reality of education settings, in the

past and present, will provide vital insight. In particular it would be helpful to repeat the research process with those who are already established in the profession to explore how this marginal experience was negotiated.

It is in the formative discussion of the education biography that reflexive awareness can be developed, and the collection of narratives without this discussion is meaningless. The contention that this process is grounded in a therapeutic understanding, while not being therapy, must also be addressed. The suggestion is not to train those who collect narratives to be therapists, but rather to develop the skills of collecting a narrative. The requirement is more about being able to provide a space to facilitate narration and this involves the difficult ability to hold silences between two people and not to be caught up in asking leading questions. It must also be stated that the collection of a narrative is not a one way interaction and, just as my own past experiences had informed the rationale for this research, so these also may have had an impact on the narratives that were provided. For example, there were occasions when I felt compelled to offer advice and therefore present myself in a more powerful and knowledgeable position. In retrospect, my early meetings with Oliver were influenced by negative feelings towards his privileged background, whereas I immediately felt empathy towards Lucy.

My assumptions relating to the education/training of education professionals have also changed during the research project. I moved from being in favour of the early provision of theoretical input, to a position where I see much value to be gained by engaging in practice and then later, possibly some years later, to encounter 'established'

professional knowledge. I could now also conceive of such knowledge as being a feature of power relations where knowledge that has been gained by experience is rejected as less valid. Yet, what this research shows is the possibility that experiential knowledge can indeed inform a developing professional practice. Interesting further work could therefore be pursued to include a more explicit recording and monitoring of the researcher/interviewer thoughts and feelings, their countertransference, and to explore how these may impact the process of providing a narrative.

A future for education professionals

The rationale for this research is grounded in the psychoanalytic assumption that the therapeutic encounter facilitates an understanding of the self. This is achieved by identifying transferential relationships and providing an opportunity to bring to awareness the influence of the past on the present. It is argued that the collection of narratives and the identifying of an education biography reflect this process, and enable the new education professional to have a reflexive dialogue to understand how their past affects their developing professional identity. In doing so, it also responds to Anna (1930) and Sigmund Freud's (1964) request, that those who work in education settings need to enter therapy to consider their own unconscious processes. To not do so, could mean that their own unresolved conflicts from previous educational experiences will, in the transference, be projected into those they teach and work with. The process of gathering and discussing education biographies has therefore been shown to serve a similar function while not attempting to be 'therapy'.

The concluding remarks from this research indicate that tentative movements towards beginning a dialogue between education and psychoanalysis will be beneficial. The application of psychoanalytic theory does not require education to become 'therapeutic' but simply to allow a space where the influence of the past on the present can be considered. Neither is it suggested that psychoanalysis offers the only insight into this complex arena. What it does offer, supported by the use of narratives, is the possibility of using a language to discuss professional development that implicates the individual and their values, thereby, avoiding a limiting technical-rational approach and facilitating a move beyond superficiality (Loughran, 2007). This approach provides an opportunity for new education professionals to maintain a coherent life narrative that is meaningful and motivating. By considering the processes and structures of education settings from a psychoanalytic perspective education can look forward to a more human and ethically nuanced future.

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Appendix

Appendix 1. Overview chart of data analysis

Appendix 2. Early correspondence with participants

Appendix 3. Oliver's Data

Appendix 4. Lucy's Data

Appendix 5. Sophie's Data

Appendix 6. Emily's Data

Appendix 7. Jacks data

Appendix 8. Chloe's Data

Appendix 9. Grace's data

Appendix 10. Summary of Themes: Agency

Appendix 11. Summary of Themes: Risk/Complexity

Appendix 1: Overview chart of data analysis

Type of Analysis	Sequence of Analysis
Gestalt	Life Story Narrative → Identify **Theme**s (Ga) → (Gb) Summary of themes [Education] → (Gc) **Situated subjectivity** → **Structural Hypothesis**
	Professional Development Narrative → Identify **Theme**s
Narrative Process Coding System	Life Story Narrative / Professional Development Narrative → Identify **Topics** (Na) → (Nb) Summary of narrative types and topics → (Nc) **Situated subjectivity**
	Life Story Narrative / Professional Development Narrative → Identity **Types**
Future Blind	Life Story Narrative → BDC → Lived Experience (Fa) → **Situated subjectivity** (Fb)
	→ TSS → Lived Experience (Fa)
	Professional Development Narrative → BDC → Lived Experience (Fa)
	→ TSS → Lived Experience (Fa)

Structural Hypothesis (Basis of education biography used in formative interviews)

→ **Comparison with other participants**

→ **Main themes used in data analysis**

BDC = Biographic Data Chronology

TSS = Text Structure Sequentialisation

Appendix 2: Early correspondence with participants

E-mail Request

I am contacting you to discuss the possibility of carrying out a research project on new professionals working in educational contexts. I have already discussed this with your Headteacher and he suggested that you may be able to help.

I have included within this letter, just for your information, an outline of the research proposal, participant information sheet and the participant consent form. As you will see the focus will be on colleagues who are new to working in educational settings and this is my reason for contacting you. ????? informs me that you work with new and trainee teachers and that you would be able to guide me towards suitable participants. I appreciate that you are very busy but it would be helpful if we could meet and discuss the research project as these things always make more sense face to face. This may indeed be the full extent of your involvement as it is the new professional participants who are my main focus but as is the case with main of these projects they can often lead to wider benefits within the setting.

If you feel you could assist me in approaching potential participants then please contact me using any of the 'addresses' below.

Yours sincerely

Alan Bainbridge
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Information for Participant

Dear ?????, can I apologise for the unsolicited intrusion into your working life.

I am contacting you to discuss the possibility of whether you would be able to help me carry out a research project that focuses on new professionals working in educational settings. The focus will be on colleagues who are new to working in educational contexts, these may be new teachers, Learning Mentors, Learning Assistants, or Classroom Assistants etc,. The research will seek to investigate how a psychodynamic understanding of relationships may facilitate an improvement of your practice.

By agreeing to participate, you agree to undertake three biographical interviews, each lasting no more than an hour and usually taking place near the beginning, middle and end of your first two terms in post. In the first interview you will have the opportunity to tell your life story up until getting your present job. In the second you will be asked to re-count some interactions with the students. After each of these interviews you will be provided with a transcript and my interpretation of the important relational themes that have been presented. This information will be discussed at each subsequent interview to ensure the information reflects what it is that you want to say and that I had accurately understood this. The third interview will be more discursive and provide an opportunity to discuss how understanding the relationship between professionals and students may be used to inform and improve practice.

The information you provide is entirely within your discretion and you are not expected to discuss deeply personal or stressful material. If you wish to take part you have the right to withdraw at any time throughout the duration of the project. All interviews will be held in a confidential and undisturbed environment. All written material will be held securely and destroyed after use. Any recordings and electronic records will be held on a password protected computer and destroyed after use. If any information from this research is to be used with an audience beyond the researcher and the participant then the participant shall

be provided with this material. Wider publication or dissemination will only take place with the consent of the participant. This project is being supervised by the University of Kent and is being funded by Canterbury Christ Church University.

If you feel you could assist me in this project then please contact me using any of the 'addresses' below.

Many thanks indeed for your time and consideration.

Alan Bainbridge

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Participant Consent Form

I consent/do not consent (please delete as applicable) to participating in the research project outlined on the Participant Information Sheet.

I confirm that I have been provided with an information sheet regarding this project and have had any questions answered by the researcher. Yes/No (please delete as applicable).

I reserve the right to withdraw at any time during the research process.

I reserve the right to request that any wider dissemination of material that may be attributed to me can only do so with my consent.

Signed: Date:

Name:

Witness signature: Date:

Witness name

Researcher contact details:

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Starting Script

Thank you for agreeing to take part in this research project. There will be a number of interviews and you can continue for as long as you wish. In this first interview I am going to ask you to tell me the story of your life up until getting this post. You can include any material that you wish.

I will be mainly silent during your 'initial telling'. I shall take notes to help me reflect on the interview. After you have finished speaking I may ask you some questions or ask you to tell me a little more about certain aspects.

Do you have any questions?

???? could you please tell me the story of your life up until getting this post.

Appendix 3: Oliver

Appendix title	No.
Gestalt Analysis: LSN Themes	3a
Gestalt Analysis: PDN Themes	3b
Gestalt Analysis: Summary of education related themes	3c
Gestalt Analysis: Situated Subjectivity	3d
Narrative Process Coding System: LSN Overview – Topics/Types table	3e
Narrative Process Coding System: LSN – Topics	3f
Narrative Process Coding System: LSN – Types	3g
Narrative Process Coding System: PDN Overview – Topics/Types table	3h
Narrative Process Coding System: PDN – Topics	3i
Narrative Process Coding System: PDN – Types	3j
Narrative Process Coding System: Summary of LSN/PDN Types	3k
Narrative Process Coding System: Situated Subjectivity	3l
Future-Blind panel: LSN BDC notes	3m
Future-Blind panel: LSN TSS notes	3n
Future-Blind panel: PDN BDC notes	3o
Future-Blind panel: PDN TSS notes	3p
Future-Blind panel: panel Lived Experiences	3q
Future-Blind panel: Overall Situated Subjectivity	3r
Structural Hypothesis/Education Biography	3s
E-mail exchanges	3t

Oliver: Gestalt Analysis

Notes from Life History Narrative Interview

Possible Themes

Concrete thinking:

Oliver has a tendency towards liking things to be clear and organised. He found the perceived disorganisation of the GTP training extremely annoying and was clearly 'disorientated' by his fast-track experience at school. He also claims to be a 'doing' person and prefers practice to theory. His subject and career choice indicate that Oliver tends towards concrete principles and away from the more abstract/esoteric. He chose a degree course with a direct practical application as opposed to a 'pure' academic study.

Control/Agency:

Oliver demonstrates his control by quickly becoming head boy despite not being entirely comfortable at school, he then later 'sabotages' his exams to ensure that he does not attend the same university that previous family members went to. He claims himself to be stubborn and not good at taking orders but can be flexible if the need is made clear. He enjoys being head of small teams (head boy?) as he is able to have an influence on others. (There is also a suggestion that he does not like to follow what others do and can therefore be seen as different)

Risk Taking/Avoiding:

(Likes to be different) Oliver is aware of his limits and avoids being pushed too far ie choice of university (Oxbridge). He avoids promotion at work. Linked to control he enjoys leading small groups where he can exert his control and manage risk. He likes to be different and stand out from his colleagues, ie Head Boy, 'unexpected' university destination.

Also something about careful guarding of boundaries/keeping clearly defined roles.

Oliver: Gestalt Analysis

Notes from Professional Development Narrative Interview

Possible Themes

Concrete/Abstract:

Oliver prefers what is known and can be clearly identified. He does not want to get involved in an endless debate about teaching, rather he wants to be told what to do. He enjoys finding out about his job by doing and not reading about theory. He prefers to 'teach', to tell, but can see the value in pupils exploring.

Small Teams:

Oliver enjoys working in small teams and being able to be supported (positively) by colleagues – this certainly reflects his previous working life, maybe school life as well (independent school, dorms, clubs, sports etc.,).

Risk taking/avoiding:

Careful selection of training school – it resembles his own school experience. Re-take of failed A levels to prove he can still do it. Leaves a second teaching experience post when it gets too difficult/he does not receive positive support. Is offered a full time post but rejects due to 'difficult' change to school day.

Hard Work:

Prepared to work hard to make and impact. Measures himself against others ... compares his success to them. Finds this hard on the GTP as they seldom meet. He sets up high expectations for himself (school, work and GTP). Working hard reduces exposure to risk.

Talks about his own school experiences more.

Relationships are important.

Summary of Gestalt Themes related to educational settings.

Oliver	Control 'life narrative'	Reduce risk (use of intellect)	Favour small teams/close work with colleagues
School	Becomes Head Boy. Sabotages exams to limit uni choice. Can be self reliant.	Uses intellect to be successful. Favours concrete subjects over more abstract	Experiences discomfort in fast-track groups. (not part of supportive team)
University	Avoids demanding 'Oxbridge' and chooses university that does not match the families past	Selects course that does not provide 'too much challenge' also has a vocational focus.	Enjoyed friendship groups and felt able to have fun and step away from family influence.
(City job)	Favoured small teams that he could manage.	Resigned before he felt he would be sacked	Highly successful manager of small financial teams
GTP	Chose a profession that did not represent his family background.	Took time to gather 'evidence' on possible training schools. Select one that most closely matched his own experience.	Values teams within subject departments. Responds to positive close working relationships

Gestalt Summary/Situated Subjectivity

The Gestalt analysis of the life story and professional narratives indicate that Oliver has entered the education profession to 'give something back'. He is a hard working individual who seeks to find meaning and satisfaction in his working life. Oliver is much happier working in small groups and values the relationships and support networks that build up in such teams. There is a tension in Oliver's life between risky or safe behaviours, what is clear though is that he is not adverse to risk but also that he has sufficient agency to protect himself from potentially damaging situations.

