



Doctorate in Educational Psychology (DEdPsy)

2017

**Beginning Teachers' Experiences of Preparation &
Additional Well-being Support throughout Initial
Teacher Education**

Laura Cook

Acknowledgements

I would like to thank several people for their support and guidance throughout the process of writing this thesis.

First and foremost, I would like to thank the beginning teachers and initial teacher education providers who participated, without which this research would not have been possible. I would also like to thank the educational psychologists who provided me with additional information on their current roles within initial teacher education.

A special thank you to Andrea Higgins for her hours of dedicated supervision, encouragement and guidance. I am extremely grateful for the valuable advice that you offered, though I might not be able to enter a Starbucks again without thinking about writing a thesis! I would also like to thank Dr Sofia Gameiro for her support with my statistical analysis. Thank you also to Dr Ian Smilie, Dr Annmarie Nelson and Rhian Cuthbertson for their guidance with the interpretative phenomenological analysis.

I would like to thank all of my friends and family for their endless support and patience. I'm sure that you'll all be glad for me to say something other than "Just working!" when you ask me what I've been doing, especially Bethan! Last but not least, a huge thank you to my course mates. You have all kept me going throughout this entire process.

Abstract

Beginning Teacher (BT) attrition in the UK has been described as problematically high (Hughes, 2012). Whilst many contributing factors towards teacher attrition have been identified (Schaefer (2013), Foreman-Peck (2015) suggests that the role of well-being, and the contextual-level issues that influence it, are frequently overlooked. Given that many of the same reasons are cited by BTs for both negative well-being and premature attrition (Harfitt, 2015), Hamilton and Clandinin (2011) identify research into BT well-being as a worthwhile area of study. This study adopted a pragmatist, mixed-methods approach in exploring BTs' experiences of preparation and additional well-being support throughout Initial Teacher Education (ITE) in Wales at two time-points: end of ITE (Time 1) and approximately eight weeks into teaching (Time 2). At Time 1, online-questionnaires, containing both quantitative and qualitative questions, captured the experiences of 109 BTs. Six BTs also participated in semi-structured interviews. At Time 2, 34 BTs from the original questionnaire-cohort completed a follow-up questionnaire, whilst five of the original interviewees participated in a follow-up interview. Interpretative Phenomenological Analysis (IPA) was conducted (Smith, Flowers & Larkin, 2009). The IPA-process utilised by Snelgrove, Edwards and Liossi (2013) was also adopted as a guide for analysing interview data from two time-points. Findings outlined a need for more in-depth preparation during ITE; particularly in relation to some of the aspects of teaching that can have a detrimental impact on well-being. Also found was the need for more direct well-being support for BTs, focusing first on reducing the stigma associated with teacher well-being and increasing communication between ITE staff, placement-school staff and BTs. Recommendations for developments within ITE to support BTs' well-being from the outset of their careers are made, with consideration as to how educational psychologists might contribute.

Summary

This thesis contains three parts: a literature review, a research study and a critical appraisal.

Part One, the literature review, begins with an introduction that sets the research within the problem-based context of Beginning Teacher (BT) attrition (Hughes, 2012). A particular emphasis is given to the link between BT attrition and BT well-being; an area that has been overlooked (Foreman-Peck, 2015). Models and theories of stress and well-being, and their relevance to BTs, are critically discussed. In addition, literature pertaining to the importance of BT well-being is presented and critically analysed. There is also a focus on the potential role of educational psychologists (EPs) in Initial Teacher Education (ITE). Finally, a summary of the literature review, and a rationale for the research study, is presented along with the research questions.

Part Two, the research study, begins by providing a brief overview of the literature in order to provide a rationale for the study. The research questions are also presented. An outline of the mixed-methods research design is then provided. Both online questionnaires and semi-structured interviews, analysed using Interpretative Phenomenological Analysis (IPA), were utilised to explore BTs' perceptions of their ITE at two time-points. Quantitative results are presented using both descriptive and inferential statistics. IPA findings are presented as one super-ordinate theme, super-ordinate themes and sub-ordinate themes. Results are then collectively discussed in relation to the existing literature. Recommendations for developments within ITE are made along with implications for EPs. Research strengths, limitations and suggestions for future research are also considered.

Part Three, the critical appraisal, consists of two sections. Section A is a critical account of the research process. This includes an exploration of the research development and a critique of the research paradigm and methodological decisions. Reflections on the strengths of the research, limitations and issues encountered are considered throughout. Section B focuses on the study's contribution to existing knowledge, how the study contributes towards professional practice and the impact of the research on the researcher's future practice as an EP.

Table of Contents

Declarations	i
Acknowledgements.....	ii
Abstract.....	iii
Summary.....	iv
Table of Contents	v
List of Diagrams	ix
List of Figures	ix
List of Tables.....	ix

<u>Part 1: Introduction & Literature Review</u>	1
1. Introduction.....	2
1.1. <i>Initial Teacher Education in the UK</i>	2
1.2. <i>An Incomplete Picture of ITE Reform?</i>	2
1.3. <i>Focus of the Literature Review</i>	3
1.4. <i>Rationale for What Has Been Included/Excluded</i>	4
1.5. <i>Search Terms and Sources</i>	5
1.6. <i>Structure of the Literature Review</i>	5
2. Literature Review.....	6
2.1. <i>BT Attrition</i>	6
2.1.1. Prevalence of BT Attrition.....	6
2.1.2. The Problem with BT Attrition	6
2.1.3. Why Are BTs Leaving?.....	7
2.2. <i>Stress & Well-being</i>	8
2.2.1. Teacher Stress	8
2.2.2. Teacher Well-being	10
2.2.3. Models of Teacher Stress & Well-being: Implications for BTs.....	10
2.2.4. Individual Models.....	11
2.2.5. Interactive & Transactional Models	11
2.2.6. Social Support Models	12
2.2.7. Models of Autonomy/Control	13
2.3. <i>Linking Theoretical Well-being Related Factors and BTs' Experiential Well-being Related Factors</i>	14
2.4. <i>The Wider Importance of Addressing BT Well-being</i>	15
2.4.1. Raising Educational Standards	15
2.4.2. BT Well-being and Pupils' Academic Outcomes.....	16
2.4.3. BT Well-being and Pupils' Well-being	16
2.4.4. Well-being: A Responsibility.....	17
2.4.5. ITE: Priority Context for Change	18
2.5. <i>The Potential Role of EPs</i>	19
2.5.1. Scope for EP Involvement within ITE	19

2.6.	<i>Increasing BT Preparedness for Well-being: The Potential Role of EPs</i>	20
2.6.1.	EP Involvement in the Delivery and Development of ITE Content	20
2.6.2.	The Unique Contribution of EPs to BT Preparation	22
2.6.3.	Collaborative Working	23
2.7.	<i>Directly Supporting BT Well-being: The Potential Role of EPs</i>	23
2.7.1.	Enhancing BT Well-being Through Social Support: The Potential Role of EPs	23
2.7.2.	Forms of Support: Mentoring, Supervision & Coaching	24
2.7.3.	Developing Positive Working Environments for BTs: The Potential Role of EPs.....	25
2.8.	<i>Implementing Well-Being Interventions and Strategies: The Potential Role of EPs</i>	26
2.9.	<i>Summary and Rationale Leading to the Research Questions</i>	27
3.	References	29

Part 2: Research Article	41
1. Abstract	42
2. Introduction.....	43
2.1. <i>Beginning Teacher Attrition</i>	43
2.2. <i>The Significance of Teacher Well-being</i>	43
2.3. <i>ITE: A Priority Context</i>	43
2.4. <i>ITE: A Lived Experience</i>	44
2.5. <i>Aims</i>	45
2.6. <i>Research Questions</i>	45
3. Methodology	46
3.1. <i>Procedure</i>	46
3.2. <i>Design</i>	46
3.3. <i>Participants</i>	46
3.4. <i>Materials</i>	49
3.4.1. Questionnaires	49
3.4.2. Interviews	50
3.4.3. Reliability & Validity	50
3.5. <i>Pilot</i>	50
3.6. <i>Ethical Considerations</i>	50
3.7. <i>Ontology & Epistemology</i>	51
3.8. <i>Researcher's Position</i>	52
4. Data Analysis.....	53
4.1. <i>Quantitative Analysis</i>	53
4.2. <i>Qualitative Analysis</i>	53
5. Findings	55
5.1. <i>Qualitative Interview Findings – IPA Analyses</i>	55
5.2. <i>Super-Super-Ordinate Theme: Communication and The Intercommunication of Expectations</i>	102

5.3.	Super-Ordinate Theme: Navigating the Teacher Role	103
5.3.1.	Subordinate Theme: Being a Teacher	103
5.3.2.	Subordinate Theme: BTs' Needs	104
5.4.	Super-Ordinate Theme: Looking Backwards & Moving Forward	105
5.4.1.	Subordinate Theme: Where has ITE Left Me?	105
5.4.2.	Subordinate Theme: Adapting ITE through Awareness.....	106
5.5.	Super-Ordinate Theme: Protecting BTs.....	107
5.5.1.	Subordinate Theme: A Supportive Environment.....	107
5.5.2.	Subordinate Theme: Promoting BT Inclusion & Acceptance	108
5.6.	<i>Quantitative Questionnaire Findings</i>	111
5.6.1.	Time 1 Data	111
5.7.	<i>Qualitative Questionnaire Findings</i>	112
5.7.1.	Time 1 & 2 Data Comparisons	114
5.7.2.	Time 2 Data	115
6.	Discussion	116
6.1.	Overview.....	116
6.2.	<i>Research Question 1: How do BTs reflect upon their experiences of preparation throughout ITE?</i>	116
6.3.	<i>Research Question 2: How do BTs reflect upon their experiences of additional well-being support throughout ITE?</i>	117
6.4.	<i>Research Question 3: How could ITE be developed to further support BT well-being and what role could EPs have in this?</i>	119
6.5.	<i>Strengths, Limitations & Directions for Future Research</i>	120
6.6.	<i>Conclusion</i>	121
7.	References	123

Part 3: Critical Appraisal	132
1. Overview.....	133
2. Section A: Critical Account of the Research Process	133
2.1. <i>Research Development</i>	133
2.2. <i>Research Paradigm</i>	134
2.3. <i>Methodological Approach</i>	134
2.3.1. Reflecting Upon Mixed-Methods	134
2.3.2. Underlying Epistemological Assumptions	135
2.3.3. The Value of Mixed-Methods	135
2.3.4. Collecting Data at Two Time-Points	136
2.4. <i>Chosen Methods & Analyses</i>	137
2.4.1. Semi-Structured Interviews	137
2.4.2. Interpretative Phenomenological Analysis	138
2.4.3. Questionnaires	141
2.4.4. Questionnaire Analysis.....	142

2.4.5. Validity of Questionnaires and Additional Issues	143
2.5. <i>Developing and Refining Research Questions</i>	143
2.6. <i>Ethical Issues</i>	144
3. Section B: Contribution to Knowledge.....	145
3.1. <i>Contribution to the Literature</i>	145
3.2. <i>Contribution to Educational Psychology Practice</i>	146
3.3. <i>The Researcher as a Professional Practitioner</i>	147
4. References	149
5. Appendices.....	155

List of Diagrams

Diagram		Page No.
Diagram 1	Links Between Theoretical Well-being Related Factors and BTs' Experiential Well-being Related Factors	15

List of Figures

Figure		Page No.
Figure 1	Flowchart of Procedures Used in Implementing the Parallel Mixed-Methods Design	46
Figure 2	Thematic Map of Overall Themes from Time 1 and Time 2	53
Figure 3	BTs' Perceptions of Preparedness Time 1	63
Figure 4	BTs' Perceptions of Well-being Support at Time 1	63
Figure 5	Time 1 Reflections on Preparation and Well-being support Received and What Else Might Have Been Helpful.	65
Figure 6	Time 2 Reflections on Preparation & Well-being support Received and What Else Would Have Been Helpful	67

List of Tables

Table		Page No.
Table 1	Overview of Questionnaire Content	47
Table 2	Ethical Issues Considered and How Addressed	49
Table 3	Information on Interview Participants	52
Table 4	Time 1 Statistical Analysis and Key Outcomes	64
Table 5	Time 1 Word Analysis of Most Frequently Used Words Relating to Preparation and Additional Well-being support	65
Table 6	Time 1 Versus Time 2 Statistical Analysis and Key Outcomes	66
Table 7	Time 2 Word Analysis of Most Frequently Used Words Relating to Preparation and Well-being support	67



**Beginning Teachers' Experiences of Preparation &
Additional Well-being support throughout Initial
Teacher Education**

Part 1: Introduction & Literature Review

Word Count: 9908

1. Introduction

1.1. *Initial Teacher Education in the UK*

The Postgraduate Certificate in Education (PGCE) is a one-year, full-time Initial Teacher Education (ITE) programme in Wales, England and Northern Ireland. Whilst alternative ITE routes exist, the PGCE remains the most popular ITE programme (Furlong, 2015; Teacher Development Agency for Schools; TDA, 2017). PGCEs provide beginning teachers (BTs)¹ with a combination of university-based sessions and school-based teaching placements (Christie, Conlon, Gemmell & Long, 2004). Throughout placements, BTs have access to a mentor and a senior mentor within the placement school. Mentors are experienced teachers who take on the role of supporting BTs through a “collaborative and mutually active relationship” (Association of Teachers and Lecturers; ATL, 2012, p.2).

1.2. *An Incomplete Picture of ITE Reform?*

Brember, Brown and Ralph (2002) acknowledge that, as a short and intensive course, the PGCE is likely to be a fairly stressful experience for BTs. However, Aspors and Bondas (2013) suggest that BTs might be particularly vulnerable to stress. Consequently, BT well-being² could be contributing towards the reported issues with BT attrition³ in the UK (e.g., Department for Education; DfE, 2011a, Harfitt, 2015). However, Foreman-Peck (2015) suggests the significance of well-being in BT attrition is frequently overlooked. Reviews of ITE in England and Wales (Carter, 2015; Furlong, 2015) emphasise the importance of recruiting more resilient and highly qualified individuals to the profession. Foreman-Peck argues that such reform documents are indicative of the tendency to focus on BTs’ personal attributes when formulating hypotheses regarding what might need to change within ITE to recruit and retain BTs.

Whilst there has been some recognition of the need to strengthen the quality of systems within ITE in order to better prepare BTs for teaching (DfE, 2015; DfE, 2016; Welsh Government; WG, 2015), an over-emphasis on individual-level factors could mean that systemic issues are not adequately recognised (McCallum and Price, 2010).

¹The term ‘beginning teachers’ (BTs) will be used to mean individuals who are either in the process of their initial teacher education i.e., student teachers or individuals who have recently begun their careers as teachers i.e., Newly Qualified Teachers (NQTs). Where appropriate, for clarity, the more specific terms of student teacher or NQT will be used.

² Well-being’ will be used as an umbrella term for both positive and negative indicators of psychological and physical health (Spilt, Koomen & Thijs, 2011).

³ Attrition, within a teaching context, is defined as teachers leaving the profession to assume alternative professions either inside or outside of education (Miller & Chait, 2008). For BTs, this may also include academic attrition whereby BTs enter into ITE but do not complete the course or do not enter into teaching to complete their induction year.

Acton and Glasgow (2015) posit that teacher well-being should be positioned within wider social contexts in order to gain a deeper understanding of the interplay between the individual and systemic factors that affect teacher well-being.

1.3. *Focus of the Literature Review*

Hamilton and Clandinin (2011) state that BTs' abilities to cope effectively with the demands of the profession, functioning as teachers with positive well-being, represents an important area of research. This literature review takes the position that one way of increasing BTs' abilities to more effectively manage the demands of teaching, thereby increasing their likelihood of remaining in the profession (e.g., Nahal, 2010), might be to focus on enhancing BT well-being at a systemic-level within ITE. This is an issue which some, but not all, Initial Teacher Education Providers (ITEPs) in the UK have already started to recognise and address (McCallum et al., 2015). Whilst it is acknowledged that a diverse range of factors might affect BT well-being (e.g., Holmes, 2005), this literature review considers three main well-being related factors: firstly, the potential link between preparation during ITE and well-being (e.g., McCallum et al., 2015); particularly in relation to how BTs are prepared for aspects of teaching that have been identified as the most stressful (Harfitt, 2015); secondly, the relevance of direct social and emotional well-being support throughout ITE (e.g., Caspersen & Raaen, 2014; Hong, 2012); and thirdly, the issue of self-management strategies for BTs' well-being (e.g., Vesely, Saklofske & Nordstokke, 2014).

These three factors were selected as they could all potentially be addressed through systemic-level changes within ITE despite their significance largely being overlooked within ITE reform proposals (Carter, 2015; Furlong, 2015). Whilst recent accreditation criteria for ITEPs in Wales (WG, 2017a) do highlight the importance of well-being support for BTs, the document does not specify in detail how this support will be delivered and who will deliver it. Thus, an exploration of the three aforementioned well-being related factors might also provide an indication as to how this future vision of well-being support could be achieved by ITEPs.

In accordance with the above, a further focus of the literature review is on how educational psychologists (EPs) could expand the scope of their work in order to support ITEPs, placement schools and BTs in developing BT well-being. Arguably, EPs are one professional group, of a limited population, who could be well-placed to offer the appropriate expertise to develop BT well-being (e.g., Durksen & Klassen, 2012; Gibbs & Miller, 2014; Patrick, Anderman, Bruening & Duffin, 2011). In support of this, Roffey (2015) adds that there remain many untapped opportunities for EPs to be engaging in proactive well-being work with teachers. Furthermore, it would seem that

there is practical scope for the EP role to expand in this way without requiring significant transformation of the role (e.g., Fallon, Woods and Rooney, 2010).

1.4. *Rationale for What Has Been Included/Excluded*

As the stress and well-being literature represents an enormous body of research, the broader literature was consulted and limited to that which appeared to be the most pertinent to teachers and education. Furthermore, as BT well-being was the focus, the literature search was also refined to studies regarding BT well-being. However, given that BT well-being is an under-researched area (Chaplain, 2008), literature relating to teachers as an entire professional group was included but considered in relation to BTs where possible. This was necessary as teacher well-being as an overall concept remains a relatively new area of study (Paterson & Grantham, 2016).

Owing to the links between the cited factors affecting BT well-being and the cited reasons contributing to BT attrition (e.g., Harfitt, 2015), the teacher attrition literature was also reviewed. This was included in order to set a problem-based context for the research that follows in Part 2. Evidence focussed on recent UK attrition research and data. However, in order to highlight the extent of the issue, BT attrition studies from other countries were also referred to.

Whilst a range of factors, both individual and contextual, have been implicated in BT attrition (e.g., Swars, Meyers, Mays & Lack, 2009), this literature review focuses on the links between contextual well-being related factors and BT attrition. Schaeffer (2013) suggests that focussing on individual-level factors unfairly implies that, owing to personal qualities or attributes, some individuals will simply not be 'cut out' for teaching. As such, whilst individual-level factors are acknowledged, it was the intention of this literature review to highlight that contextual-level factors are also relevant and that these might actually be more amenable to intervention.

EPs are arguably one professional group who are well-placed to support this intervention process commencing with a focus on BT well-being during ITE (e.g., Durksen & Klassen, 2012). Literature relating to both the current role and the potential future role of EPs within ITE is therefore included. This literature was also critically analysed in relation to the distinctive contribution that EPs might be able to make towards ITE. Despite efforts being made to utilise British research, a large proportion of the existing literature in this area is from outside of the UK. Consequently, it was necessary to include this research but to consider the relevance of this work to EPs in the UK.

1.5. *Search Terms and Sources*

The literature search was predominantly carried out between July 2016 and January 2017. However, the researcher aimed to keep up-to-date with relevant research until the final submission date. The Electronic databases BEI, Education Source, ERIC and PsychInfo were primarily accessed in the literature search. A table of search terms and sources can be found in Appendix 33. Publications from the last decade were targeted. However, the search for theoretical literature utilised a broader range of dates to incorporate seminal work that has informed research and practice. Additional articles and published book chapters were also obtained from the reference lists of relevant papers. Internet search engines were also used to access government documentation and to explore recent developments in the area. EPNET, an educational psychology forum, was also accessed in order to establish current EP involvement within ITE.

1.6. *Structure of the Literature Review*

The literature review begins by exploring the issue of BT attrition. Next, existing literature into teacher stress and well-being is explored and critiqued in terms of its relevance to BTs. Issues relating to the importance of supporting BT well-being, including wider implications for whole school well-being and pupil outcomes, are then referred to. This leads to a discussion regarding how EPs might make a greater contribution toward ITE in the UK; focusing specifically on BT preparation and additional well-being related factors. Finally, a rationale for the research study that follows and the research questions resulting from the review of the literature are provided.

2. Literature Review

2.1. *BT Attrition*

2.1.1. *Prevalence of BT Attrition*

Hughes (2012) suggests that UK schools face a critical challenge in retaining BTs over the first five years of service. In support of such claims, a survey conducted by the ATL (2015) showed that 73% of NQTs were contemplating leaving teaching. However, such findings are based on self-speculation and, as such, Worth, Bamford and Durbin (2015) argue that stated intentions can be unreliable indicators of future actions. Nevertheless, recent government figures revealed that of the 21,400 individuals who began teaching in England in 2010, by 2015, 30 percent of these had left the profession (Gibb, 2016). Such evidence confirms that BTs are actually leaving teaching and not merely contemplating leaving the profession. However, it should be acknowledged that UK-wide, there are differences in rates of BT attrition. For example, Worth and Garry (2017) note that BT attrition is currently higher in England than in Wales. However, they also suggest that the poorer quality of Welsh data-collection systems might be presenting an inaccurate picture of BT attrition in Wales.

Debate also exists regarding the accuracy of reported attrition figures in general; demonstrating the difficulty in determining the exact extent of the problem in any country (Di Carlo, 2011). The Australian Institute for Teaching and School Leadership (AITSL; 2015) suggest that inconsistent figures might be due to some studies conflating teacher attrition with other issues such as teacher mobility or migration. Di Carlo also suggests that discrepancies could also be due to researchers making different approximations for five-year attrition rates based on estimates of teachers leaving the profession within the first year.

Whilst Manuel (2003) points out that, “not all beginning teachers experience the kind of hardship that leads to a decision to leave the profession” (p. 144), the general consensus from research is that BT attrition, is problematically high (Hughes, 2012).

2.1.2. *The Problem with BT Attrition*

Plunkett and Dyson (2011) note that teacher attrition rates do not differ markedly from those of other professions. However, they also argue that the potential repercussions for teacher attrition are greater. For instance, teacher attrition has the propensity to have a detrimental impact on the education, and subsequent life opportunities, of vast numbers of children. Roffey (2012) also states that BT attrition, in particular, presents a significant economic burden. Training-cost ‘wastage’ has been estimated as being upwards of £100 million per year in the UK (Smithers & Robinson, 2003). Additionally,

recruitment costs, both economic and effort-related, in replacing teachers can be burdensome to school communities (Darling-Hammond & Sykes, 2003). Whilst the teacher attrition problem is not exclusive to BTs (Salintri, Howitt & Donohoo, 2007; WG, 2017b), in recognition of the BT attrition problem, the parliamentary Committee of Public Accounts recently concluded that ITE requires significant improvements in order to reduce teacher shortages (House of Commons, 2016).

2.1.3. Why Are BTs Leaving?

Underlying factors relating to teacher attrition are diverse (Swars et al., 2009). Schaefer (2013) notes that reasons for attrition are often conceptualised in one of two ways: individual-level issues and contextual-level issues. Individual-level conceptualisations include: burnout (Anhorn, 2008), demographical factors (Borman & Dowling, 2008) and personal attributes (Henke, Chen & Geis, 2000). Contextual-level conceptualisations include: challenging behaviour (Smith & Ingersoll, 2004), salary (Guarino, Santibanez & Daley, 2006), educational reform (Day, Elliot & Kington, 2005), meeting the needs of a diverse range of learners (Allen, Burgess & Mayo, 2012) and workload (Harfitt, 2015). Reasons focusing on combined individual-level and contextual-level factors have also been postulated. For instance, Purcell, Wilton, Davies and Elias (2005) note that the degree of consistency between what BTs are seeking from teaching and what teaching actually entails can influence decisions about remaining in teaching. Despite many of these studies being from outside of the UK, a survey conducted by the ATL (2015) indicates that the aforementioned reasons for attrition are also applicable to UK BTs.

Smith and Ingersoll (2004) suggest that the challenge of the transition from student teacher to newly qualified teacher (NQT) might also contribute towards attrition. For instance, Fives, Hamman and Olivarez (2007) argue that whilst BTs are inexperienced in terms of their teaching skills, they are often quickly immersed in challenging classroom situations and are expected to deal with these as effectively as more experienced colleagues. Labels such as 'reality shock' (McCormack & Thomas, 2003) have been used to describe such transitional issues. The concept of 'boundary crossing' (Engestrom, Engestrom & Karkkainen, 1995), an idea from activity theory, might help to explain transitional difficulties. For example, Haggarty and Postlethwaite (2012) note that when different systems interact, notions do not necessarily transfer smoothly between them. Hence, ideas learned during ITE might not fit with BTs' experiences when they actually enter the teaching profession. Nahal (2010) posits that preparing BTs to deal with the reality of classroom demands could lessen the disparity between ITE and teaching and could lead to reduced attrition.

Research has also found psychological well-being to be one of the most powerful and reliable predictors of employee attrition (Wright & Cropanzano, 2004). Harfitt (2015) notes that many of the reasons cited by BTs for leaving teaching have also been highlighted within the stress and well-being literature (e.g., Kyriacou & Kunc, 2007; National Union of Teachers; NUT, 2015). Arguably, this suggests that, where BT attrition is concerned, well-being might be an important over-arching issue that is worthy of further exploration. Consequently, the next section of this literature review explores the stress and well-being literature in relation to teaching.

2.2. Stress & Well-being

2.2.1. Teacher Stress

Existing literature has predominantly focused on negative indicators of teacher functioning such as stress (e.g., Fleming, Mackrain & LeBuffe, 2013). Kyriacou (2001) notes that definitions of teacher stress are abundant. For instance, stress can be defined as teachers' experiences of unpleasant or negative emotions in relation to some aspect of their career. It could also be referred to as a mismatch between the demands placed on teachers and their perceived ability to cope with those demands (Blatchford, Moriarty, Edmonds & Martin, 2002).

Sneyers, Jacobs and Struyf (2016) report that, worldwide, teaching is recognised as one of the most stressful professions. In a UK study involving 25,000 participants from 26 different occupational groups, Johnson et al. (2005) found that teaching was amongst six occupations with below average scores on physical health, psychological well-being and job satisfaction. However, despite this being a large-scale study, the total number of teacher-participants was 916. Consequently, the extent to which the outcomes of Johnson et al.'s study can be generalised to the entire UK teaching population is debatable. Paterson and Grantham (2016) comment that a common issue with studies into teacher well-being is that they tend to include small sample sizes.

Another common issue is the self-reported nature of such data. Kyriacou (2001) comments that self-report questionnaires are one of the most common ways of researching teacher stress. Whilst there are several advantages of obtaining self-reported data there are also disadvantages (McDonald, 2008). For instance, there is no guarantee that respondents will answer honestly; particularly if they perceive that the response might convey a personal weakness to others. Sharrocks (2014) comments that stress is a sensitive topic for teachers and those who express that they require additional support might feel that they are at risk of being exposed as unable to

cope. This might be particularly pertinent to BTs who are frequently observed and evaluated in their role and might view their school-based teaching placement as being the final test of their abilities (Sinclair & Nicoll, 1980).

Despite the methodological limitations of some studies, a plethora of research suggests that teacher stress is an ongoing challenge within education and that increasing teachers' perceptions of their ability to manage stress could help to reduce burnout and subsequent attrition (Flook, Goldberg, Pinger, Bonus & Davidson, 2013).

Stress amongst BTs is less well researched (Chaplain, 2008). Murray-Harvey et al. (2000) suggest that this could be due to stress being perceived as a 'normal' part of ITE and early-career experiences. However, Aspfors and Bondas (2013) challenge this idea, suggesting that BTs might actually be at greater risk of stress than other teachers. For example, Furlong (2015) states that NQTs should be fully competent upon entry to the profession. The newly proposed teaching standards for Wales (WG, 2017c) also include joint standards for BTs and teachers of all other levels of experience. Consequently, owing to the same degree of expectation that is placed on BTs, who are essentially learners of the profession, BTs might actually be more susceptible to stress than their more experienced colleagues (Vesely et al., 2014).

Kyriacou and Stephens (1999) note that BT stress is associated with many of the same factors as that of more experienced teachers. This could imply that particular aspects of the profession are equally as stressful for all teachers. However, Sharrocks (2014) contests that not all teachers experience stress, many are able to manage stress effectively and that positive aspects of teaching can actually counteract stress. Kyriacou (2001) also comments that the main sources of stress experienced by a particular teacher, whether a BT or an experienced teacher, will be unique to him or her as teachers' perceptions of what is stressful will be different (Cockburn, 1996). Gold and Roth (2013) also emphasise the importance of not assuming that all BTs will experience stress, stating that this will depend on a complex range of interacting factors. For example, whilst the teaching placement has been identified as the most stressful aspect of ITE for some (e.g., Chaplain, 2008), Morton, Vesco, Williams and Awender (1997) found that some BTs' feelings of stress and anxiety decreased following a positive teaching placement. Thus, whilst studies reporting on sources of BT stress do arguably provide an insight into some of the main issues needing to be addressed, it will always be important to consider the specific concerns of individuals (Kyriacou, 2001).

2.2.2. Teacher Well-being

Whilst research into teacher stress and burnout has tended to dominate the literature (Fleming et al., 2013), researchers such as McCullough (2015) suggest that a sole-focus on negative indicators provides little indication of how to intervene positively in order to promote teacher wellness. Consequently, in recent years, the positive psychology movement has encouraged a move to more strengths-based approaches with researchers now frequently referring to the term 'well-being' (Paterson & Grantham, 2016).

As with definitions of teacher stress, definitions of teacher well-being are abundant and tend to focus on both the hedonistic and eudemonic aspects of well-being outlined by Stewart-Brown and Janmohammed (2008). However, not all researchers have completely discarded the idea of teacher stress. Research asserts that stress and well-being are dichotomous constructs even if this is not explicitly stated (Gersch & Teuma, 2005). In addition, Sneyers et al. (2016) note that it is widely recognised that stress has a negative impact on teachers' overall well-being. Dewe, O'Driscoll and Cooper (2012) recommend that a balanced approach is needed whereby stress and well-being are given the same priority within research. As contemporary research is now alluding to the importance of teacher well-being, Paterson and Grantham (2016) suggest that a more holistic focus could allow for both risk factors and protective factors to be considered. This could afford the development of more effective interventions to support and retain BTs.

La Placa, McNaught and Knight (2013) note that whilst there is extensive research on the concepts of stress and well-being, owing to its inherent complexity, it is impossible for one definition of well-being to be universal. Paterson and Grantham (2016) add that well-being is a subjective experience that is constructed by individuals depending on their unique situations. Therefore, they also conclude that well-being cannot be confined to a general definition. However, whilst it is important to consider the subjective experience of individuals' (Macionis, 2012), common factors identified within different definitions and models of stress and well-being could still offer some important insights into the well-being experience of teachers. Consequently, Rook (2013) suggests that an exploration of general models of stress and well-being might be helpful, at least as a starting point, to inform more bespoke interventions to support BT well-being.

2.2.3. Models of Teacher Stress & Well-being: Implications for BTs

Dewe et al. (2012) note that many models of psychological stress and well-being exist. Owing to the scope of this literature review, it is not possible to discuss all models of

stress and well-being. However, some of the key models of stress and well-being, and their relevance to BTs, will be discussed within the following section.

2.2.4. Individual Models

Flett, Hewitt and Hallett (1995) suggest that differences in teachers' abilities to cope with stress could be due to individual personality differences. More recent research also asserts that personality could play a role in teacher well-being. For example, in a study exploring job-stressors, personality and burnout amongst primary school teachers in Greece, Kokkinos (2007) demonstrated that personality traits such as neuroticism can predict burnout. Perfectionism is also an individual trait has received attention over the past several decades within the psychological well-being literature. For example, Slaney, Rice, Mobley, Trippi and Ashby (2001) distinguish between maladaptive perfectionism, associated with negative psychological well-being, and adaptive perfectionism, associated with increased self-esteem and positive affect (Ashby & Rice, 2002).

However, Foreman-Peck (2015) argues that individual-level explanations alone are inadequate as they fail to acknowledge the influence of contextual-level factors. Schaeffer (2013) adds that individual-level explanations might also unfairly imply that, owing to personal qualities and attributes, some individuals will be able to withstand the demands of teaching whereas others will not. This has implications for government documentation on the recruitment of teachers, which tends to have a strong focus on 'desirable' personal qualities and attributes (e.g., DfE, 2011a). Foreman-Peck also argues that an over-emphasis on individual-level factors not only leaves little scope for intervening positively to support BTs, but also fails to acknowledge the role and responsibility of ITEPs, and other agencies such as placement schools, in supporting BTs' well-being.

2.2.5. Interactive & Transactional Models

Kokkinos (2007) found that, in addition to personality factors, contextual-demands, such as pupil behaviour and time constraints, can also predict teacher stress. This implies that whilst individual-level factors could be relevant, that they have an interacting relationship with the environment. This idea is also recognised within the perfectionism literature with the concept of socially prescribed perfectionism; the perception that other people have unrealistically high expectations for oneself (Hewitt, Ediger & Flett, 1996). Such perceptions can lead to feelings of decreased control and hopelessness (Flett et al., 1995). This could be problematic for BTs should they perceive that their mentor, the experienced and 'expert' teacher, has unrealistically high expectations for them (e.g., Hobson, 2002).

Transactional models also focus on the interplay between individuals, in terms of their perceptions, and the environment. Lazarus' (1991) transactional model states that stress results from individuals' perceptions that environmental stimuli will impose a demand on their personal resources, thus threatening their well-being (Holroyd & Lazarus, 1982). Lazarus (1999) notes two ways in which individuals appraise stressors. Firstly, he describes primary appraisal whereby the individual acknowledges that a core goal or value is at stake. Secondary appraisal is where the individual evaluates the availability of coping resources. Both types of appraisal can be linked to BT stress. Primary appraisal is pertinent as BTs in the UK are required to successfully complete teaching placements and academic assignments throughout ITE. Additionally, Menzies et al. (2015) showed that many individuals enter teaching because they feel that they will be good at the job and will be able to make a positive difference to children's lives. If BTs hold these as core goals or values, then their well-being could be threatened if they feel unable to fulfill these goals due to environmental demands. Secondary appraisal is also relevant to BTs. Availability of coping resources could be an issue for BTs who might not only have more limited access to physical teaching resources but might also experience less social support within the school setting due to being a 'newcomer' to the system and not having had sufficient opportunities to develop collegial relationships (Casperssen & Raaen, 2014).

2.2.6. Social Support Models

Social support from colleagues represents an environmental resource that can reduce teacher stress (Kinman, Wray & Strange, 2011) and enhance positive eudemonic well-being (Luszczynska & Cieslak, 2005). The Job Demands-Control-Support (JDCS) Model of Work Design (Karasek, 1979; Karasek & Theorell, 1990) is one model that emphasises that social support from colleagues, be it practical or emotional, is an important moderating factor in stress. Other theories and models have also emphasised the basic need for relatedness, a tendency towards closeness to others and the desire for a feeling of connection or belonging, in well-being (Ryan & Deci, 2000; Maslow, 1954).

Helms-Lorenz and Maulana (2016) suggest that social and professional support is particularly crucial for the retention of BTs to teaching. However, Schneider, Carnoy, Kilpatrick, Schmidt and Shavelson (2007) purport that more experimental research in this area is required in order to determine causes and effects more precisely. For example, it is unclear as to whether social support has a positive impact for BTs, or whether BTs who have positive and successful placement experiences 'attract' more support from school staff.