Oliver: Life Story Narrative Narrative

Narrative Process Coding System: Summary of Topics/Types

Narrative Topics	No. Lines	Narrative Types		
1. School ⇒ Work history	43	35	4	4
2. Family home	4	4		
3. Reflection on change	2	2		
4. Difficulty of job	10	6	4	
5. Reflection regarding new job	12	4	8	
6. Re-take 'A' Level / Use of Math	12	5	1	6
7. Flunking / Failure	3	3		
8. Not going to Cambridge / Cambridge types	6	1	1	4
9. Birmingham experience	8	5	1	2
10. Fast tracking and effects	15	15		
11. Finding out / Investigating	4	4		
12. Being in control / schools – idea: Schroeders – real (small team)	22	22		
13. Being different	14	8	4	2
14. Redundancy money ⇒ Being worn out	8	8		
15. Rationale for teaching	44	28	15	1
16. Moving on / Don't look back	6	2	4	
17. GTP blues	32	27	3	2
Total Lines	245	125	56	64

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Oliver: Life Story Narrative - NPCS Topics

- School $\Rightarrow$ Job trajectory: 18%
  (9% on school)

- Details of school/university stories: 12%
  - A level retakes
  - 'Deliberate flunking'
  - Avoiding Cambridge
  - Selection of Birmingham

- Stories of old job: 13%
  - Difficulty
  - Being in control of small teams
  - Being different/noticeable

- Finding out/investigating: 20%
  - GTP not focused on this

- Rationale/Fantasy for teaching: 18%

- Reflecting on change: 18%
  - New job
  - Effects of fast tracking
  - Redundancy allowed change
  - Don't look back

- Family/Home life: 2%

= 101%

Oliver: Life Story Narrative - NPCS Types

External: 51%

School – Flunking; University (not Oxbridge) – Uni had no intellectual equals

Career - Financial world $\Rightarrow$ success; small teams; considerable reputation; enjoyed challenges but needed to stay in control; resigned before being sacked

Family (brief) – Father been to Cambridge

New career – Carefully considered; A level retake; disappointment over GTP and 'secret' language of education

Internal: 23%

Loved – Student life; fund manager; being active/practical/investigating; small teams; learning; being different/exotic

Annoyed/Disappointed – A level flunk; incompetence; GTP; being fast tracked

Reflective: 26%

Change of career – No energy to maintain performance; Fund Manager career good but over – had to move on and wanted to give back; can't do nothing

Regretted fast tracking as emotion/intellect did not match – broader I better

Preference for the known/concrete. But taking risks provides an advantage

Oliver: Professional Development Narrative

Narrative Process Coding System: Summary of Topics/Types

Narrative Topics	No. Lines	Narrative Types (Yellow = External)	(Green = Internal)	(Orange = Reflective)
1. Main school experiences - general	29	18	1	10
2. Second school experiences - general	21	6	6	9
3. Lesson general	4			4
4. Workload/Time/Commitment	5		3	2
5. Improvement/Development	5			5
6. Enhancement/AP Development (?)	44	41		3
7. Learning moment opportunities – pupils	13	10	3	1
8. Indicators of success/Tests	8	5	1	2
9. Changing practice – Learning curve	39	27		12
10. Impatience of feedback: Colleagues - Pupils	28	17	2	9
11. Second school experience - Detail	18	12	3	3
12. Feedback from colleagues (negative)	7	6		1
13. Surprises/Expectations	16	12		4
14. Supportive environment/Hardworking colleagues	11	8	1	2
Total Lines	248	162	19	67

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Oliver: Professional Development Narrative - NPCS Topics

- General experience of main school: 15%
  - Lesson detail
  - Workload issues

- Second school experience: 16%
  - Move details
  - Mentoring issues

- Professional development issues: 57%
  - Aware of own development
  - Impatience of professional development days
  - Tests as indicators
  - Need to change practice
  - Importance of constructive feedback
  - Destructive feedback
  - Need for supportive department

- Pupil learning: 12%
  - Moments pupils learn
  - Surprised about motivation

= 100%

Oliver Professional Development Narrative: NPCS Types

External: 65%

Development of professional skills - using guidance from CCCU/mentors; feedback being in small teams; variety of experiences helped (2ish); second schools

Practical advice helps – can be applied. Children's engagement is practical i.e. things to do with them

Internal: 8%

Enjoyed – Team work; subject; seeing pupils learn; success is great; giving time

Frustrated by poor performance

Downside – Lack of empathy (sadistic mentor); system failures

Reflective: 27%

Challenged expectations; pupil engagement; own abilities; how pupils learn; how to be good enough; of curriculum/testing/timetables etc

Difficulty dealing with academic requirement – not concrete enough

Relate importance of feedback for him and pupils

Reliance on both colleagues and environment

Summary on NCPS Narrative Types in Life Story and Professional Development Narratives.

All figures are percentages.

Participant	Narrative Type	Life Story Narrative	Professional Development Narrative	Change
Oliver	External	51	65	+14
	Internal	23	8	-15
	Reflective	26	27	+1

NPCS Summary/Situated Subjectivity.

The analysis of the NPCS narrative types and topics over the life story and professional narratives draws attention to Oliver's ability to maintain a reflective outlook on his experiences. This enables him to collect and consider evidence and act accordingly and for Oliver that is in such a way that he can be 'edgy' and court risk but also that he can still be in control. This analysis suggests that he does this by; increasing the external narrative type to enable him to consider more concrete and pragmatic information; and by reducing the internal narrative type which will protect him from potentially difficult emotions. Ultimately it can be proposed that what Oliver's narrative shows is that he desires to be in control of his own destiny, that is, that he wishes to be in control of his own narrative and therefore have the agency to make the decisions that support this.

Biographical Data of Oliver. BDC 1

Born 1960 in Bristol:

Attended local primary school and then Prep school.

Oliver is seen as well off and whose educational needs are not being met by the local primary school. This may be due to some level of learning difficulty. Being sent to a prep school can be seen as an attempt to remove him from his peers or to follow an established family tradition. Either way it can be assumed that the parents are relatively controlling and assert their wishes onto their children.

Prep school:

Top of the top class and has accelerated curriculum.

Reinforces the possibility that Oliver's needs were not met at primary school and his educational need is being 'gifted and talented'. The parents could still be seen as 'pushy'. He could stay in the public school system or return to the state school once his 'problem' has been addresses The parents could be using the prep school to kick start his career.

Secondary School:

Wins scholarship to top public school.

Oliver could become a 'marked boy' as he has already gained some level of notoriety and there will be considerable assumptions made of his future ... by him and his family.

The future could hold more academic success or some form of rebellion if the route being set out for Oliver is not the one that he wants, so there is a tension between the academic and rebel.

He started off in primary school and may not have the same background as his public school peers and will therefore experience inferiority complex and low self esteem

He enters teaching because he wants to 'give something back.

Accelerated to do O Levels in 1975 and A Levels (Chemistry, Maths and Further Maths) in 1977.

This is very focussed on qualifications and academic success, he sounds driven to succeed. The choice of A Levels is very masculine and the narrative so far is very factual and lacks the quality of a story being told – again may be this is a gender issue. The lack of storying detail could also be due to the length of time ago these events happened. But significantly he does bring this information so it must be seen to have some meaning.

He is likely to enter university and do well. He does not appear to be sporty.

Flunked Further Maths

This chunk surprised the panel it is not what was expected. Oliver would find this failure difficult as he has not had much experience of failure in his life yet – he may not know how to fail.

Could re-sit and pass or decide to follow another route to study.

Did Oxbridge at 17. Flunked Oxbridge.

The narrative has a feeling of going wrong. This is not what was expected by the promising early start and questions arise as to whether he was pushed too hard; was not as able as early success suggested; or that he was now deliberately failing as some act of rebellion. What seemed to be very straight forward is now becoming less clear and this offers a level of intrigue as his early narrative is compelling and 'sucks the listener in'.

17:

Took time out. Went to Birmingham University to study maths, economics and statistics.

This does not sound like the outcome that his parents would have expected when they sent him to prep school. For some reason the narrative is not following a clear pattern. There are questions about if he has given up and is now accepting second best; or indeed, if this is what he really wants to do and therefore is now claiming his own narrative and not the one his parents desired. So the possibilities can be seen as both positive and negative. It is felt that if Oliver is rebelling against a life that he did not wish to follow that this is positive;

but if he is failing as he is found to be lacking then this is negative. There is no clear indication within the panel about how this narrative will play out.

Obtained a 2:1

Whatever the answers to the previous chunk Oliver has stayed at university and obtained a good degree. He can now either decide to work or go travelling – the world seems to be his oyster. There is no apparent route forward yet. It maybe significant that his parents have not been mentioned as he could be pursuing a lifestyle that they did not wish him to follow.

Trained as an actuary.

This is a serious job with much training and potential for influence. The role requires hard work and an ability to work in isolation. Again there is no clear feeling as to whether this is what Oliver wished to do or it was the route he thought he ought to be following. It could be the proper job he always wanted or a stop gap until he found the career he wished to follow.

Early 20's:

Worked as equities fund manager for Prudential.

There is a change in career focus (although still linked to finance) and this may be the job that Oliver really wanted to do. This offers the possibility of rich rewards if successful and a glamorous and exciting lifestyle. It could be now that he is taking control of his life and this is now the first indication of his narrative and not that of others (parents?).

This could now lead to increased success or rapid failure and the sack if he cannot cope in this pressurised environment. Family could become important soon.

Few years later:

Head hunted to work for Phillips and Drew.

Evidently Oliver is very good at his job and is soon head hunted. He has done well and is proud of his achievements and that these have been recognised by others. It is important that Oliver lets me know he has been head hunted and not that he simply obtained this post. He will have feelings of omnipotence and of

being the 'master of his universe'. This being said the job comes with considerable stress and there is potential that he will soon be out of a job. This is a risky lifestyle with a history of short lived careers.

It is felt that this is more likely to be his life choice now and not his parents dream.

Moved to Schroder's after 15 years to head up global equities team.

Not just good at his job but really really good at his job. This significant position confirms his ability not just to successfully carry out the tasks for his job but that he is able to cope with the considerable stress and demands put upon him.

There is some discussion that the narrative is still very factual and external and questions are asked about whether this maybe a defence against the difficult emotional work having to be done. This work could include; having to conform to others expectations; fight his own corner to develop his own narrative; deal with the pressure of the job; trying to reconcile the global lifestyle with his personal life (family life?)

2007:

Offered redundancy and accepted.

Oliver has survived working in a highly demanding position and one that it is assumed he enjoyed. The offer of redundancy is accepted and not seen in a negative light and this may now give him the chance to 'give something back' that was suggested in the first chunk.

His next move could be taking time to travel or get involved in voluntary work. Oliver will engage with something substantial as it is felt that his feelings of omnipotence and positive narcissism will need to be met. He likes to be in control as it may have taken him some years to take control of his life from what others, his parents, wanted for him.

Panel ends here:

Took a few months off:

Went skiing and began to approach local schools. Re-did A Level maths. Passed with an A.

Oliver quickly returns to what could have been a very difficult experience when he was younger – that of flunking his A level. At last he now has the time and money to put the anxieties of the past to rest. These may have been repressed during his successful years working in finance but now once out of the busy world of international travel he has time to repair the past.

Becoming a school teacher will not only provide the opportunity to give back but also to act out his adolescent years when he was struggling to make his voice heard.

Accepted GTP at single sex Grammar school.

Working at a single sex Grammar school is the ideal combination of public schooling and the opportunity to give back. The environment will be very similar to a fee paying school but also have the challenge and kudos of working within the state system. This will be hard work but rewarding as Oliver as he can now reconcile his educational experiences with his own working life.

Situated Subjectivity:

Oliver has obvious academic talent and has used his knowledge to great effect both in education and employment. He has experienced little failure in his life apart from the flunking of A levels and Oxbridge and this was difficult for him to cope with. He has also struggled to live his narrative and remove himself from the influence of his parents – failing at school ma have been one way in which he dealt with this. After his successful career the opportunity arose that would allow him to repair the difficult feelings related to failing and living the life he wished to follow. Oliver is successful and will not be happy with failure and he may assume that he will always be able to control his external world by using his considerable intellect.

Text Structure Sequentialization 1. Oliver.

Early summary:

ok um my name is Oliver I am 48 years old, I was born and grew up in Bristol, I come from a family of 3 children, I am the oldest. I did quite well at school, I started at the local primary school and quickly went into private education, in a prep school just outside Bristol um I, where I was head of school in the top class for, we had accelerated, accelerated movement through the classes, I was in the top class for 2 or 3 years before I left. (e)

I was steered very much towards the sciences and maths, I did double maths and chemistry, um did reasonably well apart from my further maths, which I flunked for some reason, um I did Oxbridge, first term Oxbridge and fourth term Oxbridge but at the time didn't want to go, rebelled, refused to work and unsurprisingly didn't get in. er which was what I wanted in the end (e)

This feels very rushed and very precise. It is delivered in a clear and coherent manner that focuses on facts and external happenings. It is significant that Oliver talks of being 'steered' as this suggests that he did not feel entirely in control of his own destiny. It can be suggested that the flunking of Oxbridge was an act of rebellion against this 'steering'. Oliver is obviously bright and is aware of his ability in relation to others. Also he is able to use his intellect to manipulate his external world as he did in flunking as this may have the impact of changing the direction of the 'steering'.

Oliver is struggling to be in control of his world and he could either comply or rebel in the future.

The flunking of the Maths could be an attack on himself and the bad feelings he has inside.

Family:

Um I'm married, I've got 3 children, the first one is 19, second year medicine, my second daughter is almost 18, in the upper 6th in Sevenoaks and I've got a son who's 15 who's got learning difficulties who's just about to attempt to take GCSEs, probably with relatively little success. (e)

Two of his three children are academically successful. He third has learning difficulties and this could be a motivator for Oliver's eventual decision to go into teaching. Taking on such a role could help him to understand the teaching and learning process

Thinking of change:

Um I had been thinking for sometime about teaching, perhaps as a sort of follow on from my career in the city. (r)

Oliver's time in the city has not been as rewarding as he expected and as such his mind has been moving towards other possible careers. Chunk one and two above would suggest that teaching may be a priority as he has 'unfinished business' here. It could provide the opportunity to deal with both his understanding and feelings surrounding his flunking and his son's learning difficulties.

Career prospects:

I mean I headed up the global equity but I wasn't in senior management, I had no interest in senior management at all. Um...I much preferred doing it but it takes it out of you and there was no way I was going to get to 60 without being fired (e)

um and I have for sometime thought about giving a bit back, luckily I can sort of afford to do that and um this was a good opportunity to just take stock, decide whether I wanted to do it or not to do it, um I certainly wanted to do something else, I knew what I was doing, did it quite well and I like to do new things, learn new things (r)

This is a mixed narrative and provides some insight into Oliver's more vulnerable side. He is successful at his job, although not altogether comfortable with it and there are aspects he does not enjoy at all. He seeks to protect himself from failure (the sack) by taking up the opportunity of redundancy. This suggests that he knows his limits and will protect himself from being pushed to these limits. It also now allows the opportunity to seriously consider giving something back by teaching. Oliver could be aware of his privileged past or as mentioned earlier seek to deal with his own (short lived) academic failure or the difficulties that his son had. Oliver may not have been able to provide the care and attention he would have wished for his son due to the demanding lifestyle his job required.