Furthermore, Dewe et al. (2012) state there is contradictory evidence regarding the impact of social support in the workplace. For example, Kickul and Posig (2001) reported a positive relationship between social support and stress, referred to as 'reverse-buffering'. As such, Dewe et al. suggest that whilst social support from colleagues could be beneficial to some BTs that this is not always the case. In some cases, increased social support could even be detrimental to BTs' well-being. This might be explained in terms of the interplay between social support and two other factors identified as fundamental to psychological well-being: autonomy and competence (Deci & Ryan, 2002). For BTs, there could be ambiguity between perceiving that others are providing support and perceiving others as being 'controlling'; limiting their desire for a sense of competency as a result (Deci & Ryan, 1987). Deci and Ryan also note that environments perceived to be autonomy-supportive, rather than controlling, are preferable for motivation, performance and well-being as this type of environment might provide the optimal balance between relatedness, autonomy and competency.

2.2.7. Models of Autonomy/Control

In the JDCS Model, Karasek (1979) determined that the level of occupational stress individuals' experience is influenced by the degree of control or autonomy that they have over demands encountered. In other words, having higher levels of control can be a buffer to stress (Cohen & Wills, 1985). The Robertson- Cooper 'Six essential factors of workplace well-being' model also includes control/autonomy as a key contributor to occupational well-being (Robertson & Flint-Taylor, 2009).

Fives et al., (2007) offer an insight into how the control element of the JDCS Model could be applied to BTs. They state that BTs are both students and teachers who must generally conform to the decisions made by their classroom mentor whilst on teaching placement. Consequently, due to the limited amount of control BTs might have over their work environment, Fives et al., posit that BTs might be more vulnerable to stress. However, arguably, for BTs a high level of autonomy could also lead to increased stress if they do not have the prerequisite teaching skills to exercise this control effectively. Conversely, a low level of autonomy actually could be less stressful for BTs as, presumably, the control would be maintained by the mentor in these cases. Hence, as Panatik, O'Driscoll and Anderson (2011) suggest, the JDCS Model might not be generalisable to all occupational groups as it might not adequately consider the unique situation of some roles such as that of BTs.

2.3. Linking Theoretical Well-being Related Factors and BTs' Experiential Well-being Related Factors

As previously noted, this literature review considers three main well-being related factors: preparation as a pre-requisite to BT well-being (e.g., McCallum et al., 2015); social and emotional well-being received support throughout ITE (e.g., Caspersen & Raaen, 2014; Hong, 2012); and BTs' ability to self-manage their own well-being (e.g., Vesely, Saklofske & Nordstokke, 2014).

In terms of the models and theories of stress and well-being outlined in the previous section, arguably, four key components are commonly referred to:

1. the concept of competency;
2. the idea of autonomy or control;
3. the role of relatedness, connectedness or social support-systems; and
4. the influence of the context on individual's perceptions of stress or well-being and/or their ability to cope with stressors.

Whilst the first three factors are firmly evident within self-determination theory (Ryan & Deci, 2000; Deci & Ryan, 2002), these factors are also evident within several other theories and/or models of stress and/or well-being (e.g., Karasek, 1979; Karasek & Theorell, 1990; Maslow, 1954; Robertson & Flint-Taylor, 2009). Furthermore, the influence of contextual-level factors on teachers' sense of well-being has also been evidenced (e.g., Bakker & Demerouti, 2007; Lazarus, 1991). Arguably, these four core components can be directly applied to the three aforementioned BT well-being factors of preparedness, direct well-being support and self-management strategies. An overview of the links made in this literature review, and in the research that follows in Part 2, between the three experiential well-being factors and the four core theoretical components of well-being is explained in Diagram 1.

As can be seen, direct links are made between:

- preparedness and the concept of competency;
- having knowledge of self-management strategies for well-being and autonomy; and
- receiving more direct forms of social and emotional well-being support from others (e.g., ITEP course staff and school staff) and feeling a sense of relatedness.

The influence of contextual-level issues is depicted as an over-arching factor that has the propensity to influence any of the three experiential well-being factors and, consequently, BTs' sense of autonomy, competency and relatedness.

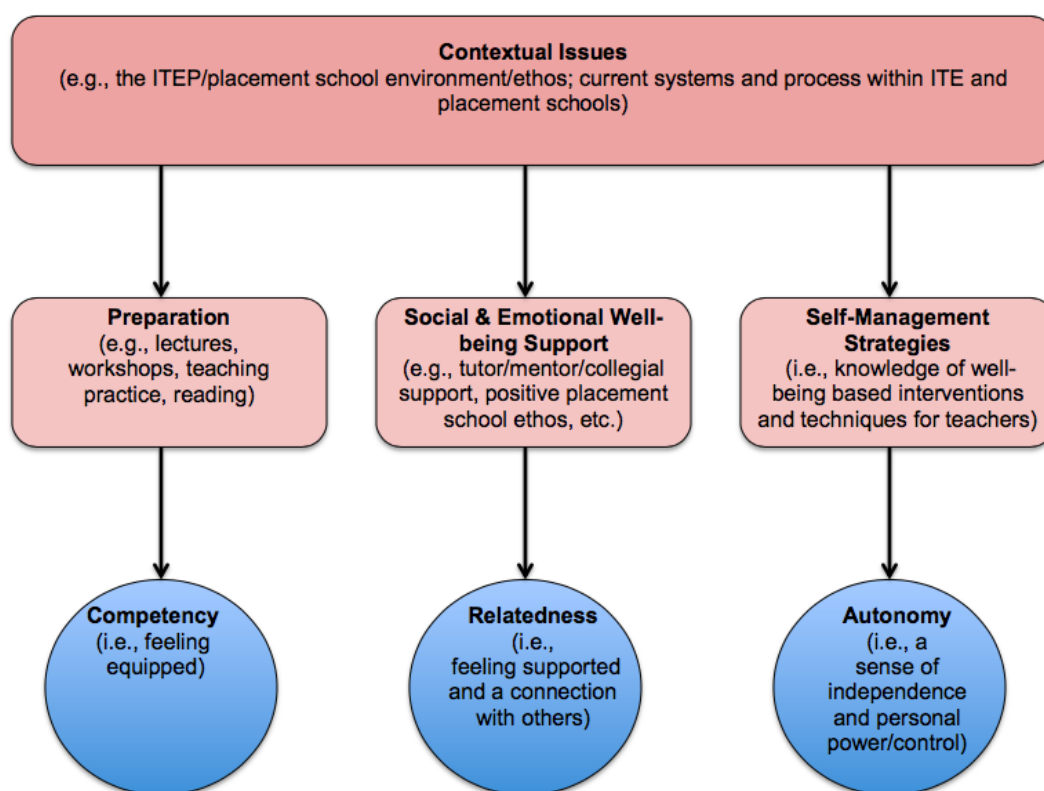


Diagram 1. Links Between Theoretical Well-being Related Factors and BTs' Experiential Well-being Related Factors

Despite appearing to be a complex, multi-faceted issue that might not easily be addressed, the case has been made to suggest that BT well-being might be an important issue to focus on in terms of improving the retention of BTs (McCallum & Price, 2010; Shoffner, 2011). However, research has also alluded to the wider value of addressing BT well-being. Such issues will be discussed in the following section.

2.4. The Wider Importance of Addressing BT Well-being

2.4.1. Raising Educational Standards

Research has demonstrated the value of focusing on teacher well-being in terms of enhancing positive outcomes for pupils. In attempts to 'drive up' teaching standards to improve academic outcomes for pupils, existing recommendations have focused on attracting the most qualified candidates to the profession (DfE, 2016). Whereas teacher quality (e.g., ability, experience and qualifications) is considered to be important for pupil progress (Darling-Hammond, 2000), teacher well-being has also

been identified as a key factor in ensuring that positive teaching and learning environments exist for pupils (Roffey, 2012; Sharrocks, 2014). Thus, Stanley (2013) proposes that a balance between increasing educational standards by recruiting well-qualified individuals and supporting teachers' well-being is essential for educational improvement.

2.4.2. BT Well-being and Pupils' Academic Outcomes

UK research has demonstrated the impact of teacher well-being on improved academic outcomes for pupils. For example, in a study involving over 24,000 teachers, Briner and Dewberry (2007) found a statistically significant positive relationship between teacher well-being and pupils' scores on Statutory Assessment Tests (SATs). Eight percent of the variation in pupils' SAT scores was attributable to teacher well-being. However, it should be noted that the direction of causality could be reversed or bi-directional (Morgan & Winship, 2015). Briner and Dewberry themselves advise caution regarding their findings as improved pupil performance might also improve teacher well-being. A further limitation is that Briner and Dewberry were only able to demonstrate a statistically significant finding between teacher well-being and pupils' SAT scores in 2004. Whilst the authors do make this clear, articles citing the research occasionally do not, leading to a misrepresented interpretation that the link between teacher well-being and pupils' academic outcomes is found consistently (e.g., Skinner & Beers, 2016).

Other studies have also attempted to demonstrate the relationship between teacher well-being and pupils' academic outcomes. Klusmann, Richter and Ludtke (2016) found that teachers' emotional exhaustion was associated with reduced pupil achievement in mathematics; accounting for six per cent of the variance. However, the reported effect size was 0.13, a very small effect size according to Cohen's (1992) guidelines. Hattie (2009) notes that an effect size of at least 0.4 is required for a noticeable change in academic performance. However, despite having methodological limitations, findings such as Briner and Dewberry's (2007) and Klusmann et al.'s (2016) arguably represent important practical finding as even if the effect is small, teacher well-being might be more amenable to intervention and subsequent change than other possible confounding factors on pupils' academic progress such as socioeconomic background (Bajorek, Gulliford & Taskila, 2014).

2.4.3. BT Well-being and Pupils' Well-being

Studies have also demonstrated the link between teacher well-being and pupil well-being. Roffey (2012, p.1) describes the two as being "two sides of the same coin". Jennings and Greenberg (2009) explain this link in terms of the teacher-pupil

relationship, with a meta-analysis by Hattie (2009) showing the quality of teacher-pupil relationships to be the most critical factor in effective education. Jennings and Greenberg note that teacher well-being is a key factor in maintaining positive teacher-pupil relationships, and that, in turn, positive teacher-pupil relationships can serve to promote both teacher and pupil well-being. Thus, Spilt, Koomen and Thjis (2011) describe the relationship as cyclical.

The reported link between teacher well-being and pupil well-being might be of particular importance to BTs as newcomers to their placement schools for a relatively short period of time. Considering the many commitments required of BTs during their placements, this could mean that BTs are not afforded sufficient time to build positive relationships with pupils. Furthermore, BTs might misinterpret advice regarding maintaining professional conduct as being required to remain distant from pupils and/or colleagues (Noddings, 2001). McCallum and Price (2010) argue that teachers must be able to connect with their pupils if they are to make a positive difference in terms of pupils' learning and well-being. The same might also be true of BTs' abilities to build positive relationships with colleagues (Scaglione et al., 2016); an issue that has also been highlighted as important for BT well-being (Helms-Lorenz and Maulana, 2016).

2.4.4. Well-being: A Responsibility

The critical professional role of teachers in providing an environment that serves to protect and promote pupils' well-being has been identified (e.g., Day & Kington, 2008). Such responsibilities extend to all teachers regardless of experience. For instance, the current QTS Standards for Wales (Welsh Assembly Government; WAG, 2009, p.8) include requirements such as "...They establish a purposeful learning environment where diversity is valued and where learners feel secure and confident." Newly proposed standards for teachers in Wales continue to emphasise the responsibility of all teachers for pupil well-being (WG, 2017c), as do the current English teaching standards (DfE, 2011b.) However, Foreman-Peck (2015) argues that, despite UK teaching standards, and various other government initiatives, recognising the contribution of teachers to pupil well-being, the significance of teacher well-being is still not adequately recognised. Roffey (2015) argues that, in order to fulfil responsibilities to children, teacher well-being should be prioritised. Brennan (2006) also states that it is important for BTs to receive support in order for them to maintain the well-being of their pupils but at the same time, to sustain their own psychological well-being.

Wyn, Cahill, Holdsworth, Rowling and Carson (2000) also emphasise the influence of whole-school well-being on teacher well-being. Briner and Dewberry (2007) explain that whilst teacher well-being research has predominantly focused at the individual-

level, when explored at a collective level, schools that have higher wellbeing have higher work performance. Such studies emphasise the importance of ensuring that a positive ethos and sense of well-being exists at an organisational level (Roffey, 2016). Caspersen and Raaen (2014) also identify teacher support and coping as being the collective responsibility of the whole school-system and not merely the concern of individuals.

2.4.5. ITE: Priority Context for Change

The argument for addressing BT preparedness as a well-being-related factor at the ITE stage is not a new one. For instance, Bowers, Eichner and Sachs (1983) suggested that insufficient attention was paid to BT's readiness for coping with the demands of teaching and that ITE programmes were overly focussed on instructional practices. More recently, arguments for the benefits of focusing on well-being during ITE have also been made. Roffey (2008) notes that changes to well-being practices implemented at the individual-level can have a positive 'ripple effect' for the whole school. Hence, focusing on BT well-being during ITE, the starting point of any teacher's career, could be one way of developing positive well-being throughout whole school communities; an issue that has been identified as important to the longevity of school improvement (Weare, 2014). Owing to the BT attrition problem in the UK (DfE, 2011a), further arguments can be made for taking a more proactive, systemic approach towards addressing this issue. McCallum and Price (2010) posit that BT retention is dependent upon having a well-being strategy in place that clearly identifies enabling and prohibiting factors; these can then be used as a basis for informing the development of ITE.

Research highlights three factors that might all be implicated in BT well-being:

- quality of preparation (e.g., McCallum et al., 2015; O'Neill & Stephenson, 2012);
- experiencing direct social and emotional well-being support (e.g., Caspersen & Raaen, 2014); and
- having explicit self-management strategies for stress and well-being (e.g., McCallum & Price, 2010).

Whilst these are not the only factors that might contribute towards improved teacher well-being, the aforementioned literature suggests that these are three areas that are worthy of consideration in terms of planning for change to enhance BT well-being at the ITE stage. Palomera, Fernandez-Berrocal and Brackett (2008) argue that ITE is the priority context for developing teachers' abilities to cope effectively in the short-term and for promoting the longer-term well-being and effectiveness of teachers. However,

despite a focus on BT well-being being included in the newly proposed accreditation standards for ITEPs in Wales (WG, 2017a), who will fulfil this role and how has not.

Potentially, EPs could have an important role to play in developing ITE in order to promote BT preparedness and additional aspects of well-being (e.g., Gibbs & Miller, 2014; Roffey, 2015). Therefore, how EPs might support ITEPs and partnership schools, in developing ITE will be discussed within the remaining sections of this literature review.

2.5. The Potential Role of EPs

2.5.1. Scope for EP Involvement within ITE

Poulou (2005) notes that, in many countries, educational psychology is perceived as being a key component within ITE. Historically, EP involvement within ITE has predominantly focused on EPs as teacher educators (e.g., Patrick et al., 2011). Whilst there is a paucity of research into the role of EPs within ITE in the UK, some UK EPs are currently involved in ITE providing support such as: positive behaviour management training, producing written guides for UK BTs (Roffey, 2011) and implementing group-based support and coaching on issues such as well-being, resilience, work-life balance and developing positive relationships (M. Adams, K. Gibbs & S. Roffey, personal communication, 7 October 2016).

An existing EP presence within ITE in the UK, albeit limited, suggests that there is further scope for EPs to engage in different types of well-being related work with BTs. Owing to the large financial investment that is made in training BTs (e.g., Ward, 2016), a significant proportion of whom appear to be leaving the profession early due to well-being related factors (e.g., Harfitt, 2015), from an economic perspective, Gibbs and Miller (2014) suggest that further EP involvement within the area of teacher well-being poses a cost-effective solution.

The adoption of traded services throughout many Educational Psychology Services (EPSs; AEP, 2011) could enable further opportunities for EPs to engage in work within alternative settings such as ITEPs. As Fallon et al. (2010) note, the core functions of the EP role would remain the same, it is only the context of work would change. This could possibly contribute towards the longevity of the profession by making EP presence and the potential contribution of EPs more visible within wider contexts (e.g., Farrell et al., 2006).

The aforementioned points would all indicate that, at a practical level, there is definite scope for EPs working within ITE. It would also seem that EP involvement could represent a cost-effective intervention. How the potential involvement of EPs might ensue will now be discussed in relation to three well-being related factors: preparation, direct social and emotional well-being support and self-management strategies for well-being.

2.6. *Increasing BT Preparedness for Well-being: The Potential Role of EPs*

2.6.1. *EP Involvement in the Delivery and Development of ITE Content*

Authors such as Emmer and Stough (2001) and Poulou (2005) identify EPs' existing contribution to BT preparation in the following areas: subject knowledge and skills, special educational needs, classroom management and social and emotional learning. Despite these findings largely originating from international literature, the aforementioned areas of BT preparation have been highlighted as areas of shortfall within the UK education system (DfE, 2016; WG, 2015). This could suggest that there is scope for UK EPs to have a similar role in BT preparation to that of psychologists outside of the UK.

In further support of UK EPs having this type of BT-educator role, Rothi, Leavey and Best (2008) found that teachers want expert advice from appropriately qualified professionals who can tailor any training specifically to teachers' needs in an educational context. With EPs having knowledge of learning, development, behaviour, assessment and organisations or systems, this would support the assertion that EPs are well placed to deliver training across a number of specialist areas within ITE. However, with there being so much scope for additional EP involvement, there is the issue of which areas of preparation to prioritise for EP involvement.

As difficulties in maintaining a work-life balance have been cited by BTs as one of the main reasons for considering leaving teaching (ATL, 2015), preparing BTs in this area represents an important potential focus for EP work. Whilst possible solutions to the teacher workload issue have already been suggested (e.g., Butt & Lance, 2016), and the government are currently monitoring the teacher workload problem (DfE, 2017a), arguably, many of the solutions already suggested rely heavily upon financial investment that is not necessarily forthcoming (Imazeki, 2005). Consequently, more viable options might be required in order to support BTs in achieving a better work-life balance.