Planning for GTP:

I really liked the people at Crescent High and I also thought it would be a more challenging school, certainly behaviourally um but I've always been of the view that I wanted to teach further maths and 6th form and that sort of stuff and sort of push the academic envelope if you like, so rightly or wrongly I decided to plump for Forborough. (r)

Oliver feels the need to enter an academic institution and push the academic envelope and this could again be seen as an unconscious attempt to deal with his own earlier academic shortcomings. He is still careful and controlled about what he does and considers options from others possible schools. He is thoughtful and maybe making decisions that will ensure that he will be able to cope with his new role and not be overwhelme

Maths A Level:

I. but you flunked um your further maths.

O: I know which was the one thing that's really annoyed me –

I: oh ok so that's something that you sort of, that's got you depressed but you've carried it for a while, it the back of your mind –

O: yeh it's the back of my mind, I want to prove (r)

- and actually I taught myself further maths again this year, took the A-Level, got an A – (e)

The flunking of the maths is heavily defended. He has carried this in the back of his mind for some time and it has not been ignored but it was the 'one thing that really annoyed' him. Now Oliver has the chance he can deal with it and he retakes the exam and is proud of getting the A. This is told without much feeling or expression.

Flunking Maths:

I: yeh I can imagine yeh, so in some sense you sort of sabotaged, you almost suggested that you deliberately flunked your further maths –

O: (talking over each other) no no, I don't know what happened, one of the papers I thought I was in the wrong exam sort of thing, I obviously hadn't prepared properly or something, it was a disappointment to me, I mean I got an S-Level 1 so I'm good at maths, but for some reason –

I: but it was going to Oxbridge that you decided to circumnavigate

3n

O: I had no interest – (r)

Despite the denial that the flunking had been deliberate this suggests that certainly unconsciously this is exactly what happened. Oliver did not want to be steered in the direction he was been led and therefore he fails the Oxbridge that he had no interest in. Oliver can powerfully manipulate his external world. He has defended himself from this possibility in an attempt to not have to deal with the feelings aroused due to his failure. This will not just be linked to failing but also they will be linked to Oedipal issues of carrying out/not carrying out the parental request.

University Experience:

I: yes yes I can see that, so how were those years in Birmingham

O: oh I enjoyed them, I got drunk and I –

I: you got a 1st?

O: I got a 2:1 actually, I wasn't prepared to work for a first and I'm not bright enough to get a first without working. Um but I got a 2:1 with relatively little work. (r)

I: ok so you had the good time student experience –

O: yeh I loved it, I loved the time but I wouldn't have said it was an intellectual exercise at all – (i)

This could be the beginning of Oliver's own narrative and not that of others. He has gone to a university of his choice and for the first time talks about learning and learning environments as being fun. Although fun, this was not challenging and Oliver easily obtained his qualification; which adds to the notion of Oliver being in control and able to influence events.

Panel ended here:

Fast-Tracking:

yes, so intellectually I was their equal but not emotionally or – and all that kind of stuff, (r)

There are a number of fast-tracking experiences in Oliver's life; at school; being head hunted and now the GTP. These set him apart from others but also provide a number of other challenges where he may not quite feel part of the group. He acknowledges the emotional difficulties, It does emphasise the feeling of separation from others.

Investigating:

O: oh I love investigating things

I: which is – could well be why you're here.

O: it is, of course it is – (r)

This confirms Oliver's desire to be in control and having an effect on his environment. Investigating provides him with the opportunity of trying out ideas and being creative but in a manner that he can manage.

Working patterns:

yeh I don't like taking orders from people, or directions much, and actually funnily enough I think with teaching, that's one of the aspects of teaching that I quite, quite like the thought of and obviously you work in a school (i)

no I love, I really really liked small teams of people, being the head of small teams of people or being part of small teams of people but yes obviously I quite like being head of small teams of people but I don't like being the head of the

bureaucratic monster, it doesn't give me any thrill to put in place policies and (i)

Again this is confirming Oliver's preference to be in control and take charge of situations. This may be a reaction against the early 'steering' he experienced. The attraction to teaching is made clear as he recognises that to a larger extent he will be in control of his working life.

The attraction to small teams evokes comparisons to family life. Oliver seldom mentions his family (which could be linked to the fact he is telling a wholly professional narrative) and the desire to work in small teams may be an attempt to create a family experience in the workplace. Bureaucracy does not appeal to him as this has a tendency to control others and Oliver's likes to be in control of his life.

Being different:

I like to do things that other people don't do (i)

I did continental European equities and there were probably about 40 other people in the city that did the same thing in those days and of those 40 there's some very famous people in the city world (e)

Again this has echoes of re-creating or being sensitive to family structures as the colleagues he identifies with are small discrete groups. Oliver is aware of his abilities and is proud of them although he does not openly boast, he just positions himself within this group of impressive traders. It is still apparent that he like to be in control and this also has the advantage of setting him apart from others as by having his own agency he is able to be different and not conform (re: policy/bureaucracy)

Deciding to 'retire'.

I: but you also said at one point that you took the redundancy before they sacked you –

O: I know that I haven't got the energy to do it properly, I mean I could go and get a job in another company and do it again –

I: but its almost – you would have started to underperform in that sort of –

O: yeh yeh I realised my limitations in that um... (r)

This chunk is possibly 'classic' Oliver, or at least one part of his character. Oliver attempts to be in control of his life and one aspect of this is for him to protect himself from situations or feelings that he will find difficult to manage. The offer of redundancy is made at a time that he is beginning to feel that to maintain the level of success his company would have require he would have to make exceptional efforts. If he could not ensure he had the internal resources to do this then he would fail and be sacked. This is unbearable and therefore he takes the redundancy before this becomes a possibility.

Considering Teaching:

– and I sort of prefer, I prefer with maths that its more exact – (i)

I: a bit more concrete

O: slightly more concrete I think you can probably more easily isolate problems, deal with problems, um improve things and check whether it's actually improving, that was my sort of rather niave thought process. (r)

I: ok well the reality of that we might talk about in the 2nd one –

O: which may be completely different, certainly a lot of the information I have got so far and the way people are trying to teach it, its not quite so cut and dried – (e)

I: no I think we'll discover that in the 2nd interview –

O: and I appreciate that and I can see why that is the case and I think that's good, so its not quite as easy in that sense – (r)

Oliver is aware of the complexity of the teaching environment but has a preference for the known, concrete world. Teaching maths serves this purpose as it has its own clearly set out rules and guidelines and so serves to protect Oliver from the complexity he is about to encounter.

Alternatively teaching maths allows him to return to his adolescent years when he failed/flunked maths and to now be successful but this time following his own agenda.

Moving on:

O: whereas the first time you go, the first ten times you go – oh this is so exciting, stuff to learn –

I: so I think we sort of swapped our careers in a way –

O: it is exactly the same thing –

I: but I still feel – in fact I often sit here thinking, you know I should be back in a school, but I'm not sure –

O: no I think you've got to move on, you've got to –

I: that's it I loved it but I got tired, I got physically tired –

O: I was getting physically tired – (r)

This is a transference moment when Oliver becomes very parental and gives the advice he wishes he had been given, or perhaps was given. The guiding principle here is to move on and not dwell in the past which is very much how Oliver has lived his life, he has continued to do what he wants – possibly against the

opinions of others. Oliver is the father and I am the son receiving advice, which is to move on and not get trapped by the past and in particular don't return to it as there is the potential that I could be overwhelmed. Oliver moves on to protect himself from such possibilities.

GTP thoughts:

I think the GTP course is crap. (i)

I think people are trying everywhere but, its just so disorganised and the amount of stuff that we're given it is unbelievable, somebody who is coming in from outside, I mean I suppose in any profession it's the same, there's loads of acronyms and stuff but for somebody from outside, and I consider myself reasonably bright and very organised, I can't make head or tail of it (e/r)

it's just doing my head in, I want to do a good job and I'm not afraid of hard work but I don't quite know how to do it – (r)

The course is crap because it is too complex and random for Oliver to easily make sense of, in fact it makes him feel as if he will fail again. He feels outside of the group who are in the 'know' and as if they have secret information that is being kept from him. Oliver has a preference for concrete thinking and the GTP is the antithesis of this and could potentially overwhelm him. This will be unlikely as Oliver will protect himself, this time, by determined hard work and taking control of this unruly animal!

Structural Hypothesis:

Oliver likes to be in control of his life and act to ensure that he maintains this control. If he senses that he could be overwhelmed and he will respond by removing himself from the situation or using his considerable internal resource

to protect himself. At some stage of his life he has learnt to take control of his own destiny and this may have been linked to his early public school experiences and reacting to how he was being 'steered'. Oliver is not selfish, rather protective of his own needs and these are more important than those of others, a sort of healthy narcissism. He likes to stand out but again does not brag or draw attention to this and being different one way in which he defines himself. As well as wanting to be different there is also a tension about wanting to be part of a group that does not end up controlling him. There is a preference for small teams that could evoke the experience of family life, where Oliver is in the masculine position of being in charge. By considering teaching he could be attempting to deal with past feelings of failure, while at the same time recognising his privileged start to life by 'giving something back'. Oliver comes across as likeable and fatherly … despite little mention of his family in the narrative.

Biographical (professional) Data of Oliver.

Attends 'core' study days.

These are mentioned early on as they are important to Oliver. They provide an opportunity for him to get in touch with the GTP as being out in school they can all seem a little distant at times. It is good to have these times as the provide an opportunity for learning and comparing experiences.

Jan/Feb 2009:

Demanding workload.

Acknowledges the enormity of the task before him and maybe beginning to question whether he can cope. If he does it will be due his capacity to work hard.

Second Term:

Attends second practice:

The second practice could provide feelings of insecurity, as he has to join a different team. He may experience feelings of failure as his ability to cope with new students will be challenged and this could cause Oliver to question his decision to change professions. He has been use to linear progression so far and the learning/unlearning nature of teaching could provoke anxiety.

Leaves second practice.

For some reason the second practice has not been successful. Oliver has left after two weeks as he has sought to control the situation by removing himself and therefore protecting himself.

He could either find another practice or decide that teaching is not the career for him. This would be the ultimate way to protect himself from the anxiety of entering a new post.

Situated Subjectivity:

1

Oliver protects himself from difficult and demanding situations by either working hard to overcome the difficulties or by taking control by removing himself from the situation. Meeting other colleagues on the GTP is important and maybe linked to finding security in small groups.

Text Structure Sequentialization (professional).
Oliver.

General school experiences:

OK, right there's, let's go, um, well the first thing to say is actually it's been pretty much what I expected. Um, It's been, hard work, it's been, very enjoyable, for the most part, (r)

One, um, as we were just discussing,(pause 3 sec) developing my, what I would say is my professional mathematical skills, which have been, um, helped enormously by the subject days that I've taken part in at Canterbury; Michelle partly, where she's come up with an awful lot of practical ways of enlightening and enriching math's as a subject; which has been, I have implemented, in a number of lessons and generally worked extremely well. (e)

And, um, as I said, Uh, I very much enjoyed the subject developments, the sort of mathematical developments, but I found the theoretical development of how to be a teacher, um, difficult, really. Um, I found it, just a bit theoretical, (i/r)

There is a focus on dealing with the mathematics and not the relationships with pupils. Maths is understandable and reliable in a predictable manner that people are not and therefore dealing with the subject is more likely to create a feeling of being in control. This serves to protect Oliver from dealing with the anxieties related to understanding the complex behaviours of young people. Maybe

protecting himself from relationships. He tends to prefer facts and concrete ways of seeing the world.

Second school experience:

So, I've really enjoyed it. Uh, the one down side, the one thing I have not enjoyed is my second school placement, where I went to Stanton, um, no problem with the school, got on very well with the children, um, but did not get on at all, with my mentor. (i)

Um, who was hypercritical, completely lacking in empathy, a bully, um, and, that is only after two weeks didn't go on to three weeks, because we were getting nowhere. (e)

It showed me more than anything else you need just how dependant you are on your colleagues actually, and your environment, to, to make progress in what is quite a tricky profession, (r)

There appears to be a very business like approach to the second school as the cost/benefits were considered the cost out weighed the benefits and so he left. Again, this can be seen as a protective mechanism and prevents him having to carry out any more work in an environment that is not conducive to his needs. Oliver is in control here and leaves when he decides the experience is not valuable. Interestingly it is the relationship with the mentor that provides the source of difficulty and they are seen as bullying and hypercritical. It is the relationship with the adults that has proved more problematic as the work with the young people was felt to be successful. This emphasizes the importance for Oliver to feel valued and part of a team. This also brings to mind the role of the family and maybe linked to Oliver's early educational experiences.

Lesson feedback:

Um, I did good lessons, I did bad lessons, um, and I quite like the immediate feedback, actually. You sort of know when they're good or they're bad. Um, and that's either gratifying or rather sort of disappointing by the same token, but at least you can do something about it next time around. UM, so I've learnt a hell of a lot. (r)

Oliver's willingness to learn is exposed here as he does not mind if the feedback is good or bad, as long as it comes in time for him to learn from it and do something about it. He is a man on a mission here and does not want to hang around. He is focused and motivated to get it right. This does suggest that he is able to contain both good and bad feelings (depressive position) but in this situation he is reliant on others to provide him with feedback. This is not so clear cut as the world of maths and the financial markets and could be the source of future anxiety as he is not in control of the situation.

Workload:

Um (pause 3 sec) and, I've given up my time pretty freely, I'm up to well over 70% of a full work load. It's easing off a bit now, as we're moving into exams season, so it's a bit more revision, you know, working through questions, which is a lot less onerous at last, particularly last term, (i)

January, February, um, yeah, it was really tough at times, the work load, getting everything done, but ultimately extremely rewarding. So, I'm very happy with it (r)

This confirms Oliver's pattern for dealing with difficult problems by working hard and his ability to cope with hard work. He seems proud of being able to 'give his time freely'. His ability to work hard enables him to maintain his control of events. There could also be a alternative hypothesis in that the narrative presented is overly positive as a defence against the very real problems he is encountering.