Higher education institutions are increasingly adopting Academic Workload Models (AWMs; Perks, 2013). However, evidence of AWMs on ITE courses is difficult to find. Adopting research and models from occupational psychology, EPs might be able to offer support and advice to BTs, ITEPs and placement schools relating to managing workload and/or workload allocation. More generally, EPs might support BTs' well-being relating to workload pressures by working in a school-improvement role whereby the importance of allocation of time throughout the day for sufficient breaks (Brown & Ralph, 1994) and increased collaborative working (Hargreaves, 2002) is emphasised through discourse with the senior leadership team (Roffey, 2007).

In addition to EPs having a potential role in supporting BTs having a work-life balance, UK documentation also supports the idea that EPs are one of the best-placed professional groups to prepare BTs by providing training and preparation across a range of other issues. For example, guidance on attachment from the National Institute for Health and Care Excellence (NICE, 2015) refers to the need for teacher training in attachment theory from appropriately qualified professionals. Arguably, this represents a very limited population of professionals, however, EPs are one group who could fulfil this role. Additionally, the Prime Minister's recent announcements regarding the development of mental health support in schools (DfE, 2017b) emphasises the need for teacher training in mental health and well-being. Arguably, EPs also have the knowledge and skills to fulfil this role. Furthermore, a publication produced by the UK government's working party for developing behaviour management skills (Bennett, 2016), notes that those involved in BT training should possess highly developed skills and understanding in relation to behaviour management. Hart (2010) discusses how behaviour management represents a significant focus of EPs' work. As such, EPs could also be one of the best-placed professionals to fulfil this newly identified, mandatory focus within future ITE; a point that is expanded upon in the section that follows.

However, despite initially appearing to be well placed to undertake a training role within ITE, EPs have not been specifically identified within government documentation to fulfil this role; with the role frequently being directed towards other professional groups (e.g., DfE, 2015). Carroll (1993) argues that this could be due to EPs having removed themselves from the 'expert' role, which has meant that others are now failing to recognise the contribution that EPs are able to make (Stanley, 2010). This could be linked to the distinction between the more traditional EP role, focused on working at an individual-level, and the move towards EPs working more systemically (e.g., Fallon et al., 2010). Whilst the introduction of the consultation model (e.g., Wagner, 2000) has

increased opportunities for EPs to work at a range of levels, EPs, as a professional group, may not always put themselves in the frame for organisational-level working and, therefore, other agencies might still continue to value more the traditional, individual-level EP work (e.g., Farrell et al., 2006).

Patrick et al. (2001) highlight the need for EPs to emphasise the sound understanding that they have in relation to those aspects of ITE that have been identified as being in need of development. However, Patrick et al. have also critically analysed the role of EPs in BT preparation raising questions such as whether EPs really are able to make a unique contribution to ITE?

2.6.2. The Unique Contribution of EPs to BT Preparation

The need for more in-depth, reflective preparation represents an area where EPs could make a unique contribution to ITE. Nezhad and Vahedi (2011) state that if EPs were to deliver ITE content, not only would they be able to support BTs in understanding the crucial links between theory and practice, but that they could play a vital role in encouraging reflective thinking skills. Emmer and Stough (2001) also emphasise the importance of encouraging BTs to have a deeper understanding of their practice through promoting inquiry and reflection. For example, the authors posit that BTs should have an understanding of the psychology of behaviour in order to help them to understand pupils' needs before applying generic behaviour management strategies. This point relates to the aforementioned idea of there being scope for EPs to have a role in the behaviour management training of BTs (e.g., Bennett, 2016). However, Nezhad and Vahedi argue that current ITE programmes tend not to go beyond rudimentary 'tours' of the underlying theories that inform teaching practice. Therein lies a unique role for EPs in ensuring that BTs not only receive high-quality preparation but that they are able to reflect upon why they are using particular strategies and practices in order to become more highly-skilled learners of learning (Gay & Kirkland, 2003).

Taking a different stance on the issue of EPs encouraging BTs' reflective practice, Foreman-Peck (2015) discusses the links between reflective skills and personal well-being. She posits that teacher well-being is connected to self-knowledge and that reflective practices can help teachers to develop this self-knowledge by allowing them the opportunity to reflect upon situations that might have threatened their well-being. More generally, Shoffner (2011) comments on how more in-depth, holistic preparation through encouraging reflective practices might improve BTs' resiliency when coping with future challenges and could, therefore, contribute positively to BT well-being and subsequent retention.

Thus, the benefits of EP involvement in ITE could be two-fold: improving BTs' preparedness for teaching in terms of skills and practice and improving BT's sense of resiliency and well-being (e.g., Gibbs & Miller, 2014). However, Rothi et al. (2008) note a logistical dilemma in terms of fitting in such comprehensive preparation during the already densely packed PGCE year. Nevertheless, some ITE courses offer additional, optional components for BTs, such as workshops, through which EPs could deliver this more in-depth type of training.

2.6.3. Collaborative Working

Patrick et al. (2011) assert that, given that educational psychology contributes to much of what is critical for BTs to know, direct EP involvement in delivering training on ITE courses might be important for producing positive outcomes for BTs, ITEPs and for pupils. However, Patrick et al. also discuss the importance of EPs developing collaborative relationships with ITEP colleagues in order to support a common discourse and a shared vision of effective education. Consequently, EPs contributing towards the development of course content (e.g., Furlong, 2015), and in contributing to the training/up-skilling of teacher-educators, might be an alternative to EPs being directly involved in BT preparation.

2.7. Directly Supporting BT Well-being: The Potential Role of EPs

Despite theorisation on the importance of supporting teachers' well-being being largely absent from government literature (Foreman-Peck, 2015), research has demonstrated the importance of providing teachers with direct, well-being focused support (e.g., Roffey, 2012). In light of this, there could also be a role for EPs in ITE in directly supporting BTs' well-being (M. Adams, K. Gibbs & S. Roffey, personal communication, 7 October 2016) and/or in assisting those who work with BTs to better support BT well-being (e.g., Kyriacou & Kunc, 2007). In support of this, Roffey (2015) notes that EPs have important skills to contribute towards teacher well-being and that there are many untapped opportunities for EPs to be engaging in proactive well-being work with teachers. However, once again, the potential scope for direct well-being support is vast. Given that social support has largely been alluded to within the well-being literature (e.g., Casperssen & Raaen, 2014; Karasek & Theorell, 1990; Kinman et al., 2011) the potential role of EPs in developing this aspect of ITE is now discussed.

2.7.1. Enhancing BT Well-being Through Social Support: The Potential Role of EPs

Studies have shown how social support can improve BT well-being. For example, Durksen and Klassen (2012) note that BTs' levels of stress are influenced by professional interactions with colleagues, which, in turn, can impact upon their commitment to the profession. Hong (2012) also demonstrated how a perceived lack of collegial support has also been implicated in BT attrition. Consequently, an

increased emphasis on providing social support to BTs throughout ITE might be one way that EPs could help to directly address BT well-being and improve subsequent retention. Durksen and Klassen suggest that the teaching placement offers an opportunity for EPs to support BTs and/or to contribute towards the ways in which BTs are supported by their placement school colleagues. This potential area of EP involvement will now be discussed in terms of the forms of support that BTs are and could be offered and how EPs might help ITEPs and schools to further enhance this type of support.

2.7.2. Forms of Support: Mentoring, Supervision & Coaching

The importance of high-quality, school-based mentoring for BTs has been emphasised (Hobson, Ashby, Malderez & Tomlinson, 2009). Studies have shown that BTs perceive their mentors to be one of the most important sources of support (e.g., Marable & Raimondi, 2007). Richter, Kunter, Ludtke, Klusmann and Anders (2013) also found that the quality of mentoring can impact on BTs' well-being and sense of competency. Carter (2015) recognises that mentors should be outstanding teachers who are skilled in explaining their own practice. However, arguably, this somewhat limits the function of mentoring to a means of developing BTs' instructional practices through transmission-oriented or expert-novice style mentoring (Haggarty & Postlethwaite, 2012; Wang & Odell, 2003). Though mentoring has been conceptualised in many different ways (e.g., Kemmis, Heikkinen, Fransson, Aspors & Edward-Groves, 2014), Foreman-Peck (2015) argues that BT mentoring in the UK is largely focused on performance and evaluation and that, consequently, the crucial well-being-element of mentoring is often neglected.

Bainbridge and Westergaard (2013) argue that traditional BT mentoring may need to be replaced by, or carried out in congruence with, additional forms of professional and more 'well-being-friendly' support such as supervision. Supervision is already firmly established in other professions where, like teaching, it is also acknowledged that the individual's work is focused on helping and supporting others (Kilminster, Cottrell, Grant & Jolly, 2007). Reid and Westergaard (2013) suggest that effective supervision might help to: restore teacher morale and positive well-being, improve teacher retention and ensure that pupils continue to receive a high-quality education.

Given the diverse set of skills required by supervisors (Bainbridge & Westergaard, 2013), and the finding that poor supervision and/or a dominating supervisory-style can be stressful (Sparks, Farragher & Cooper, 2001), EPs with their understanding of positive communication practices, psychological well-being and reflective practices might be well-placed to fulfil this role. Alternatively, EPs could work with ITEPs and

schools to help to develop existing mentors' skills. The EP role in raising awareness of mentoring-type practices that are based on collaborative enquiry and reflection as opposed to hierarchical transmission models (Carter & Francis, 2001) seems important given that the BT mentor-mentee relationship is defined as being based upon collaboration (ATL, 2012).

Coaching, an approach rooted in positive and solution-focused psychology, (e.g., Adams, 2016a; Synder and McCullough, 2000) is another alternative to expert-novice style BT mentoring. Coaching focuses on goal-attainment, development and well-being (e.g., Palmer & Whybrow, 2007). In an educational-context, there is evidence regarding the impact of coaching on teacher well-being, resilience and teaching practice (Grant, Green & Rynsaardt, 2010; Lee, 2013). However, currently, this evidence-base remains small (Adams, 2016a). As an expanding approach, Adams (2016b) suggests that coaching also represents a way in which EPs might further diversify their own practice.

Evidence suggests that some EPs in the UK are already supporting BTs via coaching (Adams, 2015; M. Adams, personal communication, 7 October 2016). In the USA, to counteract BT attrition, one district has embedded a two-year cognitive coaching programme (e.g., Costa & Garmston, 2016) for BTs known as STEP UP (Kissinger, Hankins & Crawford, 2008). BTs received weekly support from a coach focusing on issues relating to teaching practice and personal well-being. Coaching sessions were non-evaluative and non-judgemental, an approach that BTs have reported as being helpful for confidence and sense of efficacy (e.g., Moore, 2016).

EPs could have a role in coaching individual BTs, groups or could train ITEP staff and school-based mentors in coaching. The term coaching also has positive connotations in that it implies growth and development as opposed to evaluation, critique and deficit (e.g., Adams, 2016a). Thus, implementing coaching could also serve to counteract the issue of well-being support being perceived as a reactive intervention for teachers who are not 'coping' (Rossen & Cowan, 2014) and for promoting the idea of well-being based practices being universally relevant (Acton & Glasgow, 2015). However, to date, the impact of STEP UP on BT well-being and attrition has not been evaluated. As such, despite promising prospects, the evidence-base for such coaching programmes is currently lacking.

2.7.3. Developing Positive Working Environments for BTs: The Potential Role of EPs

The role of EPs in developing emotionally literate whole-school climates has been identified (Roffey, 2015). Roffey (2007) adds that when EP well-being work is targeted

at a whole-school level, even with limited resources such as time, well-being can be improved. For example, EPs may simply begin to have conversations with schools regarding the importance of teacher well-being, which, over time, might have traction through raising the profile of well-being. Singh and Billingsley (1998) found that head teachers who gave positive feedback and encouraged participatory decision-making fostered commitment within their school staff. Therefore, in congruence to Roffey's suggestion, EPs could have a role in supporting school leaders, and mentors as BTs' senior colleagues, in developing this type of positive approach to working with BTs and other teachers more generally.

2.8. Implementing Well-Being Interventions and Strategies: The Potential Role of EPs

Authors such as McCallum and Price (2010) highlight the importance of equipping BTs with strategies to manage their own stress and well-being as a means of support. Evidence suggests that UK EPs are currently involved in this type of work (M. Adams, K. Gibbs & S. Roffey, personal communication, 7 October 2016). Studies from outside of the UK have also shown how researchers have worked directly with teachers, including BTs, with the aim of providing them with the prerequisite skills for enhancing their own well-being. For example, Vesely et al. (2014) utilised a programme to develop pre-service BTs' emotional intelligence (EI) over a five-week period. Increased EI has been shown to help teachers to mediate stress and facilitate effective teaching (e.g., Perry & Ball, 2005). Overall, Vesely et al.'s results suggested that BTs' EI and related well-being variables such as stress, anxiety, resiliency and efficacy, could be improved through EI training. However, although positive increases in EI and well-being variables were found, the majority of these changes lacked statistical significance attributed to the small sample size. Nevertheless, given the paucity of empirically-based training programmes aimed at managing teacher stress and improving well-being, Vesely et al.'s findings might still provide a starting point from which EPs can begin to support BT well-being in more proactive ways. Similarly, a randomised control study by Roeser et al. (2013) showed that mindfulness training can have positive beneficial outcomes for teachers' well-being.

The importance of moving away from the idea of well-being interventions as serving the purpose of addressing the needs of teachers who are already 'struggling' has also been alluded to (e.g., Acton & Glasgow, 2015). Consequently, authors such as Sharrocks (2014) comment that well-being management interventions may be best delivered proactively at a systemic level (e.g., whole school or ITEP) as opposed to focusing on individual BTs as part of a reactive approach. This is particularly relevant

given the suggestion that teachers who are already experiencing stress themselves may be supporting BTs (Kyriacou and Stephens, 1999).

EPs could not only have a role in working directly with BTs on developing their own well-being-management strategies but with ITEP mentors and placement school staff. Sharrocks (2014) refers to the wider benefits of EPs being involved in this type of work and how it might impact upon future EP practice. For instance, she explains that improved well-being can increase how empowered teachers feel to 'tackle' problems on their own without fostering dependency on EPs. Sharrocks argues that this could leave opportunities for EPs to engage in other types of systemic work with schools in future.

2.9. *Summary and Rationale Leading to the Research Questions*

The rate of attrition amongst UK BTs has been described as problematic (Hughes, 2012). In exploring this issue, there is a tendency for those in a position of seniority to focus on individual-level factors (Acton & Glasgow, 2015). However, in doing so, Foreman-Peck (2015) suggests that there is a failure to recognise the potential influence of contextual-level factors on BT well-being and subsequent attrition. Foreman-Peck also notes that whilst the importance of pupil well-being, and teachers' responsibilities towards this, are being increasingly recognised, teacher well-being is still a relatively overlooked area (Paterson & Grantham, 2016). BT well-being research is even less evident within the UK literature despite authors such as Hamilton and Clandinin (2011) identifying this as an important area of research.

Whilst ITE has been identified as the priority context for teacher well-being research and intervention (Palomera et al., 2008), arguably further clarification is needed in regards to where the focus of this support should be. BTs, as those who have recently lived through the experience of ITE, are one of the core groups whose views and experiences should be sought in order to inform directions for future support. The research study that follows aims to take a holistic perspective, allowing for a discussion of both protective and risk factors affecting BT preparedness and well-being (Paterson & Grantham, 2016). The potential role of EPs in helping to enhance well-being support for BTs is arguably also an area that requires further illumination (Roffey, 2015). EPs may be well-placed to support BT well-being beginning with work during ITE (e.g., Patrick et al., 2011). It would also seem that there is definite practical scope for EPs to make a greater contribution towards ITE in the UK (e.g., Fallon et al., 2010). Consequently, the research study that follows aims to answer the following questions:

RQ1. How do BTs reflect upon their experiences of preparation throughout ITE?

RQ2. How do BTs reflect upon their experiences of additional well-being support throughout ITE?

RQ3. How could ITE be developed to further support BT well-being and what role could EPs have in this?

3. References

- Acton, R., & Glasgow, P. (2015). Teacher well-being in neoliberal contexts: A review of the literature. *Australian Journal of Teacher Education*, 40(8), 1-17.
- Adams, M. (2015). *Coaching psychology in schools: Enhancing performance, development and wellbeing*. Abingdon: Routledge.
- Adams, M. (2016a). ENABLE: A solution-focused coaching model for individual and team coaching. *The Coaching Psychologist*, 12(1), 17-23.
- Adams, M. (2016b). Coaching psychology: An approach to practice for educational psychologists. *Educational Psychology in Practice*, 32(3), 231-244.
- Allen, R., Burgess, S., & Mayo, J. (2012). *The teacher labour market, teacher turnover and disadvantaged schools: New evidence for England* (The Centre for Market and Public Organisation No. 12/194). Bristol: The Centre for Market and Public Organisation.
- Anhorn, R. (2008). The profession that eats its young. *Delta Kappa Gamma Bulletin*, 74(3), 15-26.
- Ashby, J. S., & Rice, K. G. (2002). Perfectionism, dysfunctional attitudes, and self-esteem: A structural equations analysis. *Journal of Counseling & Development*, 80(2), 197-203.
- Aspfors, J., & Bondas, T. (2013). Caring about caring: Newly Qualified Teachers' experiences of their relationships within the School Community. *Teachers and Teaching: Theory and Practice*, 19(3), 243-259.
- Association of Educational Psychologists (AEP). (2011). *The Delivery of Educational Psychology Services*. Durham: AEP.
- Association of Teachers and Lecturers (ATL) (2012). *Guide to mentoring: Advice for the mentor and mentee*. Retrieved on 21st December 2016, from: [https://www.atl.org.uk/Images/ATL%20Guide%20to%20mentoring%20\(Nov%2012\).pdf](https://www.atl.org.uk/Images/ATL%20Guide%20to%20mentoring%20(Nov%2012).pdf)
- Association of Teachers and Lecturers (ATL) (2015). *New teachers already demotivated about teaching at the start of their careers*. Retrieved on 21st December 2016 from, <https://www.atl.org.uk/media-office/2015/New-teachers-already-demotivated-about-teaching-at-the-start-of-their-careers.asp>
- Australian Institute of Teaching and School Leadership (AITSL) (2015). *Initial teacher education: Data report*. AITSL: Melbourne.
- Bainbridge, A., & Westergaard, J. (2013). *Supporting teachers in their role: making the case for formal supervision in the workplace*. Retrieved on 5th December 2016, from: <http://www.consider-ed.org.uk/supporting-teachers-in-their-role-making-the-case-for-formal-supervision-in-the-workplace/>
- Bajorek, Z., Gulliford, J., & Taskila, T. (2014). *Healthy teachers, higher marks? Establishing a link between teacher health & well-being and student outcomes*. Lancaster: The Work Foundation, Lancaster University.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22, 309-328.