Development:

Uh, what else can I say?, I'm making progress, and by no means the finished article (r)

This sounds very matter of fact and business like and is quite brief and to the point. The feeling in the panel was that this presented a sort of 'stop fussing/moaning about things, just deal with them'. Reminiscent of the Battle of Waterloo being won on the fields of Eton ... put up and shut up and just get on with it. There is something stoical and resilient about this chunk but this of course could defend against anxiety.

Professional development:

She um, was very good, I think at what ever time we went there; it was all about enriching, so it was all about particular part of teaching, you know, doing my math's, to sort of computer programming which is (inaudible) not really bringing ICT into the classroom. ICT is bringing in tools that allow children to fiddle and discover for themselves, and so you know we went through the autograph and 'geogibra (?) and Etchgraph ? with a couple of other sort of packages, free packages, (e)

I: You use the word that it was enriching so I'm going to push it on, how it became enriching?
O: Because, because it, it enabled them to discover for themselves (r)

This reinforces the notion of Oliver having a preference for concrete solutions as he focuses on how these ICT packages can be used in the classroom. Such packages help him to deal with the complexity of the learning situation and interestingly he sees them as a tool to enable children to explore and discover. Such resources therefore serve two purposes; they protect Oliver from engaging in the difficult work of considering how the children learn; while at the same

time facilitate the pupil's learning in a way that Oliver approves. Oliver enjoys discovery and learning but this is an individual process and not a group one.

Pupil's learning:

O: Yeah, it's um, very satisfying, um,' cause you can tell that they're learning ?
I: Right:
O: And um, enjoying it
I: Right
O: And wanted to come back for more. (i)

I: Can I just push a bit more, you can tell they're learning, what is it that they ask?
O: They ask, (pause 2 sec) proper questions, mathematical questions, you can hear them talking about math's rather than (pause 2 sec) whatever it is
I:Sure
O: Some tittle-tattle, uh, just the whole thing is focused on math's syllabus, that's very satisfactory to me
I: So that, that seems to be the shift for you, that suddenly they're using the math's vocabulary, in what they're doing
O: Yeah
I: It doesn't seem forced, it seems quite natural
O: No, natural, they are actually interested in what they do,
I: Yeah
O: effort change, um, say um (e)
I: And that is good for you? When that, when that happens?

O: Yeah definitely, well I feel I succeeded (r)

The evidence for learning comes from using mathematics vocabulary correctly, this is what Oliver wants his pupils to be able to achieve. The naming and the use of language is more important than the process as this is what Oliver finds easier to understand and is more comfortable with concrete knowns.

Panel ended here:

Success indicators:

O: (inaudible) External exams, you've got to have internal tests. If a class does well,
I: OK
O: particularly relative to other sets, that's very
I: Right
O: It's satisfying, 'cause you think you've managed to convey some points that they've taken on board. Um, And conversely, if they don't, and I did hear that year eights did not do particularly well
I: Right (e)

O: That's very demoralizing, 'cause you know ?
I: Is that, you'd done it wrong? (i)

O: In that particular year what I'd done wrong was I hadn't really taken them through revision or that was the first one I did. (r)

External measurable indicators are used to judge performance and this is not surprising considering Oliver's inclination towards concrete processes. This is also how he measures his own performance and particularly in relation to other colleagues. Success is seen as relative others and not something that can be judged against his own performance.

Learning curve:

O: There are, I certainly found when I started, I wanted to dot the I's, cross the T's, to, you know, prepare for every eventuality, and in whatever direction you went

I: Yes

O: And all sorts of stuff, and I think as you gain confidence, and as you gain experience, you're more able to go with the flow (r)

I: Right

O: And deal with that, and then I think what also helps dramatically is you begin to repeat things

I: OK

O: It's mathematics, I dunno about other subjects, but mathematics is quite circular, you see what's coming, (e)

Mathematics provides a predictable route to judging learning, both his and the pupil's. As Oliver becomes more confident he also is becoming more reflective and comments such as 'go with the flow' would not have been expected earlier. This adds some evidence to Oliver's need for concrete processes earlier in his experience as these serve to protect him. Only when his confidence rises does he feel capable of considering wider options and 'going with the flow'.

Receiving feedback:

O: well, as I said, I mean well, they clearly enjoyed it, you think 'that's great'

I: yeah (e)

O: Its good for them, its good for me and conversely when they're bored or

I: Yeah

O: Tetchy whatever, you think, um, I just got to think, Its good for you, um, (r)

but it also makes me, a bit frustrated in the sense that, could I have done it better, or I regret that I said it in that way (i)

I: Yeah

O: I wasn't clearer in my explanation, um, I wish I could rewind the clock and do it again, but again, you get the opportunity to do it again

I: Yes, Yes

O: Not with the same class immediately, but with other classes, and I find I learn quite a lot from that (e)

Emphasises the desire to get his practice right and immediate feedback serves to facilitate this. The regular repetition that happens in school teaching does allow Oliver the opportunity to deal with past mistakes and it can be suggested that this is something he has always wished to do.

Second school experience:

O: Um to make things difficult for me actually, and um this combined with the hypercritical approach to appraisal

I: Right (E)

O: Um, didn't lead to a very happy situation

I: OK,

O: But actually, when I got it, I learnt a lot from it, funnily enough, (r)

um, and when I look back and look at the lessons I prepared I was quite proud of them, even though I never got

I: (background noise) Right

O: Positive feedback whatsoever (i)

Re-affirms the need for constructive advice and if this cannot be given it is not worth it, in fact it is not worth Oliver's time and so he left and has little respect for this individual. But he has gained from his experience, which further emphasizes his ability to control situations and get out of them something of value for himself. Oliver does not left himself down.

Poor mentoring:

I: And he clearly communicated that to you?
O: Oh yeah.
I: Right, I mean how?
O: It's too tedious, sort of, just negatively, you know, you've been in the role yourself it doesn't even have to be a teaching role, (e)

if you're continually put down you begin to lose your confidence
I: Yes, Right (r)
Poor quality experience are not worth the time of day. He dismisses them and protects himself from any damage they could do to him.

Surprises:

O: I just had an expectation that more of them would want to learn
I: Right
O: And, um. Be better organized about what courses, what's in the course

I: Right

O: How we're getting through it, um just simple things like you know, you give them an exercise

and invariably 10 to 20% of them can't be bothered to read the instructions or don't understand the instructions and they have to be repeated
I: Right

O: When it's written down in front of them and I've already told them, um which has been a bit of a surprise for me.
I: OK (e)

O: I guess (inaudible) 'cause I'm self generating in that way (r)

Confirms Oliver's capacity for hard work and his expectation that others would behave in the same way. Oliver is also self generating as he seems to be able to motivate himself and again, expect others to do so.

Supportive colleagues:

I: And you found you're colleagues here very supportive? From what you've said
NP: Yeah really good, really excellent and um, you know every body seems to really want to do a good job by and large

I: Right
NP: m, they work, you know, many more hours than they should do, um, graciously
I: Graciously?
NP: Yes, by and large. So it's felt a bit like being where I was before with people who really wanted to do a good job (e)

I: And that relationship with the mentor?
NP: Just didn't work

I: Yeah
NP: And you know it's not just their fault, I'm sure part of it is my fault, but um, it was just the situation (r)

Small teams evoke family constructions and Oliver enjoys being part of these supportive environments.

Structural Hypothesis:
Oliver is a stoical character and he employs many techniques to protect himself from being overwhelmed by events. He has a capacity to work hard to overcome external difficulties and an expectation that others will also think in this way. Teams that work hard are good places to be and are felt to be supportive and may evoke family constellations. Oliver will also make decision based on cost/benefit analysis and if he perceives that he is not gaining something from a situation he will take control and remove himself. Oliver is very self-protective. He sees learning as a lone journey of discovery and enjoys the learning process himself. Oliver has Kleinian depressive and paranoid schizoid tendencies as he prefers concrete processes and likes to know about his performance as soon as possible. But he also had developed a more depressive approach once he begins to feel that he is successful. The regular repeated cycles of activity in schools provides the ideal opportunity for Oliver to learn his practice. This suggests that the anxieties of learning to teach evoke early anxieties of his own learning experiences. Only once he had some level of success does he feel 'grown up' enough to be able to accept the wider complexities of teaching and learning. He has a tendency to judge his performance against others. Oliver's early public school experiences may have led him to develop narcissistic behaviours that enable him to look after himself despite how others may be responding around him.

Summary of Future-Blind Panel Lived Experiences

LSN – BDC 1

Lived Experiences:

Oliver has obvious academic talent and has used his knowledge to great effect both in education and employment. He has experienced little failure in his life apart from the flunking of A levels and Oxbridge and this was difficult for him to cope with. He has also struggled to live his narrative and remove himself from the influence of his parents – failing at school ma have been one way in which he dealt with this. After his successful career the opportunity arose that would allow him to repair the difficult feelings related to failing and living the life he wished to follow. Oliver is successful and will not be happy with failure and he may assume that he will always be able to control his external world by using his considerable intellect.

LSN - TSS 1

Lived Experiences:

Oliver likes to be in control of his life and act to ensure that he maintains this control. If he senses that he could be overwhelmed and he will respond by removing himself from the situation or using his considerable internal resource to protect himself. At some stage of his life he has learnt to take control of his own destiny and this may have been linked to his early public school experiences and reacting to how he was being 'steered'. Oliver is not selfish, rather protective of his own needs and these are more important than those of others, a sort of healthy narcissism. He likes to stand out but again does not brag or draw attention to this and being different one way in which he defines himself. As well as wanting to be different there is also a tension about wanting to be part of a group that does not end up controlling him. There is a preference for small teams that could evoke the experience of family life, where Oliver is in the masculine position of being in charge. By considering teaching he could be attempting to deal with past feelings of failure, while at the same time recognising his privileged start to life by 'giving something back'. Oliver comes across as likeable and fatherly ... despite little mention of his family in the narrative.

PDN – BDC 2

Lived Experiences:

Oliver protects himself from difficult and demanding situations by either working hard to overcome the difficulties or by taking control by removing himself from the situation. Meeting other colleagues on the GTP is important and maybe linked to finding security in small groups.

PDN - TSS 2

Lived Experiences:

Oliver is a stoical character and he employs many techniques to protect himself from being overwhelmed by events. He has a capacity to work hard to overcome external difficulties and an expectation that others will also think in this way. Teams that work hard are good places to be and are felt to be supportive and may evoke family constellations. Oliver will also make decision based on cost/benefit analysis and if he perceives that he is not gaining something from a situation he will take control and remove himself. Oliver is very self-protective. He sees learning as a lone journey of discovery and enjoys the learning process himself. Oliver has Kleinian depressive and paranoid schizoid tendencies as he prefers concrete processes and likes to know about his performance as soon as possible. But he also had developed a more depressive approach once he begins to feel that he is successful. The regular repeated cycles of activity in schools provides the ideal opportunity for Oliver to learn his practice. This suggests that the anxieties of learning to teach evoke early anxieties of his own learning experiences. Only once he had some level of success does he feel 'grown up' enough to be able to accept the wider complexities of teaching and learning. He has a tendency to judge his performance against others. Oliver's early public school experiences may have led him to develop narcissistic behaviours that enable him to look after himself despite how others may be responding around him.

Future-Blind Summary/Situated Subjectivity.

The future-blind analysis has confirmed many of the characteristics already identified in the Gestalt and NPCS analysis, it does however draw attention to a number of novel nuances. Oliver's desire to be in control is well documented but what is now added is the notion of how this control is operationalised. It is suggested that the motivation to be in control is associated with Oliver's desire to claim and manage his own life narrative and indicates his desire to decide what life courses are best for him. He uses his considerable intellect to consider what actions to take and will actively avoid situations that may put him at too great a risk. His preference for working in small teams is thought to relate to a need to have clear roles and boundaries and to be supported by empathic and respectful relationships and that this may possibly represent family settings. Finally, Oliver's return to an educational setting is not just seen as a chance to 'give back' but also to 'get something back' as he can use this time to compensate for the failures and disappointments of his own schooling.

Oliver's Structural Hypothesis/Education Biography.

As a result of using three techniques to analyse Oliver's narrative it is possible to offer a summary of how he relates to his external education world.

- Oliver seeks to claim and control his own identity by maintaining a coherent narrative that reflects his desire and not those of others.

- Oliver uses his intellect to reflect on and analyse situations to ensure that he can remain in control and is not exposed to overwhelming threats or anxiety.

- He enjoys working in small teams where roles are clear and effective relationships can be developed.

- Entering the education profession may have as much to do with 'getting something back' as it has with 'giving something back'.

Mon 06/10/2008 13:18

Alan,

I would be very willing to be a guinea pig if you think a GTP would have sufficient knowledge/understanding to help.

Regards
Oliver

Hi Oliver, Excellent, sounds promising. Where are you based? I have attached a fairly formal information sheet. let me know if you are interested in taking part.

Thanks

Alan

---

14 October 2008 09:18

Alan,

Apologies for the tardiness of my reply.

Yes I would be very happy to volunteer. I am based at Forbridge Grammar School but come to TTU fairly regularly for my Maths Core Days.

What would suit you as regards meeting up?

Best

Oliver

Hi, Thanks for that. Let me know when you next core days are. If that does not work I'm happy to suggest some dates I could come to Forbridge.

Regards,

Alan

Tue 14/10/2008 12:09

Am in Canterbury, with spare time (generally post 3.30/3.45), on:

12th Nov
24th Nov
12th Jan
30th Jan

26th Feb
12th Mar

What would suit you?
Oliver

Dear Oliver, Many thanks for taking part in the first round of
interviews for my research project. I need to organise the second
interview and as usual the working life does not make this as easy as I would
have wished.

Could you look at the dates below and let me know which ones work the
best for you. If you have a certain time of the week that is useful
for you then by all means let me know that and I will see if I can fit that
in.
The best days for after school sessions are Tuesdays and Wednesdays
and then after the Easter break I gain much more time during the day.

Thursday 19th March until 1 O clock
Friday 20th March until 1 O clock
Wednesday 25th March after school
Thursday 27th March after school
Monday 30th march until 12.
Tuesday 31st March anytime.

Wednesday 1st April after school
Thursday 2nd April before 1

Week beginning 27th April anytime
Week beginning 11th May anytime.

Of course it may be easier for you to dovetail an interview the next
time you are on the campus, let me know either way.

Sorry if that looks a bit daunting but at least it highlights the
possible meeting times.

I am extremely grateful for your indulgence and look forward to
meeting up again.

Warm regards

Alan

Thu 05/02/2009 07:58

Dear Alan,

I'm afraid the only dates left in my Maths course when I am coming to
Canterbury and so it may be easier to meet are:

Thurs 26th Feb

Fri 13th March

These don't really match up with the timings you have given!

Otherwise I am always free after school here and have the occaisional free period.

What do you want to do?

Kind regards
Oliver

Dear Oliver, As always I must start by thanking you for your willingness to participate and to generously give your time. Thank you very much indeed for your forbearance so far.

If possible I would like to have another meeting before the school year ends. Not so much an interview this time but more an opportunity for me to share my analysis of the two previous interviews. We will need about an hour to give ourselves enough time and this could be after school or during the day if that is possible. I have listed my availability below.

Mon 29th June. Between 10.30 and 2
Wed 1st July. All day
Tuesday 7th July onwards. Any day.

I am also around for all of July from the 7th onwards and throughout August. If this flexibility helps and does not intrude into your well earned break too much it may provide an opportunity to meet with time being so tight.

Let me know your thoughts.

Many thanks for your support so far.

Alan

Sun 07/06/2009 09:46

How about 1.30 to 2.30 on Wed 1st?

Oliver

Hi, thanks for getting back. This may work. I am seeing someone else in Folkestone and should be finished by 12.30, so I may not quite make 1.30 in Tonbridge ... is the 2.30 finish flexible?

Thanks

Alan

Dear Oliver, I trust you have had a restful summer break and that this term has not been too demanding.

I would be interested in another interview if that is possible. I would like this one to be even more discursive than the last and build on some of the themes we brought up at that meeting.

If you are willing to continue to take part then simply let me know a good time to come to you. I am available most days between now and the end of term and the best after school day for me is Tuesday, although with a little planning I could do a Monday, Wednesday or Thursday.

Looking forward to hearing from you.

Warm regards.

Alan

Sun 04/10/2009 19:39

Alan

Very happy to continue.

Good summer but I have to say working pretty hard since we have been back! After school is a little tough at the moment due to planning, parent evenings etc.
We have a funny half term due to moving buildings - Wed or Thurs 4th/5th November would be good probably during the day - certainly after school hours. Any good?
Otherwise after half term things should calm down a bit

Kind regards
Oliver

Appendix 4: Lucy

Appendix title	No.
Gestalt Analysis: LSN Themes	4a
Gestalt Analysis: PDN Themes	4b
Gestalt Analysis: Summary of education related themes	4c
Gestalt Analysis: Situated Subjectivity	4d
Narrative Process Coding System: LSN Overview – Topics/Types table	4e
Narrative Process Coding System: LSN – Topics	4f
Narrative Process Coding System: LSN – Types	4g
Narrative Process Coding System: PDN Overview – Topics/Types table	4h
Narrative Process Coding System: PDN – Topics	4i
Narrative Process Coding System: PDN – Types	4j
Narrative Process Coding System: Summary of LSN/PDN Types	4k
Narrative Process Coding System: Situated Subjectivity	4l
Future-Blind panel: panel Lived Experiences	4m
Future-Blind panel: Overall Situated Subjectivity	4n
Structural Hypothesis/Education Biography	4o
E-mail exchanges	4p

Lucy: Gestalt Analysis

Notes from Life History Narrative Interview

Possible Themes

Search for experience/meaning:

Puts herself in demanding situations. School initially dismissed. Hard work travelling in UK and abroad (horses and boats). Lives in 'meaningful' travelling communities. Challenging university course (again with overseas experience). Experiences are important to her and this is what she craves – she enjoys hard work. Tension between physical and academic challenge.

Protects herself/leaves situations:

Doesn't engage if activities have little meaning ie academic schoolwork but it active in sport. Leaves home for overseas experience. Pragmatic, if something does not work then move on. Also returns home when life gets difficult, ie travelling relationships. Life seems to be full of compromises. She is aware of the level of support she needs and will ask for it ie returning home/travelling community/work colleagues.

Risk Taking/Pushing Boundaries:

Strange mix between having a very boundaried/structured life and wanting to take risks. Almost a mix of the two themes above. She requires clear rules and has these in sport, travelling community, principles ie 'the importance of experience' but also tries to push these. The sense is that Lucy is trying to see how far she can push boundaries, hence her need for experiences.

Lucy is 'searching' for something that gives her life meaning. She only knows what she can manage when she has pushed herself to the point of failure.

Lucy: Gestalt Analysis

Notes from Professional Development Narrative Interview

Possible Themes

Exploration/Challenges:

Puts herself in difficult situations ie asks for more difficult groups. Is dismissive about the lack of challenge in school – sees mainstream education as offering little. She enjoys the hard work and sees respect as being earnt.

Protecting herself:

Expects others to offer support ie senior management team. Removes herself if the pressure gets too much – resign from post. Removed herself from the country/university course. Aligns with the difficult pupils so she is not linked to the 'deceit' offered by the school

Risk taking/avoiding:

Places herself with the most challenging pupils but expects help from others (leaves when this is not forthcoming). Pushes boundaries from her interview ie use of Lucy or 'Miss'. Decides against teaching as a career. Has problems with authority and seems unwilling to accept school rules – this avoids being responsible for discipline etc in school.

Is suspicious of deceit ie the school saying one thing but doing another.

Summary of Gestalt Themes related to educational settings.

	Taking risks/pushing boundaries	Experiences give meaning	Protects self: leaves or sets up firm boundaries
School	Was a 'live wire'. Rejected academic side of school but enthusiastic in sports	Little is said about school (academic), suggests this has offered her few experiences.	Does not engage in academia but invests in sports
Gap year	Leaves home and travels alone (very unusual at this time). Moves away from influence and support of family	Takes on physically demanding jobs; stable 'boy' and deck hand. 'Most formative experience of her life	Chooses a 'safe' country (Aus). Stays with physical experiences (link to sport)
University	Pushes for 1st class degree. Experiences over burden – has breakdown.	Goes abroad to 'experience' America'	Disappointed in US 'hypocrisy'. Unable to cope with course on return and leaves early
TA role	Unwilling to accept dress code, discipline procedures and being called 'Miss'.	Disappointed in school experience for pupils. Asks for more challenging groups	Unable to cope with challenging groups and lack of support so resigns two terms in.

Gestalt Summary – Situated subjectivity

Lucy is thoughtful and introspective. She appears to put herself in to challenging situations in an endeavour to identify how she will cope and what her boundaries are. This leads Lucy to seek out experiences that enable her to take risks to test her limits (reality). The seeking out of these experiences has also enabled her to continue a search for fulfilling experiences. She has a clear moral code and seeks meaningful experiences that allow her to live by her values and beliefs. There is a tension between trying to live a 'free' travelling life while at the same time adhering to conventional views. Lucy is very protective of the boundaries she sets up and will protect these even if this means leaving a situation.

Lucy: Life Story Narrative

Narrative Topics	No. Lines	Narrative Types		
1. 'Did' school	2		2	
2. Tour Australia	11	6	1	4
3. Study in US	10	5	2	3
4. Uni ⇒ Breakdown	12	7	5	
5. Irish travels	6	6		
6. Dover	2	1	1	
7. Hereford, new partner and children, life in Spain/Past	25	21	4	
8. Decision to return home	29	10	19	
9. Reinvestigating 'this person' (finding satisfactory work) for adults and children	36	10	3	23
10. Dilemmas/Advantages of teaching in Folkestone (coming off the road)	36	10	1	25
11. Life with travelers	23	9	1	13
12. Adjusting to school rules	9	1	8	
13. Tension put on relationship	8	4	4	
14. Challenge and limits of coping	31	19	12	
15. Rationale for year out	23	11	12	
16. Future life possibilities	20	6	2	10
Total number of lines	283	103	33	147

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Lucy: Life Story Narrative - Narrative Topics

- Own school career/study career: 8%
  - Did school
  - Study in USA
  - University and breakdown (pushing for 1st)

- Travelling: 31%
  - To test/prove (Australia)
  - Ireland
  - Bought truck (Dover)
  - Hereford/Spain/Port (new partner)
  - Description of lifestyle
  - Rationale

- Returning/Dilemmas of not travelling: 45%
  - Decisions to return home
  - Need to find satisfying
  - Pros and cons of becoming a teacher
  - Relationship tensions
  - Future possibilities

- Dilemmas in new post: 14%
  - Adjust to school rules
  - Knowledge of ability to cope or not

= 98%

Lucy: Life Story Narrative - Narrative Types

External: 36%

School rapidly 'dealt with'

Older pupil inspired the idea of year out ⇒ Australia, to test self working with horses and boats

Continued to travel after Uni breakdown – US/Hereford ⇒ Spain etc. Travelling life with various jobs, living in alternative communities

Two children/work hard to find/parents led to return home and live in a house

Internal: 12%

Can love and hate hard work

Loved travelling and trucks; life in Spain/Portugal (tears over missing it). This was a fantastic life but did not pay

'New' life is creating stress

Acknowledges she will protect herself from too much stress – she knows her limits.

Reflective: 52%

Travelling experiences were defining i.e. hard graft as a deckhand; US provided a culture shock; travelling provides a freedom and 'different realities'; is not 'head work'

Return to UK/teaching; need to engage in 'head work' – less physical work; needs of children; parents/grandparents; still not sure if this was really wanted

Being a TA has tensions; need to meet everyone's needs; has good hours; dealing with school rules (She struggles to deal with the tensions between her needs and those of others)

Teaching is a mobile profession. Also financially worth considering

= 100%

Lucy: Professional Development Narrative Chart

Narrative Topics	No. Lines	Narrative Types (External / Internal / Reflective)		
1. Summary – why not stay in school	8			8
2. Working in 'Engagement' programme	23	17	4	2
3. Reason for resigning	8		2	6
4. Views on education	41	8	5	28
5. Rule breaking – not being called 'Miss'/Setting apart	19	1	2	16
6. Hairspray incident	23	12		11
7. Why children 'kick off'	20	16		4
8. Calling 'Miss'/Respect	5			5
9. Engagement room experience	47	38	4	5
10. Comparison with new role	9	3		6
11. Problems in school (two-faced)	1	8		3
12. Two-faced schools (how to find a good one)	9	1		8
13. Schools are for children not putting on an appearance	10			10
14. What was learned	6			6
Total number of lines	267	109	17	119

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Lucy: Professional Development Narrative - Narrative Topics

- Rationale for resigning: 44%
    - Summary
    - Reasons
    - Different views on education
    - Not being called 'Miss'
    - Comparison with new role
    - Two-faced management (say one thing do another)
    - Something was learned

- Sympathy/Understanding for children: 12%
    - Why they 'kick off'
    - Schools are for children

- Details of working life: 38%
    - 'Enagagement project'
    - Hairspray incident

- Dilemma of own children's education: 6%
    - Decisions to return home
    - Need to find satisfying
    - Pros and cons of becoming a teacher
    - Relationship tensions
    - Future possibilities

= 100%

Lucy: Professional Development Narrative - Narrative Types

External: 44%

Details of the 'Engagement Programme'; staffing issues; pupil issues; rooming issues; lack of support; unrealistic expectations – issues resulting in resignation

Details of interview – including use of name

Details of school putting on a 'show' for parents

Details of 'incidents' i.e. hairspray in face/girl with bad legs – felt got no support

GCSE were dull /no challenge – led to difficulties in the classroom

Internal: 7%

Enjoyed working with older children

Despite difficulties the experience is still positive

Engagement programme; terrified/horrified/frustrating/hard to talk about; no one listened – pleaded with headteacher

Didn't like being called 'Miss'

Reflective: 49%

Realisation that mainstream schooling is not for her

Understanding of kids bad behaviour; 'respects' them standing up; lessons are dull, lack challenge and get bored

Could not cope with inconsistencies in school management/felt staff put themselves above kids – she could not do this

The new role has respect; she is called Lucy

Fears for her own children in school

= 100%

Summary on NCPS Narrative Types in Life Story and Professional Development Narratives.

All figures are percentages.

Participant	Narrative Type	Life Story Narrative	Professional Development Narrative	Change
Lucy	External	36	44	+8
	Internal	12	7	-5
	Reflective	52	49	-3

NPCS Summary - situated subjectivity

Lucy's narrative is very stable and alters little between the Life History and Professional Narratives. She is very reflective but uses mainly external narrative types to facilitate her reflections. This became clear as she was very willing to take part in the project and offer further interviews and used the process to review her own experiences. She provides lots of external details to rationalise her travelling life and the subsequent return to work as well as her reasons for resigning from her teaching assistant post. It is argued that this protects her from recognising and engaging with more difficult emotional responses. Lucy seems to seek life experiences to confirm how she feels and it is only when events become either difficult or very enjoyable is she able to recognise these.

Lucy: Future-blind panel Lived Experience Hypotheses

BDC 1

Lucy is an adventurer, she seeks out experiences to test herself. This means she often comes across as rebellious or naughty and yet the group do not feel that she is a bad person. Her rebellion may be linked to being very independent, or at least trying to be independent. There is a suggestion that she is attempting to reduce the influence of her parents in her life. She does sound as though she is intelligent despite lack of academic success – question why she struggles to deal with education. There is an element of fantasy about her life – she is relatively naïve. Does she push herself to set up failure so that she can be rescued by others. Not sure what she is 'seeking' – is it excitement or a more clearly boundaried and structured life.

Dreamer/fantasist?

Unhappy at school?

Independent/dependent?

Adventure/conformity?