Bennett, T. (2016). *Developing behaviour management content for initial teacher training (ITT)*: London: Department for Education.

Blatchford, P., Moriarty, V., Edmonds, S., & Martin, C. (2002). Relationships between class size and teaching: A multimethod analysis of English infant schools. *American Educational Research Journal*, 39(1), 101-132.

Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta- analytic and narrative review of the research. *Review of Educational Research*, 78(3), 367- 409.

Bowers, H. C., Eichner, B. K., & Sacks, A. L. (1983). Reducing stress in student teachers. *The Teacher Educator*, 19(2), 19-24.

Brember, I., Brown, M., & Ralph, S. (2002). Gender-related causes of stress in trainee teachers on teaching practice in the School of Education, University of Manchester, UK. *Westminster Studies in Education*, 25(2), 175–186.

Brennan, K. (2006). The managed teacher: Emotional labour, education, and technology. *Educational Insights*, 10(2), 55-65.

Briner, R., & Dewberry, C. (2007). *Staff well-being is key to school success*. London: Worklife Support Ltd/Hamilton House.

Brown, M. & Ralph, S. (1994) *Managing Stress in Schools. Effective Strategies for Teachers*. London: Northcote House.

Butt, G., & Lance, A. (2016). Secondary teacher workload and job satisfaction: Do successful strategies for change exist ? *Educational Management Administration & Leadership*, 33(4), 401–422.

Carroll, J. B. (1993). Educational psychology in the 21st century. *Educational Psychologist*, 28(2), 89-95.

Carter, A (2015) *Carter Review of Initial Teacher Training*. London: Department of Education. Retrieved on 21st December 2015, from:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399957/Carter_Review.pdf

Carter, M., & Francis, R. (2001). Mentoring and beginning teachers' workplace learning. *Asia-Pacific Journal of Teacher Education*, 29(3), 249-262.

Caspersen, J., & Raaen, F. D. (2014). Novice teachers and how they cope. *Teachers and Teaching*, 20(2), 189-211.

Chaplain, R. P. (2008). Stress and psychological distress among trainee secondary teachers in England. *Educational Psychology*, 28(2), 195–209.

Christie, F., Conlon, T., Gemmell, T., & Long, A. (2004). Effective partnership? Perceptions of PGCE student teacher supervision. *European Journal of Teacher Education*, 27(2), 109–123.

Cockburn, A. D. (1996). Primary teachers' knowledge and acquisition of stress relieving strategies. *British Journal of Educational Psychology*, 66(3), 399–410.

Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155-9.

Costa, A., & Garmston, B. (2016). *Cognitive coaching: Developing self-directed leaders and learners* (3rd. ed.). Boulder, CO: Rowman & Littlefield.

Darling-Hammond, L. (2000). Teacher quality and student achievement : A review of state policy evidence previous research. *Education Policy Analysis Archives*, 8(1), 1–44.

Darling-Hammond, L., & Sykes, G. (2003). Wanted, a national teacher supply policy for education: The right way to meet the "highly qualified teacher" challenge. *Education policy analysis archives*, 11(33), 1-55.

Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education*, 21(5), 563-577.

Day, C., & Kington, A. (2008). Identity, well- being and effectiveness: The emotional contexts of teaching. *Pedagogy, culture & society*, 16(1), 7-23.

Deci, E. L., & Ryan, R. M. (1987). The Support of Autonomy and the Control of Behavior. *Journal of Personality and Social Psychology*, 53(6), 1024–1037.

Deci, E. L., & Ryan, R. M. (Eds.). (2002). *Handbook of self-determination research*. Rochester: University of Rochester Press.

Department for Education (DfE) (2011a). *Training our next generation of outstanding teachers: An improvement strategy for discussion*. London: DfE.

DfE (2011b). *Teachers' standards*. Retrieved online on 1st April 2017, from: <https://www.gov.uk/government/publications/teachers-standards>

DfE (2015). *Government response to the Carter review of initial teacher training (ITT)*. London: HSMO.

DfE (2016). *Educational excellence everywhere* (Cm 9230). London: HMSO.

DfE (2017a). *Reducing teacher workload action plan: Update and next steps*. London: HMSO.

DfE (2017b). *The shared society: Prime Minister's speech at the Charity Commission annual meeting*. Retrieved online on 10th April 2017, from: <https://www.gov.uk/government/speeches/the-shared-society-prime-ministers-speech-at-the-charity-commission-annual-meeting>

Dewe, P. J., O'Driscoll, M. P., & Cooper, C. L. (2012). Theories of psychological stress at work. In R. J. Gatchel & I. J. Schultz (Eds.), *Handbook of occupational health and wellness* (pp. 23-38). New York: Springer.

Di Carlo, M. (2011). *Do half of new teachers leave the profession within five years?* [Web log post]. Retrieved on 7th December 2016, from: <http://www.shankerinstitute.org/blog/do-half-new-teachers-leave-profession-within-five-years>

Durksen, T. L., & Klassen, R. M. (2012). Pre-service teachers' weekly commitment and engagement during a final training placement: A longitudinal mixed methods study. *Educational and Child Psychology*, 29(4), 32–46.

Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology with implications for teacher education. *Educational Psychologist*, 36(2), 103–112.

Engeström, Y., Engeström, R., & Karkkainen, M. (1995). Polycontextuality and boundary crossing in expert cognition: Learning and problem solving in complex work activities. *Learning and Instruction*, 5(4), 319-336.

Fallon, K., Woods, K. & Rooney, S. (2010). A discussion of the developing role of educational psychologists within children's services. *Educational Psychology in Practice*, 26(1), 1-23.

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & M., O'Connor (2006). *A Review of the Functions and Contribution of Educational Psychologists in England and Wales in Light of "Every Child Matters: Change for Children"*. London: Department for Education and Skills.

Fives, H., Hamman, D., & Olivarez, A. (2007). Does burnout begin with student-teaching? Analyzing efficacy, burnout, and support during the student-teaching semester. *Teaching and Teacher Education*, 23(6), 916–934.

Fleming, J. L., Mackrain, M., & LeBuffe, P. A. (2013). Caring for the caregiver: Promoting the resilience of teachers. In S. Goldstein & R.B. Brooks (Eds.), *Handbook of resilience in children* (pp. 387-397). New York: Springer.

Flett, G. L., Hewitt, P. L., & Hallett, C. J. (1995). Perfectionism and job stress in teachers. *Canadian Journal of School Psychology*, 11(1), 32-42.

Flook, L., Goldberg, S. B., Pinger, L., Bonus, K., & Davidson, R. J. (2013). Mindfulness for teachers: A pilot study to assess effects on stress, burnout and teaching efficacy. *Mind Brain Education*, 7(3), 182–195.

Foreman-Peck, L. (2015). Towards a theory of well-being for teachers. In R. Heilbronn & L. Foreman-Peck (Eds.), *Philosophical perspectives on teacher education* (pp. 387-397). Oxford: Wiley Blackwell.

Furlong, J. (2015). *Teaching tomorrow's teachers: Options for the future of initial teacher education in Wales*. Cardiff: Welsh Government. Retrieved on 21st December 2015, from: <https://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf>

Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory into Practice*, 42(3), 181-187.

Gersch, I., & Teuma, A. (2005). Are educational psychologists stressed? A pilot study of educational psychologists' perceptions. *Educational Psychology in Practice*, 21(3), 219-233.

Gibb, N. (2016, October 20). *Teachers - Labour Turnover: Written question – 47083*. Retrieved on 2nd November 2016, from: <http://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2016-10-07/47083/>

Gibbs, S., & Miller, A. (2014). Teachers' resilience and well-being: A role for educational psychology. *Teachers and Teaching*, 20(5), 609-621.

- Gold, Y., & Roth, R. A. (2013). *Teachers managing stress & preventing burnout*. New York: Routledge Falmer.
- Grant, A. M., Green, L. S., & Rynsaardt, J. (2010). Developmental coaching for high school teachers: Executive coaching goes to school. *Consulting Psychology Journal: Practice and Research*, 62(3), 151–168.
- Guarino, M. G., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208.
- Haggarty, L., & Postlethwaite, K. (2012). An exploration of changes in thinking in the transition from student teacher to newly qualified teacher. *Research Papers in Education*, 27(2), 241–262.
- Hamilton, M.L., & Clandinin, J. (2011). Becoming researchers in the field of teaching and teacher education. *Teaching and Teacher Education: An International Journal of Research and Studies*, 27(4), 681–682.
- Harfitt, G. J. (2015). From attrition to retention: A narrative inquiry of why beginning teachers leave and then re-join the profession. *Asia-Pacific Journal of Teacher Education*, 43(1), 22–35.
- Hargreaves, A. (2002). Teaching and Betrayal. *Teachers and Teaching: Theory and Practice*, 8(3), 393–407.
- Hart, R. (2010). Classroom behaviour management: Educational psychologists' views on effective practice. *Emotional and Behavioural Difficulties*, 15(4), 353–371.
- Hattie, J. (2009). *Making learning visible: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Henke, R. R., Chen, X., & Geis, S. (2000). *Progress through the teacher pipeline: 1992–93 College graduates and elementary/secondary school teaching as of 1997*. Washington, DC: National Centre for Educational Statistics.
- Helms-Lorenz, M., & Maulana, R. (2016). Influencing the psychological well-being of beginning teachers across three years of teaching: Self-efficacy, stress causes, job tension and job discontent. *Educational Psychology*, 36(3), 569–594.
- Hewitt, P. L., Ediger, E., & Flett, G. L. (1996). Perfectionism and Depression : Longitudinal Assessment of a Specific Vulnerability Hypothesis. *Journal of Abnormal Psychology*, 105(2), 276–280.
- Hobson, A. J. (2002). Student teachers' perceptions of school-based mentoring in initial teacher training (ITT). *Mentoring and Tutoring*, 10(1), 5–20.
- Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and teacher education*, 25(1), 207–216.
- Holmes, E. (2005). *Teacher well-being: Looking after yourself and your career in the classroom*. Hove: Psychology Press.

Holroyd, K. A., & Lazarus, R. S. (1982). Stress, coping and somatic adaptation. In L. Goldberger & S. Breznitz (Eds.), *Handbook of stress: Theoretical and clinical aspects* (pp. 21-35). New York: Free Press.

Hong, J. Y. (2012). Why do some beginning teachers leave the school, and others stay? Understanding teacher resilience through psychological lenses. *Teachers and Teaching*, 18(4), 417-440.

House of Commons Committee of Public Accounts (2016). *Training new teachers (third report of session 2016-2017)*, Vol. 1. London: The Stationery Office.

Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. *The Journal of Educational Research*, 105(4), 245-255.

Imazeki, J. (2005). Teacher salaries and teacher attrition. *Economics of Education Review*, 24(4), 431-449.

Jennings, P.A., & Greenberg, M.T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1) 491-525.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P. J., & Millet, C. (2005). The experience of work-related stress across occupations. *Journal of Managerial Psychology*, 20(2), 178-187.

Karasek, R. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24(1), 285-308.

Karasek, R., & Theorell, R. (1990). *Healthy work: Stress, productivity and the reconstruction of working life*. New York: Basic Books.

Kemmis, S., Heikkinen, H. L., Fransson, G., Aspfors, J., & Edwards-Groves, C. (2014). Mentoring of new teachers as a contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education*, 43(3), 154-164.

Kickul, J., & Posig, M. (2001). Supervisory emotional support and burnout: An explanation of reverse buffering effect. *Journal of Managerial Issues*, 8(3), 328-344.

Kilminster, S., Cottrell, D., Grant, J., & Jolly, B. (2007). AMEE Guide No. 27: Effective educational and clinical supervision. *Medical teacher*, 29(1), 2-19.

Kinman, G., Wray, S., & Strange, C. (2011). Emotional labour, burnout and job satisfaction in UK teachers. The role of workplace social support. *Educational Psychology*, 31(7), 843-856.

Kissinger, A., Hankins, P., & Crawford, V. (2008). *The STEP UP story: Induction with results*. Paper presented at the 40th National Staff Development Council, Washington, DC, USA.

Klusmann, U., Richter, D., & Lüdtke, O. (2016). Teachers' emotional exhaustion is negatively related to students' achievement: Evidence from a large-scale assessment study. *Journal of Educational Psychology*, 108(8), 1193-1202.

Kokkinos, C. M. (2007). Job stressors, personality, and burnout in primary school teachers. *British Journal of Educational Psychology*, 77(1), 229–243.

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35.

Kyriacou, C., & Kunc, R. (2007). Beginning teachers' expectations of teaching. *Teaching and Teacher Education*, 23(8), 1246–1257.

Kyriacou, C., & Stephens, P. (1999). Student teachers' concerns during teaching practice. *Evaluation and Research in Education*, 13(1), 18–31.

La Placa, V., McNaught, A., & Knight, A. (2013). Discourse on well-being in research and practice. *International Journal of Well-being*, 3(1), 116–125.

Lazarus, R. S. (1991). *Emotion and adaptation*. New York: Oxford Press.

Lazarus, R. S. (1999). *Stress and emotion: A new synthesis*. London: Free Association Books.

Lee, J. (2013). *Coaching in secondary schools: An exploration of the benefits for individuals and school improvement through professional learning communities*. (Unpublished doctoral thesis), University of Bristol: Bristol.

Luszczynska, A., & Cieslak, R. (2005). Protective, promotive, and buffering effects of perceived social support in managerial stress: The moderating role of personality. *Anxiety, Stress and Coping*, 18(3), 227–244.

Macionis, J.J. (2012). *Sociology* (14th ed.). Boston, MA: Pearson.

Manuel, J. (2003). 'Such are the Ambitions of Youth': exploring issues of retention and attrition of early career teachers in New South Wales. *Asia-Pacific Journal of Teacher Education*, 31(2), 139–151.

Marable, M. A., & Raimondi, S. L. (2007). Teachers' perceptions of what was most (and least) supportive during their first year of teaching. *Mentoring & Tutoring*, 15(1), 25–37.

Maslow, A. H. (1954). The instinctoid nature of basic needs. *Journal of Personality*, 22(3), 326–347.

McCallum, F., & Price, D. (2010). Well teachers, well students. *Journal of Student Well-being*, 4(1), 19–34.

McCallum, F., Price, D., Morrison, A., Glackin, M., Gordon, A., & Chambers, J. (2015). *Wellbeing education in initial teacher education: Influences on teacher quality, transition, retention and student achievement*. Paper presented at the University of South Australia Divisional Research Performance Fund Project, St. Mary's University, Twickenham, London.

McCormack, A., & Thomas, K. (2003). Is survival enough? Induction experiences of beginning teachers within a New South Wales context. *Asia-Pacific Journal of Teacher Education*, 31(2), 125–138.

McCullough, M. (2015). *Improving elementary teachers' well-being through a strengths-based intervention: A multiple baseline single-case design*. (Doctoral thesis). Retrieved from Scholar Commons Graduate Dissertations & Theses (5590).

McDonald, J. D. (2008). Measuring personality constructs: The advantages and disadvantages of self-reports, informant reports and behavioural assessments. *Enquire*, 1(1), 1-19.

Menzies, L., Parameshwaran, M., Trethewey, A., Shaw, B., Baars, S., & Chiong, C. (2015). *Why teach*. LKMco and Person report. Retrieved on 4th December 2016, from: <http://whyteach.lkmco.org/wpcontent/uploads/2015/10/Embargoed-until-Friday-23-October-2015-Why-Teach.pdf>.

Miller, R., & Chait, R. (2008). *Teacher turnover, tenure policies, and the distribution of teacher quality: Can high-poverty schools catch a break*. Washington, DC: Center for American Progress.

Moore, A. (2016). Stepping up Support for New Teachers. *Educational Leadership*, 73(8), 60-64.

Morgan, S. L., & Winship, C. (2015). *Counterfactuals and causal inference: Methods and principles for social research*. Cambridge: Cambridge University Press.

Morton, L. L., Vesco, R., Williams, N. H., & Awender, M. A. (1997). Student teacher anxieties related to class management, pedagogy, evaluation, and staff relations. *British Journal of Educational Psychology*, 67(1), 69-89.

Murray-Harvey, R., T. Slee, P., Lawson, M. J., Silins, H., Banfield, G., & Russell, A. (2000). Under Stress: The concerns and coping strategies of teacher education students. *European Journal of Teacher Education*, 23(1), 19–35.

Nahal, S. P. (2010). Voices from the field: Perspectives of first-year teachers on the disconnect between teacher preparation programs and the realities of the classroom. *Research in Higher Education Journal*, 8(1), 1-19.

National Institute for Health and Care Excellence (NICE) (2015). *Children's attachment: Attachment in children and young people who are adopted from care, in care or at high risk of going into care* (NICE Quality Standard No. 133). Retrieved on 2nd November 2016, from: <https://www.nice.org.uk/guidance/qs133>

National Union of Teachers (NUT) (2015). *NUT/YouGov Teacher survey on government education policy*. Retrieved 2nd January 2016, from: <https://www.teachers.org.uk/node/24849>

Nezhad, A. S., & Vahedi, M. (2011). The role of educational psychology in teacher education programs. *Procedia Social and Behavioral Sciences*, 30(2), 327–330.

Noddings, N. (2001). The caring teacher. In: Richardson, V. (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 99–105). Washington, DC: American Educational Research.

O'Neill, S., & Stephenson, J. (2012). Does classroom management coursework influence pre-service teachers' perceived preparedness or confidence? *Teaching and Teacher Education*, 28(8), 1131–1143.