TSS 1

Lucy sets out to gather experiences as she seems willing to get involved and do risky activities like travelling. She is determined with lots of high-minded principles. She comes across as strong and single-minded and independent. Does her willingness to travel and seek other experiences suggest dissatisfaction with her own life? Of course she could be from a wealthy family and simply wants to have fun and ignore the consequences. Yet she is also scared and wants to be cared for. She keeps a distance between her and her family and yet returns to

them when her life is difficult. Could home life be frustrating and constrict her? It does not quite make sense why she puts herself at risk as it is not clear if she enjoys this. She may lack confidence and 'over-compensate' to hide this – some wondered about her mental health. She seems too 'flighty' and her life seems to be full of contradictions. Who is she trying to impress? Herself, parents, ... me?

BDC 2

Returned to education to repair something – maybe develop friendships or have an impact on children's lives. The challenge of the post appeals to her. She is excited about the opportunities being a TA offers but find the rules and lack of aspiration difficult. She is ultimately frustrated by education and the lack of support it offers to her or the pupils but she does put herself in situations where she will be stretched – what does she expect (naïve). She wants boundaries but then doesn't ie children contained but she can make her own rules. She finally leaves when she cannot cope – this is quite a childish response. Has she been testing herself to see what she can cope with?

Lucy offers a contrast of free spirit and yet clear moral code with 'rules'.

TSS 2

Lucy appears naïve as she has put herself into a 'no win' situation from very early on – did she really expect the school to agree with her? She appears to put herself into situations that challenge her and find out whether she can cope or not. If not she blames others and not herself. She seem disillutioned with school yet entered the setting again she could be planning to build a relationship with

school settings again. School does not seem important. She has an affinity with the difficult pupils and this reflects her own experience and she is disappointed by the hypocrisy of education. She is sceptical about authority and hierarchies. The site (education) is full of expectations but it is not sure what these are, she maybe seeking approval from her parents. Lucy has a high moral code and tries to live by these standards but she also seems to provide a 'free-spirit' story. She finally settled when she felt she was being listened to and respected.

Future-Blind Summary – Situated subjectivity

Lucy has been on a quest to take risks and test her self in order to identify what her boundaries and limits are. She has struggled with a desire to push boundaries and be unconventional while also being aware of the need to conform. Ultimately Lucy cannot conform if her own values are put at risk. If she engages with such situations she will leave rather than compromise what she believes in. She has had an ambivalent school experience but her university career suggests that she regards education as being important. This may have led her back into an educational setting where she can engage in activities (experiences) that can correct her own earlier ones that at the time were not satisfying.

Lucy's Structural Hypothesis

- Lucy takes risks by pushing boundaries to provide a connection with reality (honesty) and identify what she can/cannot manage.

- Lucy seeks experiences to provide her with meanings that are satisfying and match her values.

- Once she has identified the limits to her boundaries she will not threaten them and will protect her self by leaving situations.

- Travelling and returning to work in education allows Lucy to live a more risky life than her parents/teachers allowed her. She 'acts this out' in her empathy with the difficult students in her care.

Lucy E-mail

Hi Lucy,
Forgive for this question out of the blue. I have been wondering about what 'sort of pupil you were at school'. Is it possible for you just to give a brief idea - no long essay, just a few lines. Hints: good/bad; quiet/loud; bored/excited.

As always many thanks for what-ever you do.

How is it going in Folkestone?

Alan

Hi Alan,

Folkestone is great,still, challenging no less, but I am gaining in confidence and enjoying it.

As to what sort of pupil - I take it you mean secondary, as I have little memory of primary school - I was predominantly a good all-rounder. I managed my work well, had fun, played up, got into trouble (quite a bit in the early years!). I was very good at sport and captained most of the sports teams throughout my 7 years, and this assuaged some of my problems behaviourally with the staff (sporting school you see!). One school report I remember called me 'effervescent' - and that about summed me up, lots of energy constantly bubbling up, not always in the 'right' way!

Hope that suffices!
All the best
Lucy

Lucy E-mail

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Hope that suffices!
All the best
Lucy

Appendix 5: Sophie

Appendix title	No.
Gestalt Analysis: LSN Themes	5a
Gestalt Analysis: PDN Themes	5b
Gestalt Analysis: Summary of education related themes	5c
Gestalt Analysis: Situated Subjectivity	5d
Narrative Process Coding System: LSN Overview – Topics/Types table	5e
Narrative Process Coding System: LSN – Topics	5f
Narrative Process Coding System: LSN – Types	5g
Narrative Process Coding System: PDN Overview – Topics/Types table	5h
Narrative Process Coding System: PDN – Topics	5i
Narrative Process Coding System: PDN – Types	5j
Narrative Process Coding System: Summary of LSN/PDN Types	5k
Narrative Process Coding System: Situated Subjectivity	5l
Structural Hypothesis/Education Biography	5m
Transcriber's thoughts	5n

Sophie: Gestalt Analysis

Notes from Life History Narrative Interview

Possible Themes

Creativity:

Sophie focuses on giving examples of how her time in education was spent concentrating on the creative arts. These are the subjects she talks about and determines her choice of secondary school although oddly little is said about her time at university studying art. Being good at art has set Sophie apart and made her noticeable.

Fantasy:

Sophie's fantasy world may well be an extension of her creative abilities but this area of her life is kept secret from others. She provides stories of playing schools with her dolls and begins to plan her destiny to become a teacher. The way she present her narrative is full of drama and is perceived as being fantastical. The story of how she became employed in the secondary school is full of Hollywood drama. Her fantasies and the stories she tells always have her in a position of power or influence and other people always seem to respond to her needs.

Resilience:

Despite providing a dramatic 'phantastic' narrative Sophie is also extremely pragmatic and resilient. She is stoical against adversity and has set her mind on becoming a teacher and despite many set backs she continues to pursue her dreams/goals. She has endured illness and the possibility of being sacked from an FE training position.

Sophie also seems to control the interview and is determined to tell her story despite the questioning/discussion.

Sophie: Gestalt Analysis

Notes from Professional Development Narrative Interview

Possible Themes

Fantasy:

The fantasy tale is still told with a sense of disbelief about obtaining the post. The interview and how she has 'fallen into role' are again presented in a hard to believe manner. It appears that Sophie has been chosen for her role due to her remarkable qualities. Once in post she is successful and able to benefit the pupils she teaches.

Resilience:

Despite difficult times; her previous job, the demands of the GTP and a change in the timetable, Sophie is able to maintain her focus and she is not overly concerned by the workload. She battles to keep work and home separate but ultimately her needs are being met by others. She also reports how the pupils she teaches are able to take on her resilience as she is able to contain their anxiety. Sophie does not appear to be worried about the complexities of educational settings.

Control:

Sophie again controls the interview by speaking at speed and with dramatic effect and she provides a sense of wonder and awe about her professional development story. There appears to be nothing that she cannot do and even her second placement, where she feared she would be found out to be unable to teach at that level was a huge success. It is also noticeable that Sophie talks in a manner that suggests other people will provide for her.

Sophie has not provided an ordinary narrative, rather it is extraordinary. There is a sense that the ordinary would disappoint Sophie.

Summary of Gestalt Themes related to educational settings.

	Fantasy/creativity life	Role of others in her life (support)	Resilience
Primary School	Has elaborate 'school games' with dolls that are a secret.	Teacher changes lesson/timetable to accommodate her absence due to illness	Maintains her dream to teach. Manages to deal with a difficult illness.
Secondary School	The quality of art provision guides her choice into a non selective school	School makes a special timetable provision to allow Sophie to study the subject she wishes to.	Opts for a non selective school just to increase her exposure tom quality art facilities. The school is challenging.
FE 'teaching' post	She perceives herself to be an excellent 'teacher' and engages the students better than the existing staff	She receives little support here and doubts the quality of advice and support from mentors and tutors. It seems they are wrong and not her.	Despite coming close to failure Sophie does not give up on her dream to become a teacher. These are difficult times and she does resign.
First teaching post	'Magical' manner in which the post was offered. Despite her realising she was the perfect candidate.	Again the school accommodates to enable her to start teaching and complete GTP (which she does rapidly). Second school provide for her and she just goes to 'take from them'.	Sophie is employed in a challenging school yet seems to be able to cope remarkably well. She is not overly concerned about the pupils or timetable changes. She does struggle to balance her work and home life.

Gestalt Summary – situated subjectivity

Sophie relates to educational settings in a 'fantastic' manner. This world is full of drama and intrigue and one in which she sees her self as an important figure where others respond and meet her needs. Sometimes in quite extraordinary ways. Sophie has always dreamt of becoming a teacher and has resiliently held on to this dream despite some significant set-backs. She presents her narrative in dramatic fashion that has the effect of avoiding 'the ordinary'. It seems that whatever her needs have been those in education have been sensitive to these and met them.

Sophie Life Story Narrative

Narrative Topics	No. Lines			
1. Always wanted to teach	3	2	1	
2. School to job before teaching (Mid Kent)	41	36		5
3. Jobs that went wrong	19	18		1
4. Justify performance in jobs that went wrong	11	7	1	3
5. Reviews monitoring/Mentor support	12	8		4
6. Reviews thoughts on new role (always wanted to teach)	10		10	
7. Playing 'Schools'	8	8		
8. AA in primary school	23	18	1	4
9. Probabilities of career change	17	7		10
10. Applying for teaching job	26	22	1	3
11. Playing 'schools' (details)	27	19		8
12. Feedback from colleagues (negative)	7	6		1
13. Surprises/Expectations	16	12		4
14. Supportive environment/Hardworking colleagues	11	8	1	2
Total Lines	232	168	4	60

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Sophie LSN: Narrative Topics

- Fantasy to teach: 20%
  - Desire to teach
  - Always wanted to teach
  - Playing schools
  - Detailed description of playing schools

- Difficult work: 33%
  - Jobs going wrong
  - Difficult 'easy teaching experience'
  - Negotiating career change

- Rationale for poor performance: 9%
  - Justifying performance (against negative monitoring)
  - Reviews support given

- Treated different/special: 36%
  - Art in primary school
  - Applying for teaching role (special consideration given)
  - Secondary school (maths/set grouping problems)

= 98%

Sophie LSN: Narrative Types

External: 72%

Details of life at school – teachers make a special effort for her i.e. art visit to hospital; maths/science sets; helping out

Details of playing 'schools' at home; already consider fast/slow learners

Details of early experiences at work – difficulty in cath office and confused mentor feedback; poor mentor support

Internal: 2%

Loves to teach

Very happy when (past) getting help from teachers

Deflates over office squabbles and her teaching ability

Reflective: 26%

Desire to teach came from love of subject encouraged by her own teachers

Experience of working – jobs were always about pleasing other people; always does her best; learning support role did not feel right (not her 'self'); had a sudden realization for new role

Tensions – being too/not enough qualified; always seemed to be barriers thrown up around her 'becoming'

Not reflected/thought about toy school games until now (I'm not convinced)

= 100%

Sophie Professional Development Narrative

Narrative Topics	No. Lines	Yellow (External)	Green (Internal)	Orange (Reflective)
1. Application ⇒ Interview	18	17	1	
2. The interview	22	18	1	3
3. Planning early in job and training	16	10		6
4. Using techniques from ⇑	17	9		8
5. Pupil behaviour linked to lesson preparation	16	4		12
6. Planning changes i.e weather	9	9		
7. Busyness of working life	11			11
8. Dealing with the busyness (work/home balance)	34	8	1	25
9. How own feelings are picked up by children	12			12
10. Creating a good classroom atmosphere	24	2		22
11. Reflecting on pupils experience in the class	32			32
12. Memory of school experience (meeting the teacher as an adult)	31	20	10	1
13. Using ⇑ experience with pupils	12		1	11
14. Disruption of new timetable changes	48	16	1	31
15. Keeping a positive attitude	13	10		3
Total number of lines	315	123	15	177

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Sophie PDN: Narrative Topics

- 'Hollywood Job process': 12%
  - Interview drama
  - The interview (the one we want)

- Preparation: 10%
  - Details of planning how to teach
  - Uses past experience to plan teaching

- Busyness/Demands: 33%
  - Busy working life
  - Busy home life
  - Disruption of timetable changes (but will cope)
  - Remain positive (despite the unreasonable demands she can cope – believes she can)

- Adaptability/Reflection: 43%
  - Respond to pupil behavior
  - Respond to weather
  - Aware how her feeling effects children (omnipotence)
  - Create good atmosphere
  - Consider pupil experience
  - Uses past school experience to consider her practice (Meet old teacher)

= 98%

Sophie PDN: Narrative Types

External: 39%

Details of the story on application process; the interview and being accepted

Thoughtful planning; before post – training, examples of questioning etc; in role – dealing with groups/weather/timetable changes; taking colleagues views into account

Survival; Plans – doesn't take work home

Encounter with 'old teacher' (hers) and how this informed her views of teaching and learning ⟍▴scary

Internal: 5%

Loves teaching/Over the moon with present post

Bad feelings (tears) about past scary teacher. Petrified her own children will see her like this.

Is worried about timetable changes

Reflective: 56%

Her interview was relaxed – she could be honest

Comparison of old/new post; better hours but harder

'Falling into role' by doing/reflecting; i.e. thinking about pupils strategies/ways to organize; planning – considering all pupil needs; being flexible; allow pupils to complete $\Rightarrow$ need to self motivate (her?); not being like past bad teachers; use this year to inform next year

Acknowledges that pupils pick up on her feelings and that she needs to be aware of theirs

Need for work/life balance and to see positive in difficulties
= 100%

Summary on NCPS Narrative Types in Life Story and Professional Development Narratives.

All figures are percentages.

Participant	Narrative Type	Life Story Narrative	Professional Development Narrative	Change
Sophie	External	72	39	-33
	Internal	2	5	+3
	Reflective	26	56	+30

NPCS Summary - situated subjectivity

Sophie's narrative showed the most dramatic change in type between the LSN and PDN of all the participants. When she narrated her professional life the external narrative reduced by almost 30% and the reflective narrative type increased by the same amount. This suggests that the earlier rich description needed to be replaced with reflection as Sophie had to adjust to the reality of the world she now found herself. Sophie spent much of her earlier interview describing her fantasy to teach and the later on how, despite difficult circumstances, she was already seen as a success by her peers and pupils. Despite life's difficulties Sophie has always been able to cope because she is good at what she does – teach.

Sophie's Structural Hypothesis

- Has built up a phantasy world around education and school settings.

- She presents her world in a dramatic fashion where little is normal but instead extraordinary.

- Educational settings are inhabited by others who are able to perceive her needs and who do exceptional things to meet them.

- Educational settings are playful/magical settings where Sophie has control and influence

- Acting out in school: Education is idealized to enable Sophie to be the successful/good girl.

Transcriber's thoughts

This is an interesting interview. One of the things that strikes me is that there is less reflection, less 'I wonder about this or that' and more of the 'I did that because'. The subject is fairly single-minded in her approach to answering questions and is frequently not deflected from her narrative by a new question – it seems from time to time that she is not listening to the questions or the Interviewer's responses to her narrative and she talks over the interviewer to continue her narrative despite several attempts by the interviewer to draw her back on target.

Her own sense of self seems to be easily influenced by some of the prompts. When praised by the interviewer she responds with a string of examples of what she considers to be good practice (as it may indeed be) but when challenged about the more unpleasant experiences, strives to defend both herself and her practices over and over again but there is something in her tone and the seemingly well-rehearsed narrative of her experience at Mid Kent and her need to retell a story that it appears has been recounted in at least one of the interviews previously that seems a little 'the lady doth protest too much'.

It's clear that she does love her job and is extremely proud of how far she's come. The repeated references to all the obstacles she's encountered (although in this interview she doesn't elaborate on what they are) suggests her sense of self worth is quite high and this is enhanced by her repeated use of terms like 'My TAs' 'my students' etc.

For what it's worth I'm not sure that I learned much about the subject's own powers for reflection or what she really thinks but I feel that I have a good sense of her planning and teaching strategies.

EB

Appendix 6: Emily

Appendix title	No.
Gestalt Analysis: LSN Themes	**6a**
Gestalt Analysis: PDN Themes	**6b**
Gestalt Analysis: Summary of education related themes	**6c**
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Narrative Process Coding System: LSN Overview – Topics/Types table	**6f**
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Narrative Process Coding System: LSN – Types	**6h**
Narrative Process Coding System: PDN Overview – Topics/Types table	**6i**
Narrative Process Coding System: PDN – Topics	**6j**
Narrative Process Coding System: PDN – Types	**6k**
Narrative Process Coding System: Summary of LSN/PDN Types	**6l**
Narrative Process Coding System: Situated Subjectivity	**6m**
Future-blind group: Overall Situated Subjectivity	**6n**
Structural Hypothesis/Education Biography	**6o**

Emily: Gestalt Analysis

Notes from Life History Narrative Interview

Possible Themes

Close attachment to school:

Provides 'loving' details of early school. Names teachers and talks about them in context of major life events ie death of her relations. Provides lots of details of school life/activities/plays/drama. School seems to be her life, little else is discussed.

School is a safe place as others look after her:

Sisters and teachers are discussed, they help her with difficult work etc,. Talks about being distressed when sisters left her primary school to attend secondary. Teachers are named as being helpful – some are still kept in contact. Old school friends are still close to her. She moved to be near them again.

Dealing with Uncertainty/complexity:

Links school holidays with feelings of insecurity – her parents 'abandon' her … the teachers never did this. She seems surprised by deaths/sisters changing schools – expects others to help her deal with this. She works hard at school, gets very involved.

Emily: Gestalt Analysis

Notes from Professional Development Narrative Interview

Possible Themes

Being 'looked after':

Reliant on mentor and other colleagues for support. Critical/disappointed by lack of empathy/help, finally gave up on mentor. Relied on boyfriend/sisters rescuing her when school become difficult. Sounds genuinely let down by the school's ability to look after her. I was one of her ex-teachers, had she come to me for support/advice?

School as a secure environment:

Deep disappointment over school life 'letting her down' ie lack of support. Also exposed to school as a threatening place ie difficult class and unreasonable expectations of class day out. Tends to blame herself for failures and not the school, despite criticism of other staff. Despite resigning she still wishes to teach and is concerned her actions may have reduced the chance of this happening.

Risk taking/avoiding:

Worked hard (weekends/evenings) to make job work – even enlisted help of sisters. Resigns when she realises how anxious the job makes her. Initially

avoided blaming the school for her problems, focussed on her mentor and he own inability.

Emily shows a tension between her needs and maintaining her fantasy that school/educational settings will provide for her. Her narrative is highly fragmented. She became more emotional and less reflective – suggests she is finding it difficult to cope with anxiety?

Summary of Gestalt Themes related to educational settings.

(Emily is reactive more than proactive)

	Others (in educational settings) will look after her	Schools are safe supportive places	Struggles with uncertainty complexity (works hard)
Primary School	Re-calls how teachers, sisters and friends supported her during difficulties. Becomes anxious when sisters change school.	Emily 'waxes lyrical' about school days and contrasts this to the insecurity of being 'abandoned' during school holidays.	Is fully involved in school life. Drama, sport etc,.
Secondary School	As above. Emily can name many past teachers and still keeps in touch with some. Develops life long friends.	Talks about the death of friends and relations in the context of school. She is comforted by those at school.	Still becomes involved in a range of extra curricular activities. Works hard to obtain good results.
University	Struggles to find supportive relationships here. Often returns home or has 'old friends' to stay.	Not such a safe environment hence bringing her old world into this new environment.	This educational environment begins to challenge Emily. She completes her degree but receives much support from old friends. She returns home as soon as possible.
First teaching post	'Let down' by mentors and Head – not given the support she would have wanted. Felt they gave the 'wrong advice'.	Disillusioned that 'school' could not look after her. Now no longer safe, so resigns post. But does not give up on returning to a school setting.	Becoming a teacher exposes Emily to complexity of ed settings. She has a challenging class and begins not to cope. She sees the school as have let her down and she can no longer cope and resigns.

Gestalt Summary – Situated subjectivity

Emily regards school as a good (safe) place to be. It can provide support and allows the possibility of relationships with others. She struggles when dealing with complexity and unpredictability and quickly begins to feel out of control. Her thoughts can also become disorganised and soon tend towards 'awfulising' a situation. She works hard to protect her image of the school as a good place but is reliant on others being able to rescue her. She finds it challenging to contain difficult thoughts and during times of anxiety these can become incoherent and fragmented.

Emily: Life Story Narrative Chart

Narrative Topics	No. Lines	Narrative Types
1. Early/Late school 2. Earning money (or facet shift) 3. University 4. Working 5. Living in Brighton 6. Working (not teaching) 7. Teaching (supply	32	32
8. Primary school memories	15	14 1
9. Secondary school memories (including deaths)	48	46 2
10. Family deaths/Explanation of 'death' feelings	17	13 4
11. Family Holidays	22	21 1
12. Waking up/Panic/Interview	17	5 7 5
13. Job interview (unsuccessful)	43	9 4 30
14. Difficult night thoughts	6	6
15. Plan for teaching ⇒ first ends...	33	31 2
16. Secondary school memories - sisters	20	20
17. Friends	41	34 7
18. Boyfirend/Mortgage/Return home	24	14 10
Total Lines	318	239 14 65

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Emily: Life Story Narrative - Narrative Topics

- School ⇒ teaching: 10%
- Primary school memories: 5%
- Secondary school memories: 34%
  - Sisters
  - Friends

- Stories of death/Anxiety: 14%
  - Family
  - Feelings of death
  - Night thoughts

- Preparing for interview/Interview: 19%
  - Panic
  - Actual interview

- Planning for teaching: 10%

- Return home: 8%
  - Boyfriend/6/mortgage

= 100%

Emily: Life Story Narrative - Narrative Types

External: 75% (Much detail of early life)

Primary school – Names of teachers and friends; role of siblings at school; involvement in drama
Secondary school – Friendship groups; subject choices; route to University – thoughts about becoming a teacher

Stories of death; friend/grandparents (loss of sisters [transition])

Holiday stories – parents leaving

Details about moving home and job interview (Why did I ignore this?)

Internal: 5%

Loved – primary school/work experience in primary school

Struggle to talk about self/or thinking about others thinking of her

Reflective: 20% Finds reflection difficult

Needs people close/fearful people will leave her; i.e. dying; hangs on to good friends...but left to University to grow...but returned to grow up

Drama became less important/gave it up when her confidence started to go

Tendency to panic; dwells on thoughts – impacts on sleep patterns, i.e. interview and begins to obsess

She is happy...but...

= 100%

Emily: Professional Development Narrative Chart

Narrative Topics	No. Lines	Narrative Types
1. Take up post/New group	6	6
2. Study support manager	9	9
3. When job became hard	5	2 / 1 / 2
4. External agencies involved	7	1 / 6
5. Realised no longer wanted to teach	13	6 / 7
6. Return to work/Sister	12	11 / 1
7. Ofsted nerves	4	3 / 1
8. Last weeks – No pressure	2	2
9. New mentor – Good feedback	10	6 / 4
10. New mentor encouraged to stay	9	9
11. Pressure gone after resigning	4	2 / 2
12. Meeting 'replacement' teacher	18	15 / 3
13. Reflecting on leaving/Difficult child's future	2	2
14. New teacher left	3	2 / 1
15. First meeting with class	32	29 / 3
16. Difficulties of disciplining	17	17
17. Support manager's views	3	3
18. When the class was good	5	4 / 1
19. Relationships in the class	5	5
20. Acknowledging the support the class needed	5	4 / 1
21. First mentor – negative feedback	32	25 / 5 / 2
22. Seek support/Help elsewhere	5	5
23. Support from SSM	4	4
24. First mentor – bad feedback again	24	21 / 3
25. Stories of previous teacher	6	5 / 1
26. Lead up to 'day off'	15	5 / 6 / 4
27. Handing in resignation	34	28 / 4 / 2
28. Old mentor – nice now	4	4
29. Old mentor apologizing over 'bad feedback again'	3	3
30. Other colleagues don't mention this	7	7
31. New mentor	10	8 / 2
32. Wonder if teaching is for her	5	5

Total Lines	320	251	48	21

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Emily: Professional Development Narrative - Narrative Topics

- New role details/Lies: 23%
  - Meet 'new' teacher (lies)
  - New teacher left
  - Relationship in class
  - Acknowledge class support needs

- Identify job difficulties: 13%
  - Sister helps
  - Ofsted
  - Difficult discipline
  - Good discipline

- Mentor support/Observation: 35%
  - External agencies
  - Good mentor
  - SM's helpful views
  - Negative mentor
  - Find support elsewhere
  - SM
  - Old mentor nice now
  - Apologies
  - New mentor

- Decision to leave: 28%
  - No pressure after decision
  - Mentor encouraged to stay
  - Reflecting on
  - Lead up to 'day off'
  - Handing in resignation details
  - Other colleagues do not respond

= 99%

Emily: Professional Development Narrative - Narrative Types

External: 78%

Details of; early days in new post – school trip; class characteristics; SM support; 'untruths'; observation; Ofsted

Mentoring issues; good/bad mentor stories; need for support/ feedback (quality)

Issues relating to resigning; support; pupil behaviour; observation; sleepless nights $\Rightarrow$ stress

Impact of resignation – change of attitude of Head and mentor

Internal: 15%

Panic created by mentor/relief with 'new' mentor
Mentors induced fear/feeling of uselessness/not coping – gave up asking for help
Given no chance with difficult class/difficult environment

Difficult to articulate feelings

Relief after resigning

Reflective: 7%

Couldn't decide whether it was this class/this situation or her who could not cope. Put in the deep end – they should have known. Did they lie or deceive her?

May have been other reasons for resignation but these are lost/forgotten

Resignation – Could not give truthful reason
               - Scared of the impact of this on her future

= 100%

Summary on NCPS Narrative Types in Life Story and Professional Development Narratives.

All figures are percentages.

Participant	Narrative Type	Life Story Narrative	Professional Development Narrative	Change
Emily	External	75	78	+3
	Internal	5	15	+10
	Reflective	20	7	-13

NPCS Summary - situated subjectivity

Emily wants to tell those who listen what her life experience is like which leads her narratives to be heavily biased towards external narrative types. The narratives are detailed and full of description and she can re-call situations, names, times and places with great accuracy. She describes fond memories of school that are later replaced by the deep disappointment of being let down by mentors. As she becomes more anxious her narrative becomes more fragmented and she struggles to focus and keep her thoughts coherent. By the professional narrative interview the percentage of internal narrative type increases and the reflective narrative decreases. Highlighting how Emily's increased emotional state prevents her from containing her difficult thoughts.

Future-Blind Summary – situated subjectivity

Emily is unsure of herself and unsure who will care for her. School and her friend's have provided some kind of security and her early stories of school life are very positive, providing a fantasy of school as a good place to be. She appears to be 'surprised by life', particularly the complex unpredictable nature of events, and is often not fully in control of circumstances around her. Emily seeks others to look after her and control her world. When she becomes anxious her thoughts become fragmented and she no longer appears to be able to tolerate uncertainty. She works hard (becomes a good girl?) in order for her to protect her fantasy (the good school). There is a tension between wanting to become an adult and yet still be looked after.

Emily's Structural Hypothesis

- Emily seeks out attachments (proximity) with others.

- Schools are experienced as good/safe places to be with individuals who will look after (rescue) her.

- Emily struggles to deal with unpredictability and complexity.

- Working hard will prevent her hopeful object (school) letting her down.

- Acting out in school: provides CEE to seek and hopefully provide security and attachment.

Appendix 7: Jack

Appendix title	No.
Gestalt Analysis: LSN Themes	7a
Gestalt Analysis: PDN Themes	7b
Gestalt Analysis: Summary of education related themes	7c
Gestalt Analysis: Situated Subjectivity	7d
Narrative Process Coding System: LSN Overview – Topics/Types table	7e
Narrative Process Coding System: LSN – Topics	7f
Narrative Process Coding System: LSN – Types	7g
Narrative Process Coding System: PDN Overview – Topics/Types table	7h
Narrative Process Coding System: PDN – Topics	7i
Narrative Process Coding System: PDN – Types	7j
Narrative Process Coding System: Summary of LSN/PDN Types	7k
Narrative Process Coding System: Situated Subjectivity	7l
Structural Hypothesis/Education Biography	7m

Jack: Gestalt Analysis

Notes from Life History Narrative Interview

Possible Themes

Relentless/Verbose:

Jack's narrative style and content seem to reflect each other. He describes a busy, almost frantic lifestyle in a relentless manner. He offers huge details and rarely stops talking. His interview was by far the longest. His life is full of sporting and musical activities. He is easily bored and has filled his life with endless activity. Stories of school are all about sport or music and his 'robust' behaviour until he realises that he needs to concentrate to go to a 'good school'.