Palomera, R., Fernández-Berrocal, P., & Brackett, M. A. (2008). Emotional intelligence as a basic competency in pre-service teacher training: Some evidence. *Electronic Journal of Research in Educational Psychology*, 6(2), 437-454.

Palmer, S., & Whybrow, A. (2007). Coaching psychology: An introduction. In S. Palmer & A. Whybrow (Eds.), *Handbook of coaching psychology: A guide for practitioners*. Hove: Routledge.

Panatik, S. A., O'Driscoll, M. P., & Anderson, M. H. (2011). Job demands and work-related psychological responses among Malaysian technical workers: The moderating effects of self-efficacy. *Work & Stress*, 25(4), 355-370.

Paterson, A., & Grantham, R. (2016). How to make teachers happy: An exploration of teacher well-being in the primary school context. *Educational & Child Psychology*, 33(2), 90-104.

Patrick, H., Anderman, L. H., Bruening, P. S., & Duffin, L. C. (2011). The role of educational psychology in teacher education: Three challenges for educational psychologists. *Educational Psychologist*, 46(2), 71–83.

Perks, S. (2013). Academic workload: A model approach [Web log post]. Retrieved 9th December 2016, from: <https://www.theguardian.com/higher-education-network/blog/2013/apr/15/academic-workload-modelling-management>

Perry, C., & Ball, I. (2005). Emotional intelligence and teaching: further validation evidence. *Issues in educational Research*, 15(2), 175.

Plunkett, M., & Dyson, M. (2011). Becoming a teacher and staying one: Examining the complex ecologies associated with educating and retaining new teachers in rural Australia. *Australian Journal of Teacher Education*, 36(1), 32–47.

Poulou, M. (2005). Educational psychology within teacher education. *Teachers and Teaching: Theory and Practice*, 11(6), 555-574.

Purcell, K., Wilton, N., Davies, R., & Elias, P. (2005). *Education as a graduate career: Entry and exit from teaching as a profession* (Research Report RR690). UK: Department for Education & Skills.

Reid, H.L., & Westergaard, J. (2013). *Effective supervision for counsellors*. Exeter: Learning Matters (Sage).

Richter, D., Kunter, M., Lüdtke, O., Klusmann, U., & Anders, Y. (2013). How different mentoring approaches affect beginning teachers' development in the first years of practice. *Teaching and Teacher Education*, 36(1), 166–177.

Robertson, I., & Flint-Taylor, J. (2009). Leadership, psychological well-being and organisational outcomes. In, S. Cartwright & C.L. Cooper (Eds.), *Oxford Handbook on Organisational Well-being* (pp. 159-179). USA: Oxford University Press.

Roeser, R. W., Schonert-Reichl, K. A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., ... & Harrison, J. (2013). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials. *Journal of Educational Psychology*, 105(3), 787-804.

Roffey, S. (2007). Transformation and emotional literacy: The role of school leaders in developing a caring community. *Leading and Managing*, 13(1), 16–30.

Roffey, S. (2008). Emotional literacy and the ecology of school well-being. *Educational and Child Psychology*, 25(2), 29-39.

Roffey, S. (2011). *The new teacher's survival guide to behaviour*. London: Sage Publications Ltd.

Roffey, S. (2012). Pupil well-being -Teacher well-being: Two sides of the same coin? *Educational and Child Psychology*, 29(4), 8-17.

Roffey, S. (2015). Becoming an agent of change for school and student well-being. *Educational & Child Psychology*, 32(1), 21-30.

Roffey, S. (2016). Building a case for whole-child, whole-school wellbeing in challenging contexts. *Educational & Child Psychology*, 25(2), 29-39.

Rook, C. (2013). *Exploring the concept of Individual Workplace Well-Being: What does it mean to have workplace well-being and what is the role of Identity-Related Resources in achieving it?* (Unpublished doctoral thesis). University of Exeter, Exeter.

Rossen, E., & Cowan, K. C. (2014). Improving mental health in schools. *Phi Delta Kappan*, 96(4), 8-13.

Rothi, D.M., Leavey, G., & Best, R. (2008). On the front-line: Teachers as active observers of pupils' mental health. *Teaching and Teacher Education* 24(5), 1217-1231.

Ryan, R.M., & Deci, E.L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1), 68-78.

Salinitri, G., Howitt, C., & Donohoo, J. (2007). *The New Teacher Induction Program: A case study on its effect on new teachers and their mentors*. Paper presented at the International Study Association on Teachers and Teaching: St. Catherine's, Ontario, Canada.

Scaglione, J., Johnston, P. C., Bentz, L., Draper, E., Feldman, H., Kehl, J., ... & Wilson, A. (2016). A Beginning teacher's first steps to "fitting in where you are getting in": Identifying top rated collegial and non-collegial dispositional behaviors. *Education*, 136(4), 401- 404.

Schaefer, L. (2013). Beginning teacher attrition: A question of identity making and identity shifting. *Teachers and Teaching*, 19(3), 260-274.

Schneider, B., Carnoy, M., Kilpatrick, J., Schmidt, W. H., & Shavelson, R. J. (2007). *Estimating causal effects using experimental and observational designs*. Washington, DC: American Educational Research Association.

Sharrocks, L. (2014). School staff perceptions of well-being and experience of an intervention to promote well-being. *Educational Psychology in Practice*, 30(1), 19-36.

Shoffner, M. (2011). Considering the first year: Reflection as a means to address beginning teachers' concerns. *Teachers and Teaching: Theory and Practice*, 17(4), 417-433.

Sinclair, K., & Nicoll, V. (1980). *The sources and experiences of anxiety in practicing teaching*. University of Sydney. (ERIC Document Reproduction Service No. ED 189084).

Singh, K., & Billingsley, B. S. (1998). Professional support and its effects on teachers' commitment. *The journal of educational research*, 91(4), 229-239.

Skinner, E., & Beers, J. (2016). Mindfulness and teachers' coping in the classroom: A developmental model of teacher stress, coping, and everyday resilience. In K. Schonert-Reichl & R.W. Roeser (Eds.), *Handbook of Mindfulness in Education* (pp. 99-118). New York: Springer.

Slaney, R. B., Rice, K. G., Mobley, M., Trippi, J., & Ashby, J. S. (2001). The revised almost perfect scale. *Measurement and evaluation in counseling and development*, 34(3), 130.

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teachers turnover? *American Education Research Journal*, 41(3), 681-741.

Smithers, A., & Robinson, P. (2003). *Factors Affecting Teachers' Decisions to Leave the Profession* (Research Report RR430). UK: Department of Education and Skills.

Sneyers, E., Jacobs, K., & Struyf, E. (2016). Impact of an in-service training in neurocognitive insights on teacher stress, teacher professionalism and teacher student relationships. *European Journal of Teacher Education*, 39(2), 253-266.

Snyder, C. R., & McCullough, M. E. (2000). A positive psychology field of dreams: "If you build it, they will come...". *Journal of Social and Clinical Psychology*, 19(1), 151-160.

Sparks, K., Faragher, B., & Cooper, C. L. (2001). Well-being and occupational health in the 21st century workplace. *Journal of Occupational and Organizational Psychology*, 74(3), 489-509.

Spilt, J.L, Koomen, H.M.Y., & Thijs, J. T. (2011). Teacher well-being : The importance of teacher-student relationships. *Educational Psychology Review*, 23(4), 457-477.

Stanley, P. (2010). The future of educational psychology. *Psychology. Psychology Aotearoa*, 2(2), 82-83.

Stanley, J. (2013) *Damned if you do and damned if you don't: Press response*. Retrieved on 3rd January 2016, from:
<https://www.teachersupport.info/Damned%20if%20you%20don%27t%2C%20damned%20if%20you%20do%20-%20press%20response#.VpLHGkuKxg0>

Stewart-Brown, S., & Janmohamed, K. (2008). *Warwick-Edinburgh mental well-being scale: User guide, version 1*. Retrieved on 1st December 2016, from:
<http://www.mentalhealthpromotion.net/resources/user-guide.pdf>

Swars, S.L., Meyers, B., Mays, L.C., & Lack, B. (2009). Partners take a closer look at a vexing problem: A two-dimensional model of teacher retention and mobility: Classroom teachers and their university. *Journal of Teacher Education* 60(2), 168- 183.

Teacher Development Agency for Schools (TDA) (2017). TDA – Teacher training. Retrieved on 10th April 2017, from: <https://www.tda.uk>

Vesely, A. K., Saklofske, D. H., & Nordstokke, D. W. (2014). EI training and pre-service teacher well-being. *Personality and Individual Differences*, 65(3), 81–85.

Wagner, P. (2000). Consultation: Developing a comprehensive approach to service delivery. *Educational Psychology in Practice*, 16(1), 9-18.

Wang, J and Odell, S (2003). *Mentor-novice relationships and challenges of mentoring when moving novices towards standards-based teaching*. Paper presented at AERA conference: Chicago.

Ward, H. (2016). *Study reveals huge variations in teacher training costs*. Retrieved on 10th April 2017, from: <https://www.tes.com/news/school-news/breaking-news/study-reveals-huge-variations-teacher-training-costs>

Weare, K. (2014). *Evidence for mindfulness : Impacts on the well-being and performance of school staff*. Exeter: Mindfulness in schools project, Exeter University.

Welsh Assembly Government (2009). *Qualified teacher status standards Wales 2009*. Cardiff: WG. Retrieved online on 2nd August 2016, from: <http://gov.wales/legislation/subordinate/nonsi/educationwales/2009/3220099/?lang=en>

Welsh Government (WG) (2015). *Minister endorses 'radical plan' to transform teacher training in Wales* [Press Release]. Cardiff: WG. Retrieved online on 15th August 2016, from: <http://gov.wales/newsroom/educationandskills/2015/10292704/?lang=en>

WG (2017a). *Criteria for the accreditation of initial teacher education providers in Wales: Teaching tomorrow's teachers*. Cardiff: WG.

WG (2017b). *National education workforce survey*. Cardiff: WG.

WG (2017c). *New professional standards for teaching and leadership in schools*. WG: Cardiff.

Worth, J., Bamford, S. and Durbin, B. (2015). *Should I stay or should I go? NFER analysis of teachers joining and leaving the profession*. Slough: NFER.

Worth, J., & Garry, J. (2017). *Retaining teachers in Wales – what do we know?* [NFER web log post]. Retrieved 5th April, 2017, from: <https://thenferblog.org/2017/03/17/retaining-teachers-in-wales-what-do-we-know/>

Wright, T. A., & Cropanzano, R. (2004). The role of psychological well-being in job performance: A fresh look at an age-old quest. *Organizational Dynamics*, 33(4), 338-351.

Wyn, J., Cahill, H., Holdsworth, R., Rowling, L., & Carson, S. (2000). MindMatters, a whole-school approach promoting mental health and wellbeing. *Australian & New Zealand Journal of Psychiatry*, 34(4), 594-601.



**Beginning Teachers' Experiences of Preparation &
Additional Well-being support throughout Initial
Teacher Education**

Part 2: Research Article

Word Count: 5989

1. Abstract

Beginning Teacher (BT) attrition in the UK has been described as problematically high (Hughes, 2012). Whilst many contributing factors towards teacher attrition have been identified (Schaefer (2013), Foreman-Peck (2015) suggests that the role of well-being, and the contextual level issues that influence it, are frequently overlooked. Given that many of the same reasons are cited by BTs for both negative well-being and premature attrition (Harfitt, 2015), Hamilton and Clandinin (2011) identify research into BT well-being as a worthwhile area of study. This study adopted a pragmatist, mixed-methods approach in exploring BTs' experiences of preparation and additional well-being support throughout Initial Teacher Education (ITE) in Wales at two time-points: end of ITE (Time 1) and approximately eight weeks into teaching (Time 2). At Time 1, online-questionnaires, containing both quantitative and qualitative questions, captured the experiences of 109 BTs. Six BTs also participated in semi-structured interviews. At Time 2, 34 BTs from the original questionnaire-cohort completed a follow-up questionnaire, whilst five of the original interviewees participated in a follow-up interview. Interpretative Phenomenological Analysis (IPA) was conducted (Smith, Flowers & Larkin, 2009). The IPA-process utilised by Snelgrove, Edwards and Liossi (2013) was also adopted as a guide for analysing interview data from two time-points. Findings outlined a need for more in-depth preparation during ITE; particularly in relation to some of the aspects of teaching that can have a detrimental impact on well-being. Also found was the need for more direct well-being support for BTs, focusing first on reducing the stigma associated with teacher well-being and increasing communication between ITE staff, placement-school staff and BTs. Recommendations for developments within ITE to support BTs' well-being from the outset of their careers are made, with consideration as to how educational psychologists might contribute.

2. Introduction

2.1. Beginning Teacher Attrition

Beginning teacher (BT¹) attrition² represents a critical issue within the UK education system, with high numbers of BTs contemplating leaving (Hughes, 2012). Whilst intentions do not always reliably indicate future actions (Worth, Bamford & Durbin, 2015), 30 percent of those who entered teaching in 2010 have actually left (Gibb, 2016), indicating that a real issue exists. Swars, Meyers, Mays and Lack (2009) implicate many factors in teacher attrition including both contextual-level and individual-level issues. Harfitt (2015) notes that many of the reasons cited by BTs for leaving teaching have also been linked to teacher well-being³ (e.g., Kyriakou & Kunc, 2007). Despite this, Foreman-Peck (2015) suggests that well-being, as a contributing factor towards BT attrition, is insufficiently recognised.

2.2. The Significance of Teacher Well-being

Teaching is one of the most stressful professions (Sneyers, Jacobs & Struyf, 2016). However, whilst pupil well-being, and teachers' responsibilities towards this, is increasingly emphasised, teacher well-being remains under-researched (Paterson & Grantham, 2016). BT well-being research is even less evident (Chaplain, 2008). Roffey (2015) argues that, in order to effectively fulfil responsibilities to children, teacher well-being should be prioritised. Failure to recognise the significance of teacher well-being could have detrimental implications for teacher effectiveness and attrition (Shoffner, 2011). As a consequence the educational and well-being outcomes of vast numbers of children could suffer (e.g., Lindqvist, Nordanger & Carllson, 2014).

2.3. ITE: A Priority Context

Palomera, Ferandez-Berrocal and Brackett (2008) argue that initial teacher education (ITE) is the priority-context for promoting teacher well-being and effectiveness. Roffey (2008) adds that this could create a positive 'ripple' effect that has beneficial outcomes for whole school well-being; an issue that is important for school improvement (Weare, 2014).

¹The term 'beginning teachers' (BTs) will be used to mean individuals who are either in the process of their initial teacher education i.e., student teachers or individuals who have recently begun their careers as teachers i.e., Newly Qualified Teachers (NQTs). Where appropriate, for clarity, the more specific terms of student teacher or NQT will be used.

² Attrition, within a teaching context, is defined as teachers leaving the profession to assume alternative professions either inside or outside of education (Miller & Chait, 2008). For BTs, this may also include academic attrition whereby BTs enter into ITE but do not complete the course or do not enter into teaching to complete their induction year.

³ Well-being' will be used as an umbrella term for both positive and negative indicators of psychological and physical health (Spilt, Koomen & Thijs, 2011).

McCallum et al. (2015) note that some individual Initial Teacher Education Providers (ITEPs) in the UK have begun to develop, or are in the process of developing, further well-being input for BTs. However, the provision of well-being support for BTs, and preparation systems aimed at equipping BTs to effectively manage pupil well-being, is currently largely determined on an institution-by-institution basis in the UK. This means that there is inequality across ITEPs in terms of well-being input.

Currently, there are no mandatory requirements within legislation or advice from the Department for Education (DfE) in relation to the need for ITEPs in England to focus on BT well-being. For instance, recent information for ITEPs (DfE, 2017) makes no single reference to BT well-being. There is a small section on BTs' health and physical capacity to teach which is largely focused on ensuring that ITEPs identify and eliminate those deemed unsuitable for teaching as opposed to guiding ITEPs in terms of how they might support BTs to enhance capacity. For example, "Providers are responsible for ensuring that only trainees who have the capacity to teach remain on the programme." (p.12).

However, the situation is slightly different in Wales where the importance of BT well-being is now being recognised at a government-level. Nevertheless, there remains an issue regarding the rigour of the recommendations made by Welsh Government (WG). For instance, new WG accreditation criteria for ITEPs include a short section on well-being support systems that will be required within ITE (WG, 2017). This section refers to the need for BTs to be skilled in supporting pupils' well-being whilst also having the means to manage their own well-being. The criteria also state that ITEPs will need to ensure that BTs appreciate the importance of well-being in terms of broader implications for pupils. However, this information is arguably too brief and generic for ITEPs to be able to actualise such recommendations into the rigorous well-being support systems that are arguably required within ITE (McCallum & Price, 2010). This could have implications for the quality of well-being support offered by ITEPs and wider implications for longer-term teacher well-being.

2.4. *ITE: A Lived Experience*

Research into BTs' lived experiences of ITE in the UK is limited (Nahal, 2010). To the best of the researcher's knowledge, there is no UK-based research relating to BTs' experiences of well-being related support throughout ITE. The focus of this study is on how BTs in Wales experienced ITE in terms of three well-being related aspects. Firstly, the link between preparation and well-being (e.g., McCallum et al., 2015); particularly in relation to aspects of teaching that have been identified as the most stressful (Harfitt, 2015). Secondly, social and emotional well-being support received throughout ITE (Caspersen & Raaen, 2014). Thirdly, the provision of self-management strategies for well-being (Vesely, Saklofske & Nordstokke, 2014). Whilst it is

acknowledged that these may not be the only factors that contribute towards BT well-being, existing literature suggests that these are three areas that are worthy of consideration.

2.5. *Aims*

Developing an appreciation of BTs' experiences could contribute towards a wider understanding of the strengths and weaknesses within ITE and how these might be contributing towards BT well-being. The outcomes of the research could also serve to guide ITEPs in Wales and their partnership schools, in addressing the new requirement for well-being support systems within ITE (WG, 2017). Arguably, educational psychologists (EPs) are one professional group who are well-placed to support this process (e.g., Gibbs & Miller, 2014; Roffey, 2015).