Achievement/Experiences:

The amount of provided about Jack's active lifestyle focuses on exactly what he did and what he achieved. He provides details of sporting clashes and band rehearsals and the results or level of performance. The details is precise and suggests that this does provide him with meaning – it is important for him to tell me how hard the football was and what league/competition his team was in. Names, dates and places are all re-called with ease

Needs support/opinion of others:

The high involvement in sporting and musical activities suggests that he enjoyed the responses of those around him. There is even the sense that all the detail of activity and success is to impress me. Even the earlier naughty behaviour at school can be seen as an attempt to gain favour from his peers but at some point this is rejected as he seeks to gain favour from his teachers.

Overwhelming. Not sure he listens to me. Just swamps me with info. Even the transcriber found it hard to focus and concentrate on this interview.

Jack: Gestalt Analysis

Notes from Professional Development Narrative Interview

Possible Themes

Relentless and Verbose:

This theme is continued. Jack provides endless detail about school life and talks and talks. The interview has to be brought to an end before he is late for his next lesson! He fills the interview time with continuous talking that describes his very busy teaching life. It is not surprising to hear that he is very involved in extra-curricular sports and musical activities. With these activities and his GTP requirements Jack has barely any time to reflect!

Experiences/being tested:

Jack seeks out challenges at school in the form of difficult groups and exciting/challenging teaching. He chooses a very difficult second school and asks to teach dance to a yr 9 group of girls. He seems to be 'setting himself up' ie providing himself with deliberately difficult challenges to see if he can cope or not. It is almost competitive.

Friendship/punishment:

Jack is caught between being friends with the pupils and disciplining in the appropriate manner. He wants their support and co-operation but does not wish to risk losing this as a result of punishing inappropriate behaviour. He gets around this by seeking the support/affirmation of his teaching colleagues that doing so is the right thing to do. He is caught between wanting to gain the support of the staff or the pupils.

Also some suggestion of over emphasising the 'maleness' of his life ie sport, activity, challenging band practices ... tentative but trying very hard to be a man ... is he gay? His behaviour is extreme ... again the transcriber suggested he was struggling with his sexuality.

Summary of Gestalt Themes related to educational settings.

	Active/busy	Experiences give meaning	Seeks support of others
Primary School	Both the telling and content of the life are full and busy. Heavily involved in sport/music. Is active both in and out of school	The vast amount of detail about sport, music, school and family holidays suggests that what Jack does provides some sort of meaning.	Teams are important. Watching sport with his father. Enjoying family holidays. Being naughty at school.
Secondary School	The above is repeated.	The above is repeated but there is a switch to behaving well at the end of primary school so he can attend a good selective school. The experiences this institution could provide were important.	Continues to do well in sport. Is team captain etc,. Gains support of teachers/parents by 'knuckling down' and working hard. Their support is now more important than peers
University	The above is repeated and also expresses a lack of understanding towards fellow students who are not so involved.	Again vast detail suggest experiences are important. Also finds it hard to understand those who are not as busy as he is.	Continues to play a leading role in sport and music.
GTP	Training is full of activity. Many extra-curricula teams and music projects. Takes part in school performance.	Describing details of lessons, sports, music is how Jack can make sense of his experiences ... maybe his busy life prevents him from doing this? Deliberately chooses difficult school and lessons to teach.	Dilema between gaining the support/friendship of pupils and the support and respect of colleagues ie discipline issues

Gestalt Summary – Situated subjectivity

Jack fills his educational world with relentless activity. He engages in individual and group activities and uses these to provide meaning. He identifies himself by these activities, sportsman, musician and teacher and seems less able to think or theorise more than be active. Pushing himself and achieving success are important and he is disappointed when he or others do not do this. There is an almost childlike quality about him that sees Jack as busily rushing around engaging in pleasurable pursuits. He seeks to please others by his actions.

Jack: Life Story Narrative - Narrative Topics

- Overall life experience (just details of what he did): 46%
  - Summary
  - Sporting history (details)
  - Music history
  - Holiday history
  - Parent financial support
  - Work history
  - Can be inactive
  - Uni

- Why pursue options: 9%
  - GTP
  - Study sport

- Role of sport: 19%
  - Easy life
  - Now
  - Watching Gills/Arsenal

- School experiences: 20%
  - Transfer from primary to secondary
    - Experiences
    - Advantages of boy's school
    - Being disruptive
    - Re-calls teachers names

- Memory: 4%
  - Good long-term/poor short-term

- Being a bloke: 2%
  - Not a blokey bloke

= 100%

Jack: Life Story Narrative - Narrative Types

External: 77%

Journey through school
- ❖ Details of sporting activity; teams; cricket; football; injury; coaching (evenings)
- ❖ Details of music activity; levels reached; bands; tours
- ❖ Used to watch TV a lot – not any more; go to Gills/Arsenal (with Dad)
- ❖ Details of holiday (proper) away in caravan; good weather; beaches; family and friends
- ❖ Provided details of school life; names of teachers; lost friends; being disruptive at primary school; difficult transition; went to all boys school – easier to relax and be idiots
- ❖ Parents offered financial support but worked to pay way
- ❖ Brief details of route into GTP

Internal: 4%

Loved – Playing sport; watch gills/Arsenal; caravans and crazy pools

Enjoyed boys school and friendships

Reflective: 19%

Disruptive at school because of boredom; considered teaching as this is active and not boring

Tension between sport/music as main focus in life. Both provide challenge and satisfaction

Not a 'blokey bloke' embarrassed by boy behaviour in front of girls

Feels guilty about watching too much TV/football. Can't now as too busy or too expensive

'Proper' holidays are important – mentioned a few times

Long term memory good, short term memory poor – forgot flow of narrative

= 100%

Jack: Professional Development Narrative Chart

Narrative Topics	No. Lines	Narrative Types		
1. Difficult Year 9 class	13	11		2
2. Difficult Yr 10 class	14	7		7
3. Lesson learnt inc dance classes	20	10	5	5
4. School sporting success	8	4	4	
5. Teaching music	20	7	13	
6. Discipline issues (fight)	36	28		8
7. Making lessons interesting	16	8	8	
8. Second school experience	68	42	3	23
9. Solving discipline problems/Planning at own school	37	21	16	
10. Coping with disruption from school	11	11		
11. Disappointed of teaching music/PE	54	26	28	
12. How to deal with disruption	39	33		6
Total Lines	336	197	12	127

Colour Code for Narrative Types:
Yellow = External; Green = Internal; Orange = Reflective

Jack: Professional Development Narrative - Narrative Topics

- Difficult teaching experience: 30%
  - Year 9
  - Year 10
  - Music
  -
- Good teaching experience: 31%
  - Dance class
  - Many interests
  - Second school experience

- Dealing with disruption: 37%
  - Fight
  - Planning to solve
  - School support
  - Process of dealing

- Sporting success: 2%

= 100%

Jack: Professional Development Narrative - Narrative Types

External: 59%

General summary of teaching experience

Details of teaching; boy/girl groups; dance; letting pupils choose modules; difference between music/PE; difference between two schools; keeping pupils on task

Details of discipline procedures – of 2 schools

Stories of sporting success

Internal: 4%

Enjoyed groups he had had from the start and could form a relationship. This was fun

Reflective: 38%

Dilemma between being friendly/controlling pupils. Need relationship but need distance. Need continuity for this.

Can reflect on success/failure; appreciates feedback; needs to prepare and be enthusiastic; needs more academic knowledge

Can adapt teaching to pupil/school/ability needs

Disappointed about pupils lack of engagement (but didn't make links to his disruptive past)

= 101%

Summary on NCPS Narrative Types in Life Story and Professional Development Narratives.

All figures are percentages.

Participant	Narrative Type	Life Story Narrative	Professional Development Narrative	Change
Jack	External	77	59	-18
	Internal	4	4	0
	Reflective	19	38	+19

NPCS Summary - situated subjectivity

Jack's narratives contain a large external component (almost 80%) that includes much of the detail about his sporting or musical activities. He is verbose and provides much detail and explanation. It is almost as though he is using the interviews to describe his experiences in an attempt to make sense of them. His lack of internal narrative suggests that he does not usually see his activities in an emotional light but almost pragmatically – such as this is what people do. The increase in reflective type narrative in the professional narrative indicates that this process has been sufficiently challenging to require him to consider his actions more than just simply describe them.

Jack's Structural Hypothesis.

- Relentless activity that fills his life and narration.

- Experiences are important and provide a sense of meaning. If he achieves it has been a good experience

- Needs others to see his success and as such is keen to please.

- Some level of 'over-compensating' – the excessive detail prevents him becoming emotionally engaged

- Acting out in school: works hard to claim an identity he is unsure about.

Chloe 1

Narrative Topics	No. Lines	Narrative Types		
1. Family history	6	6		
2. Primary school history	6	4		2
3. Secondary school history	6	6		
4. Choice at secondary school	4	2	2	
5. Secondary school ⇒ Uni ⇒ Job history	19	16	3	
6. Applying for and getting job	10	10		
7. Mr Wood/Worn detail P.S. mem	27	24		3
8. Walking to primary school	30	30		
9. Sport/Parties : Detected P.S. mem	10	10		
10. Spelling difficulties : Detected P.S. mem	31	16		15
11. Teachers/SAT's : Detected P.S. mem	26	14		12
12. Compare Primary school/Secondary school	18	2	11	5
13. Kent test : Primary ⇒ Secondary transition	8	8		
14. Choice at Secondary school		11		
15. Dislike of long day at Secondary school	29	1	26	2
16. Decisions regarding Secondary school	22	2	1	19
17. Being 'academic'/Family 'conflict'	25	1	15	9
18. Work ethic (hard)	5	5		
19. Ill health (cyst) : School 'refuse'	39	29	4	6
20. Left out/Bullied at Secondary school	18	2	16	
21. Overseas experience - Uni	33	10	2	21
Total Lines	383	204	80	99

Grace 1

Narrative Topics	No. Lines	Narrative Types		
1. Education history	10	10		
2. Volunteer in SA Orphanage	5	5		
3. Plan to enter teaching/Friend's death	7	7		
4. The 'disliked' teachers	19	18		1
5. The 'liked' teachers	3	3		
6. Secondary school/Illness	11	10		1
7. A levels – give up	6	4	2	
8. Drama course	7	6	1	
9. Volunteer details	15	10		5
10. Children's response to school	10	3		7
11. Making a difference	7	7		
12. Financial planning to teach	5	4		1
13. Family/Friend details	12	9		3
14. Rationale for volunteering	16	4	1	11
15. Volunteer friends	7	7		
16. Orphanage details	17	15		2
17. Drama therapy/Help people	13	8		5
18. Grandparents and Mum information	22	20		2
19. Friend's death	13	3		10
Total Lines	212	146	5	61

Summary of themes.

Agency:

Participant	Characteristic?/Response
Oliver	He clearly presents a narrative where he is the careful architect of his life decisions. It is clear that Oliver is a highly agentic individual as the evidence shows him resisting the influence of others while he battles to maintain the control he has over his own life choices. He clearly presents a narrative where he is the careful architect of his life decisions. It is clear that Oliver is a highly agentic individual as the evidence shows him resisting the influence of others while he battles to maintain the control he has over his own life choices.
Lucy	Lucy seems less in control. Instead, she gives the impression of (encountering/seeking out) difficult experiences and uses how she responds to these to provide her with knowledge about herself. As such, she understands and controls her world by reaction as opposed to action.
Emily	Emily has little agency and events in educational settings just happened to her leaving her to make sense of these by herself. Her narrative was full of details. She recounted significant events in her life; family deaths; major transitions; and developing life long friendships, all in the context of her schooling where others were she gave the impression that others were able to look after her.
Sophie	Sophie acts independently and with influence - there is an omnipotent and magical nuance to her narratives. She places herself in dominant and controlling positions and is able to manipulate situations to suit her needs. She readily re-calls others in educational settings providing for her.
Jack	Jack's narrative is relentless and his delivery is rapid and full of detail as he describes how he took a full part in school and university life. He was a keen sportsman and musician and he recounts the many teams and orchestra's/bands he was a member of. He gave the impression that he was determined to use educational settings to provide him with meaningful experiences. He indicates significant agency and an ability to control external circumstances.

Summary of themes.

Dealing with complexity/risk:

Participant	Characteristic?/Response
Oliver	Oliver uses his intellect to exploit factual description, to gather information and to provide concrete parameters that can be used to understand, explore and reduce risk in his world. If Oliver feels out of control he will feel at risk and this has happened on a number of occasions throughout his education. Oliver uses his intellect to find out about his circumstances and to then make decisions that will enable him to remain in control and reduce the apparent risk.
Lucy	Lucy appears to obtain her information from the situation she is in. Therefore her response to the risk of increased complexity is dependent on the level of risk, as she appears to lack higher levels of agency. In her case it is possible that situations cannot be controlled and that risk could spiral out of control. Lucy both seeks to be exposed to risk and yet also has a tendency for safety and conformity.
Emily	Emily is sensitive to complex situations and the risk they provide. She seems unable to cope when her resources are exhausted. There is a clear expectation that others will help her out/rescue her as is the case with teachers at school when she was younger and her family when she was teaching.
Sophie	Sophie's being assertive and manipulating can also be thought in terms of risk avoidance. As it is easier for Sophie to play at being dominating than it is for her to risk this in real life. Interestingly, Sophie also reports on her academic achievements where failure or a perceived lack of success is seen to be the fault of others, usually the school and not her. Therefore, Sophie uses her agency to reduce the risk of difficult educational experiences by manipulating her perceptions so that fault and the responsibility of risk do not reside with her.
Jack	It can be proposed that Jack favours a complex and busy life. Risk for Jack can be seen as an event, such as an injury, a fixture clash, or even the realisation of the potential impact of his bad behaviour that prevents him from being able to take part.