2.6. *Research Questions*

RQ1. How do BTs reflect upon their experiences of preparation throughout ITE?

RQ2. How do BTs reflect upon their experiences of additional well-being support throughout ITE?

RQ3. How could ITE be developed to further support BT well-being and what role could EPs have in this?

3. Methodology

3.1. *Procedure*

The procedure adopted is outlined in Figure 1. Data was collected at two time points: end of ITE (Time 1; T1) and approximately eight weeks into participants' teaching careers (Time 2; T2). This allowed for BTs' experiences of ITE to be explored whilst they were still immersed in the experience but also allowed BTs to reflect upon ITE following entry into teaching (e.g., Clare, 2003).

3.2. *Design*

A parallel mixed-methods design was employed whereby quantitative and qualitative data were collected independently yet simultaneously (Creswell & Plano-Clark, 2011). This allowed for both breadth and depth of the topic (Hammersley, 2010). A complementary strengths approach was adopted whereby each method investigated different 'layers' of the topic (Creswell & Plano-Clark). A further aim was to develop warranty through triangulation whereby mixed-methods corroborated findings (Scott, 2007). However, it is accepted that concurrence does not equal an 'absolute truth' (Hammersley & Atkinson, 1995).

Mayoh and Onwuegbuzie (2015) researchers must make clear their philosophical justification for the inclusion of specific methods within a mixed-methods research framework. They also recommend that the relative weighting of different methods, in terms of the overall analyses, should be made clear. In terms of this study, the quantitative and qualitative questionnaire data were largely used to help orient the researcher towards key topics of interest for further investigation within the IPA analysis process. The overall findings and subsequent recommendations from the study are most heavily weighted in the IPA analysis with the additional analyses are considered to be supplementary (McNaught & Lam, 2010) and serve to: corroborate findings (Greene, Caracelli & Graham, 1989); provide a broader context and allow a level of generalisation of findings which would not be possible using IPA alone (Langridge & Ahern, 2003).

3.3. *Participants*

Participants were selected from the only three ITEPs in Wales that provide a Primary PGCE programme for BTs. All three of these ITEPs agreed to participate. Inclusion criterion for initial questionnaire and initial interview participants was that they were due to complete their Primary PGCE programme in July 2016. The follow-up questionnaire required participants to be teaching in the UK. In keeping with an idiographic focus, follow-up interviews were conducted with the original cohort of interviewees, regardless of occupational status.

One hundred and nine Primary PGCE student teachers from across the three ITEPs

completed the initial questionnaire; representing 24 percent of the total possible population. Follow-up questionnaire participants ($n=34$) were recruited from the initial questionnaire-cohort. Of the six prospective interview participants, all six were contacted and agreed to participate. Follow-up interview participants included five out of six of the original cohort.

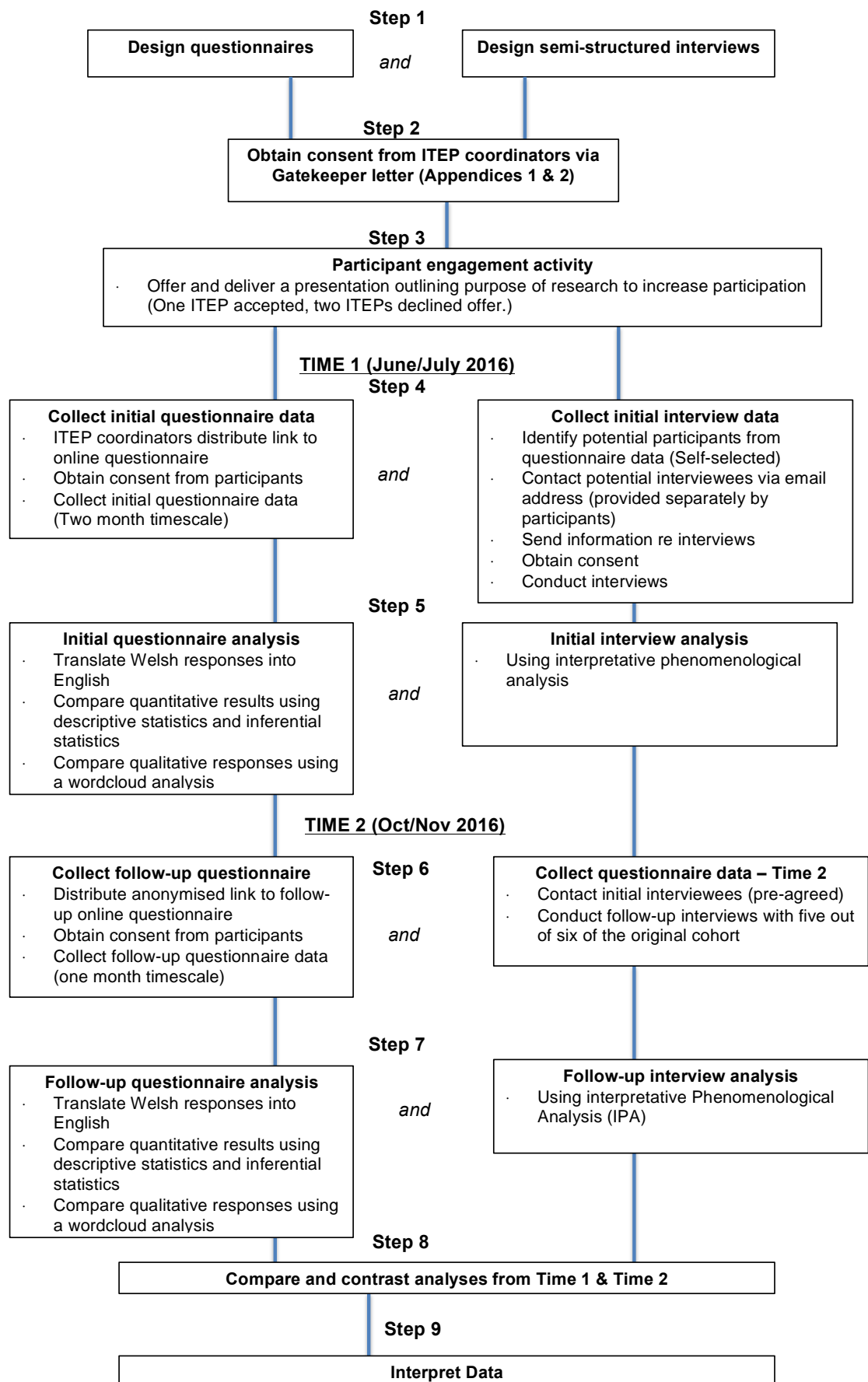


Figure 1. Flowchart of Procedures Used in Implementing the Parallel Mixed-Methods Design

3.4. Materials

3.4.1. Questionnaires

Questionnaires were available in English and Welsh (Appendices 4 & 22). Questions were developed from literature on teacher well-being (e.g., Kyriacou & Kunc, 2007; National Union of Teachers; NUT, 2015) and wider research into occupational well-being (e.g., Robertson & Flint-Taylor, 2009; Ryan & Deci, 2000). BTs were asked to rate their perceived preparedness throughout ITE in terms of eight areas. BTs were also asked about five aspects of additional well-being support received throughout ITE (Table 1). For the majority of questions, BTs selected the option that best fitted their level of agreement with a given statement on a six-point Likert scale. Likert type-questions allowed for ease of completion and later comparison (Denscombe, 2014; La Marca, 2011). Online questionnaire enabled easy distribution, completion and return (Fowler, 2013). Other questions were qualitative and allowed respondents to elaborate on quantitative responses thereby providing a more comprehensive picture of BTs' experiences (Hammersley, 2010).

Table 1. Overview of Questionnaire Content

Topic	
Preparedness	Additional Well-being Support
Content	
<i>Managing challenging behaviour</i>	<i>Well-being support from tutors and placement school staff</i>
<i>Classroom management</i>	
<i>Additional learning needs</i>	<i>Being able to communicate openly and honestly</i>
<i>Vulnerable learners' needs</i>	<i>Feeling listened to</i>
<i>Managing workload</i>	<i>Coping with pressure/stress</i>
<i>Achieving a work-life balance</i>	<i>Strategies for managing stress/ well-being</i>
<i>Developing effective relationships with colleagues</i>	
<i>Developing good relationships with pupils</i>	

3.4.2. Interviews

Semi-structured interviews (Appendices 6 & 24) allowed the researcher to ask structured questions, ensuring breadth, and to ask questions more flexibly, allowing novel perspectives to be investigated (Pietkiewicz & Smith, 2014). Interview questions were developed from teacher and wider occupational well-being literature (e.g., Kyriacou & Kunc, 2007; NUT, 2015; Robertson & Flint-Taylor, 2009). Questions were designed according to guidance provided by Smith (2015). Interviews lasted between 45 and 90 minutes and were recorded using an audio device. Interviews were transcribed within one month of interviews.

3.4.3. Reliability & Validity

Internal consistency is a measure of reliability used to evaluate the degree to which different questionnaire-items measure the same construct. Cronbach's alpha scores for preparedness subscales and well-being subscales ranged from 0.86 to 0.88 (Appendix 7), indicating a good level of internal consistency (George & Mallery, 2003). For the interviews, validity was demonstrated by following Yardley's (2000, 2008) framework for qualitative research validity (Appendix 15). A further demonstration of validity was achieved through the use of an independent audit (Appendix 18; Yin, 1989).

The aim of this was not to prescribe to a 'singular true account' but to enhance the credibility of the final account (Osborn & Smith, 1998). Yilmaz (2013) notes that studies possess confirmability when findings are examined via an auditing process. The key role of an auditor is to confirm that the findings are grounded in the data and that inferences based on the data are logical, clear and have explanatory power. Thus, the role of the independent auditor in this study was to enhance this study's confirmability, trustworthiness and credibility through auditing both the research process and the research 'product' i.e., findings (Creswell & Miller, 2000). Further information pertaining to the independent auditor's role, and examples of the independent auditor's input, is included in Appendix 18.

3.5. Pilot

Questionnaires and interview schedules were piloted with three Newly Qualified Teachers (NQTs) who had completed a PGCE course in August 2015. This cohort was selected as they were a sample of BTs who could be accessed for participation in line with prescribed timescales. Reflections on the piloting process and feedback from participants led to re-wording of some questionnaire items to aid clarity.

3.6. Ethical Considerations

The study met the ethical requirements of Cardiff University School of Psychology Ethics Committee and is in accordance with the principles of ethical practice set out by

the BPS (2009, 2014). Ethical issues considered, and how these were addressed, are outlined in Table 2.

Table 2. Ethical Issues Considered and How Addressed

Ethical Issue	Relevance & How Addressed
Informed Consent	The first page of the online questionnaire provided information regarding the study and asked participants to give consent to participate by proceeding (Appendices 3 & 23). The information page also served to debrief. Interview participants were provided with a separate, paper-based information sheet and consent form (Appendices 5 & 23).
Anonymity/ Confidentiality	<p>Initial and follow-up online questionnaires were completed anonymously via Qualtrics. Participants' email addresses, required in order to send participants the follow-up interview link and debriefing information, were stored confidentially in an electronic document requiring password access.</p> <p>As questionnaires were completed anonymously, participants were advised that it would not be possible for them to withdraw data once it had been submitted.</p> <p>Interview participants were advised that the interview would be audio-recorded and were provided with information regarding confidentiality, data-storage and the right to withdraw at any stage, up to the point at which the recording was transcribed and anonymised. The information letter also informed participants that the researcher would write a thesis based on the research findings for submission to Cardiff University and that individuals/agencies would be unidentifiable.</p>
Debriefing	A final debriefing report (Appendix 32) containing the research findings was made available to ITEPs and individual participants who provided a valid email address following the completion of the research.

3.7. *Ontology & Epistemology*

Mixed-methods are grounded within a pragmatic philosophical position (Teddle & Tashakkori, 2009). This study adopted a pragmatic approach using methods that appeared to be best suited to answering the research questions (Tashakkori & Teddle, 1998).

However, there is resistance from some regarding use of mixed-methods. For instance, Robson (2011) suggests that it is not possible to use combined qualitative and quantitative methods as the methodologies are associated with two distinct epistemological positions. Nevertheless, Hall (2012) refutes this arguing that quality research methods should not be constrained by adherence to one particular epistemology.

The current research incorporates elements of a positivist epistemology in an attempt to establish patterns in the views of large numbers of BTs through both quantitative and qualitative questions. Through an in-depth exploration of BTs' reflections on ITE,

the study also utilises an interpretivist epistemology.

In the current study, the use of quantitative questionnaire questions, and even the follow-up qualitative questions to these, were influenced by a realist ontology and positivist epistemology (Braun & Clarke, 2013); supporting the assertion that either quantitative or qualitative data can be utilised in a positivist manner (Rubin & Rubin, 2011). In contrast, analysis of interviews was influenced by interpretivism. In line with pragmatism (Schwandt, 2001), the entire data was then viewed collectively to consider the 'whole picture' enabling practical solutions to be drawn out (Cohen, Manion & Morrison, 2007).

3.8. Researcher's Position

Denzin and Lincoln (2003) suggest researchers impact upon the research design due to "*conceptions of self and others and the politics and ethics of research*" (p.37). Consequently, for transparency, it is important to outline the researcher's position. At the time of this research, the researcher was a trainee EP. The researcher had had no direct involvement in working with ITEPs or with BTs. However, prior to EP training, the researcher had worked as a primary school teacher in Wales. Owing to this, the researcher acknowledges that the analysis of the data will be based on her interpretations. As Heidegger (1962) highlights the barrier of researchers bringing their own pre-conceptions to the research, a research journal (Appendix 18) was kept to bracket reflective and reflexive comments throughout the analysis (Smith, Flowers & Larkin, 2009).

4. Data Analysis

4.1. *Quantitative Analysis*

The debate regarding whether Likert-type data should be treated as ordinal-level or interval-level was considered (e.g., Glass, Peckham & Sanders, 1972; Zand & Borsboom, 2009). Analyses were also carried out to determine whether data met additional assumptions for parametric testing. The Shapiro-Wilk test indicated that data was not normally distributed (Appendix 8). It was then determined that the non-parametric Friedman test should be used to analyse T1 data, followed by comparisons using Wilcoxon Signed-Rank tests with a Bonferroni correction for multiple comparisons.

To explore changes in BTs' perceptions since entering teaching, comparisons were also made between T1 and T2 data. This required a Two-Way Repeated Measures ANOVA. Nevertheless, Field (2009) has argued in favour of the robustness of ANOVAs, even where assumptions are not met, providing that a Bonferroni correction is applied to utilise a more conservative alpha.

4.2. *Qualitative Analysis*

Qualitative questionnaire responses were analysed using *TagCrowd* (Steinbock, 2011). This technique has been utilised in previous, similar studies (e.g., Snelgrove, Murphy & Snow, 2013). The most frequently used words are displayed pictorially in a wordcloud and the top 10 percent are contextualised (Osborne, Bindermann, Noble & Reed, 2014). Where the most frequently occurring words occurred together (e.g., 'behaviour' + 'management') these were combined and the next most frequently used word was selected.

Smith et al. (2009) propose that Interpretative Phenomenological Analysis (IPA) is useful when one is concerned with understanding the complexities of individuals' experiences and how, from their own perspective, individuals make sense of these. As such, IPA was chosen to develop a meaningful understanding of BTs' lived experiences (Lander & Sheldrake, 2010). Semi-structured interview transcripts were analysed using the framework by Smith et al. Literature regarding multiple interviews was also referred to (e.g., Flowers, 2008; Snelgrove, Edwards & Liossi, 2013). The process utilised by Snelgrove et al. (2013) was adopted as a guide. A description of the full IPA process is described in Appendix 16 and examples from different stages of the process are provided in Appendix 17.

In terms of the use of IPA within a mixed-methods study, Warnock (1987) argues that idiographic, qualitative methodologies such as IPA can be used to complement claims derived from quantitative data through a focus on the particular, which can help to illuminate the universal.

There is also further evidence to suggest that there is a place for IPA within mixed-methods research. For example, Mayoh and Onwuegbuzie (2015) note that the flexibility of methods rooted in phenomenology work extremely well as components of mixed-methods research. They call this type of research 'Mixed-Methods Phenomenological Research' (MMPR). Whilst MMPR is still relatively new in terms of its conceptualisation, there emerging evidence for the use of IPA within mixed-methods research (e.g., Dean, Hudson, Hay-Smith & Milosavljevic, 2011; Taylor, 2015).

Use of additional methods prior to IPA analyses can help to orient the researcher towards key topics or phenomena to investigate further (Van Manen, 1990). Arguably, it might also help to engage participants with the topic and to stimulate their thinking, leading to more detailed, richer recounts of experiences being provided. Consequently, Mayoh and Onwuegbuzie argue that there is strong justification for a quantitative preliminary phase of analysis prior to IPA.

5. Findings

5.1. *Qualitative Interview Findings – IPA Analyses*

Information on interview participants is included in Table 3. IPA analyses were conducted separately at T1 and T2 (Appendices 19, 30 & 31) before an overall set of themes was developed (Snelgrove et al., 2013). Themes relating both to T1 and T2 are presented in a thematic map (Figure 2). Throughout the analysis, comparisons and contrasts between time-points, and between BTs, are made. Time points are denoted after representative BTs' pseudonyms.

Table 3. Information on Interview Participants

Participant	Gender	Age Range	Participation
Ashley	Female	25-29	Time 1 & Time 2
Charlie	Male	30-34	Time 1 & Time 2
Kerry	Female	25-29	Time 1 & Time 2
Jude	Female	30-34	Time 1
Morgan	Male	35-39	Time 1 & Time 2
Sam	Female	20-24	Time 1 & Time 2

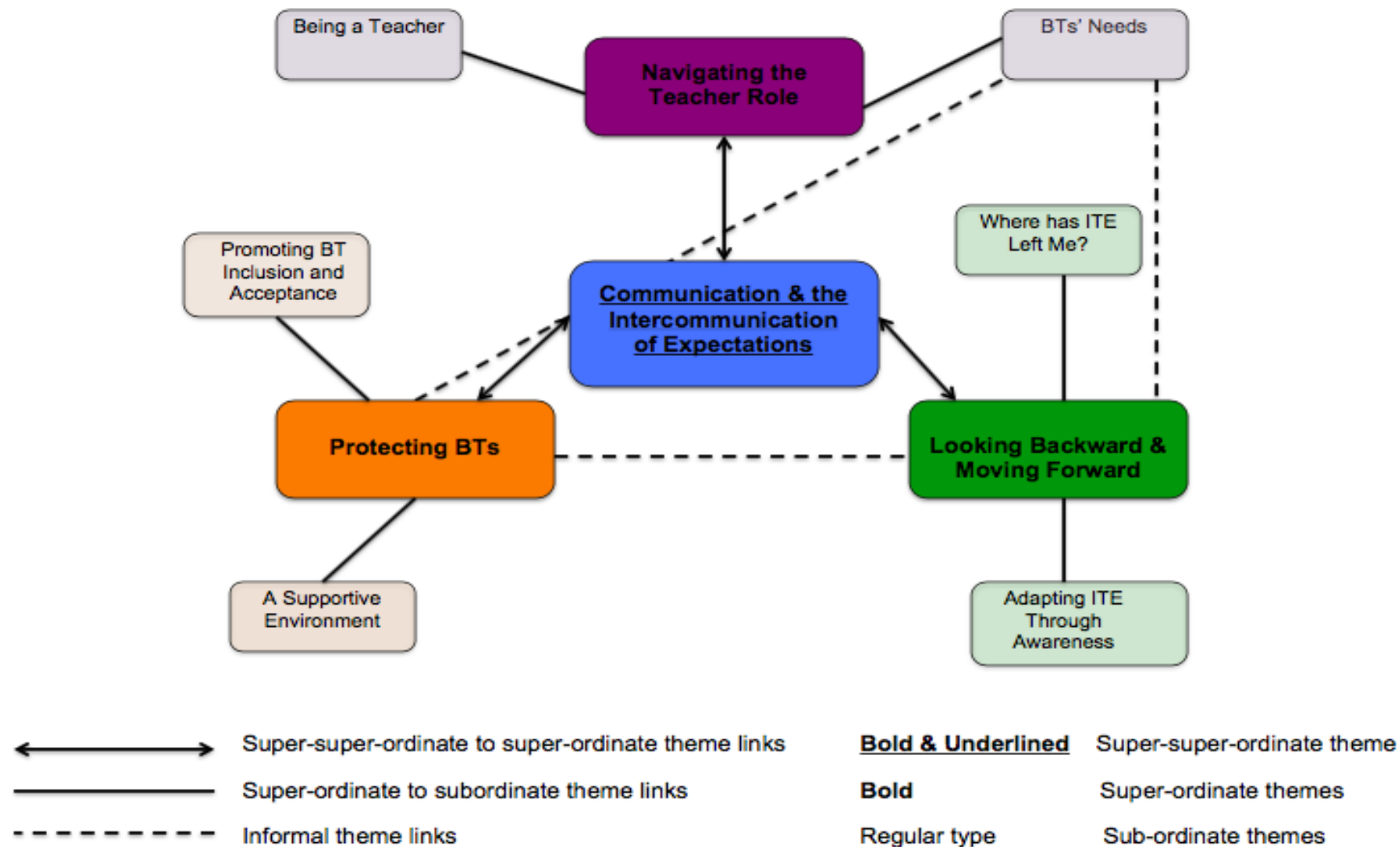


Figure 2. Thematic Map of Overall Themes from Time 1 and Time 2

5.2. Super-Super-Ordinate Theme: Communication and The Intercommunication of Expectations

An over-arching theme was identified. This related to BTs' needs for expectations to be communicated explicitly and for information to be communicated positively. For Sam, this was linked to the need for 'appropriate expectations' of BTs to be communicated to schools. Morgan added to this, commenting on the need for ITEPs' expectations of mentors to be outlined also:

They expect too much and it knocks your confidence. Maybe the university need to be clearer with the schools on what they can realistically expect. (Sam, T1)

They need to communicate much better and state clearly what students should be doing, what experiences they should have and what best practice for mentors is considered to be. (Morgan, T1)

Charlie discussed the issue in relation to a sense of having unfulfilled expectations:

...I expected to feel at least a bit more prepared and confident with how to teach pupils with Autism and I don't. (Charlie, T2)

The impact of tutors' and mentors' communicative-styles was also interpreted as an issue. Sam, Kerry and others discussed negative feelings arising from this. For example:

She (mentor) was constantly like "Well, you're not doing this right" and I don't think the course makes you feel supported in that way. (Sam, T1)

...it was all negative, no positives about the course...I remember I came home after that first day thinking 'I can't do this if this is going to be my life for the next year' because it was all very negative and that's not me at all. I thought 'this is just going to swallow me up if it's like this for the rest of the year'. (Kerry, T2)

Charlie and Jude highlighted the benefits of mentors having a more sympathetic or positive communicative-style:

In the second school, she made me feel at ease. The teacher said 'Don't worry it's something that's difficult to know sometimes. (Charlie, T1)

She'd (mentor) give me positive feedback and things to improve almost like 'Two Stars and a Wish' like we do for the pupils. I felt good... (Jude, T1)

5.3. Super-Ordinate Theme: Navigating the Teacher Role

5.3.1. Subordinate Theme: Being a Teacher

At T1, Kerry, Charlie, Ashley and Jude described contrasting reactions towards them as student teachers (STs). For example:

We were included in everything... and our views seemed to be considered... Whereas in the other school it felt very much like 'You're just a student'. Do what I say. (Charlie, T1)

I think they just saw me as 'the student teacher' really. (Ashley, T1)

It was apparent that contentions arose for some BTs as STs. These appeared to restrict opportunities for development and feelings of autonomy and acceptance:

I think maybe that some schools were concerned about confidentiality and students or were worried about how some parents would react to us being there. But then it didn't really seem fair that not everyone could go. (Kerry, T1)

The second school had high standards for the students and for the staff as well and that overrode, slightly, how you were developing as a teacher. (Morgan, T1)

An additional issue highlighted by Sam and Charlie was the sense of a lower status for STs, leading to the perceived challenge of not being able to speak openly:

...you don't really want to go to another member of staff or to the head teacher because you feel like you're overstepping the mark a bit. (Sam, T1)

...it was difficult for me to voice my concerns in the first school. How are you supposed to say 'I'm not here just to cover your class while you go off and do your other work'? (Charlie, T1)

At T2, BTs discussed differences in reactions to their role as a newly qualified teacher (NQT) versus being an ST. Ashley and Morgan both perceived a more positive welcome by schools as an NQT. Kerry described positive experiences in both roles. However, the word 'luckily' may be indicative of Kerry perceiving that her experiences were the exception rather than the rule:

As a trainee teacher they were a bit frosty with me but as a supply teacher I've found that they're a lot nicer. (Ashley, T2)

I've been told that teachers are quite supportive of each other, that they'll help each other out, but not so much for students in my experience, half of the time. (Morgan T2)

They'd even do silly little things for me like tidy up the class and tell the children to be on their best behaviour because my tutor was coming in. They were really helpful. (Kerry, T1)

Luckily for me, my school are really supportive. (Kerry, T2)

5.3.2. Subordinate Theme: BTs' Needs

Feeling equipped' was interpreted as a core need at both time-points. However, what feeling equipped meant to BTs appeared to change. For example, a need for practical knowledge was emphasised at T1:

...we didn't really get any practical strategies or any information on how to deal with it. I think that would have been useful. (Kerry, T1)

...if she (mentor) had listed a few strategies I could have tried them out and we could have spoken about them the next time around. I would have been much happier. (Ashley, T1)

However, Ashley also discussed the value of reflecting upon strategies used, indicating her appreciation of the need to be reflective:

So if we were tasked with trying different ones and then having to come back as a group maybe and think about them and reflect on what worked, or what didn't, then that could have reinforced it more maybe. (Ashley, T1)

Whilst Sam, Kerry and Ashley continued to express a need for practical support at T2, for Charlie and Morgan, there was recognition of the need for a more in-depth understanding; particularly in relation to pupils' behaviour and well-being:

...I also felt like 'How can this poor kid carry on like that? He must be so unhappy with something' but I was at a complete loss as to how I could help in any way. (Charlie, T2)

I don't think we went in that deeply about how their backgrounds might affect how they behave in class and what we could do about that. (Morgan, T2)

At T1 and T2, BTs also referred to the need for a more structured transition process. The perception that BTs had not experienced the full role of a teacher appeared to highlight this issue. This was interpreted as a need for increased autonomy in order to feel equipped to meet the 'real' demands of the profession:

...we didn't have a lot on how we would go from being a student to being an actual teacher. (Ashley, T1)

I felt like you weren't prepared for the whole responsibility of a teacher. The class teacher tended to want to keep the control. (Morgan, T1)

I feel like they could give you more opportunities to assume the role of the teacher more. (Sam, T2)

Concerns regarding the late timing of preparation received were also expressed at T1 and T2. This meant that BTs felt underprepared for certain aspects of teaching during placements:

I didn't actually teach any dyslexic or autistic children but in uni, they gave us good ideas but it wasn't until April so it was too late. (Ashley, T1)

... lots of ways it was just too little, too late. We'd already been on placement and we could have already missed things that we might have been aware of if we'd had the lectures at the right time. (Kerry, T2)

5.4. Super-Ordinate Theme: Looking Backwards & Moving Forward

5.4.1. Subordinate Theme: Where has ITE Left Me?

At T1, BTs reflected on their sense of preparedness for teaching. Opportunities perceived as gained or missed throughout ITE were referred to:

The thing that I don't really feel that prepared for, and this is purely because I didn't have a chance for this on my placements, is teaching children with English as an additional language. (Kerry, T1)

I feel like the university prepared us well in that they gave us lots of ideas for certain lessons we could teach. (Ashley, T1)

We weren't fully prepared. I don't feel like we had the information needed to go off and teach children with different types of SEN effectively. (Jude, T1)

At T2, there remained a sense that ITE had not fully prepared BTs. For Sam, this appeared to have influenced her decision not to become a teacher:

Workload...the course does prepare you to deal with the workload. What it doesn't do is teach you how to deal with that efficiently or very well. (Morgan, T2)

I just think that if that was the end of my placement and I'd gone into a full-time job in September, it would have been a huge jump and personally, I felt like I wouldn't have been able to cope. (Sam, T2)

At both time-points, the impact of BTs' experiences on their confidence and sense of self-efficacy were referred to, both in positive and negative terms. This may reflect the highs and lows experienced throughout ITE and the impact that BTs' individual, subjective experiences can have on their sense of self:

I think that once I, once I was on my second placement I felt a lot more confident and I felt a lot more prepared. (Sam, T1)

...the first school...for me, it was disastrous. It was disastrous for my confidence. (Charlie, T2)

On my first placement, because they weren't that friendly, I go into schools and

I'm not sure how they're going to act towards me. So I'm a bit wary. (Ashley, T2)

For Morgan and Charlie, aspects of ITE were perceived as particularly negative. This not only affected their confidence but also threatened their psychological well-being:

Throughout that placement I think I had a sore throat nearly every week and it was stress. I was stressed to the hilt. (Morgan T1)

Looking back, I don't want to use this word, but I was, I was getting quite depressed about it all really. (Charlie, T2)

However, this was not the case for all BTs with Kerry, in particular, describing several positive experiences. Hence, the uniqueness of the ITE experience is highlighted:

She was brilliant. It was my first week of teaching, we hadn't worked together before but we had a chat at the end of the first day because the class teacher was actually off sick sorry, I forgot to say, and she (LSA) was so supportive. (Kerry, T1)

So yeah, it's going really well and I'm loving it. Even feeling rough like this I've still gone in all week because I didn't want to miss it. (Kerry, T2)

5.4.2. Subordinate Theme: Adapting ITE through Awareness

Whilst this theme is linked with *BTs' Needs* there is a greater emphasis on the requirement for adaptation within ITE to 'fit' with BTs' awareness of the current educational climate. It was apparent that this perceived awareness had not only developed from BTs' own experiences but from messages delivered by ITE course staff. For example:

...it was a little bit like the university were beating a drum about inclusion... But there wasn't much about how...I thought yes well I get that these children need to be included, I understand that, but how do I do it? The 'how' seemed to be forgotten about. (Charlie, T1)

At T1 and T2, a need to ensure that all BTs received preparation for teaching learners with ALN was expressed:

It can't be like knowing how to address the needs of learners with ALN is optional or a particular skill that only some teachers will be adept in because they have a particular interest in it. It should be all teachers. (Charlie, T1)

...I definitely think that there needs to be more on ALN and more of a focus on it really. (Kerry, T2)

Kerry also felt that BTs should receive more preparation in other areas perceived as relevant to the current teaching climate:

... we never really spoke about teachers. Which is probably a big issue actually because I know that mental health in teaching is a really big issue now in the

media and stuff. So it would have been good to have more information on that. (Kerry, T1)

I think maybe they could have focused a bit more on children coming in from other countries. We were made aware of refugees or asylum seekers but I think, with the current situation as it is, that that would have been really beneficial. (Kerry, T2)

For Morgan and Charlie, the emphasis was on a need for equipping BTs with skills to better understand children's needs, to engage with evidence-based practice and to involve outside agencies to enhance BTs' understanding. This was interpreted as a need for BTs to feel as though they are capable of making a valuable contribution to teaching:

They need to incorporate a lot more psychology and theory into lectures. I think they need to talk about effective research more in the lectures to make it more relevant so then, as students, we can go into schools and someone might say 'This is really good practice' and we can go 'Ok, yes I've read about that and this is good too.' (Morgan, T1)

...now that I understand more about the role of other professionals, behaviour support teachers, educational psychologists, things like that, I think it would have been useful for other professionals to sometimes come in and talk to us. (Charlie, T2)

5.5. Super-Ordinate Theme: Protecting BTs

5.5.1. Subordinate Theme: A Supportive Environment

The impact of the school placement environment, and whether this was perceived as supportive or unsupportive, was a theme referred to by all BTs. Kerry discussed this from a more positive perspective:

On my second placement when the teacher was off, they (school staff) came to ask me several times how I was doing and if I was still ok to cover the class because, obviously, I hadn't been there long. (Kerry, T1)

...I've had really good experiences. Everyone's been really lovely and supportive. (Kerry, T2)

Others, such as Charlie, Ashley, Jude, Sam and Morgan described mixed experiences, referring to differences between placements, tutors and mentors:

My mentor in my first school was really good like that. She was always making sure that I was ok. My second mentor, I didn't really see her... (Ashley, 1)

On my second placement, it was just yeah...full of well-being...They were a very caring bunch. (Jude, T1)

I can't honestly say, hand on heart, that they cared about my well-being at all. They weren't supportive.... On the flip side, during the second placement, they couldn't do enough for me. (Charlie, T2)

I think it all depended on who your tutor was half of the time. (Sam, T2)

Whilst mentors were identified as a key person in terms of the support that BTs' perceived, the overall school ethos also appeared to be an important support-factor:

I think it was the more like personal side of it...I think that in my first placement because I didn't really go into the staffroom because they said that there wasn't any room. I didn't really feel welcome or at home there. (Ashley, T1)

...it felt more like a proper school community...There were lots more opportunities to get involved in things like extra-curricular activities and that sort of thing in the school too. (Jude, T1)

In terms of social support, Ashley and Morgan indicated a need for 'time to talk':

...I would have liked them to be there to check that I was ok and make the time to, even if it was just ten minutes during a lunch time, say 'How's it going?' just for my mental state of mind more than my teaching specifically. (Ashley, T1)

Sometimes I think they were trying to look after me, ask how I was, ask if everything was ok and then other times I was thinking that there were opportunities where my tutor at the university could have talked to me more, the mentor could have talked with me... (Morgan, T2)

5.5.2. Subordinate Theme: Promoting BT Inclusion & Acceptance

At T1 and T2, BTs appeared to convey a need to feel included and accepted as equal partners in ITE. A need to address the perceived 'status-imbalance' was alluded to by Morgan:

...having that same level of respect I suppose for students that they have for the schools providing the placements. Give the same status to everybody, especially the students. (Morgan, T1)

... for mentors to know how to look after a student and how to talk to them as a human being, as a professional but as a human being as well who is learning a new trade. (Morgan, T2)

For Sam, a need for ITE courses to listen to and value BT input was expressed:

We were asked to give general feedback on the course but not about what would have been useful or what would we have liked to have learned. I think that would be useful and it would have shown that they were willing to take our views seriously. (Sam, T1)

BTs also described the negative feelings associated with not feeling accepted and a need for increased empathy, highlighting the emotionality of this issue:

There were instances as well with team meetings where it was said, 'You don't need to be here.' I felt quite ostracised and like 'You're not important, you're not part of the team'. (Morgan, T1)

It could make some people feel worse I suppose like you're being told to 'just deal with it' and if you are genuinely struggling and just dealing with it is not working, and you ask for more support, then you could feel like you're a failure? (Sam, T2)

A requirement for ITEPs and placement schools to acknowledge and accept the relevance of BT well-being was also identified. It was evident that BTs had experienced fluctuating levels of perceived well-being support:

I feel a mixed response about the university and well-being. They could have just extended a bit of courtesy and tried to chat with me because she knew I was struggling but I think she wanted to devolve the responsibility of the situation to the school or to me. (Morgan, T1)

The placements...a mixed bag. I had that first placement where well-being wasn't supported throughout the school. I don't think they quite understood the relevance of it and were too focused on me just getting everything I needed to be doing done. (Jude, T1)

Stigma, associated with well-being support, was also inferred. The role of the ITEP in reducing this stigma, and in taking a proactive approach towards maintaining BT well-being, was identified by Sam and Ashley:

Even though you can contact them (tutors) by email, you feel a lot more supported if someone says 'I'm here from four until five if you want to call in.' That would have made me feel more confident. (Sam, T1)

Me and a few of my friends said in the end how hard we were finding it. No one wanted to say at first because we didn't want to be the weak one. Whereas if we'd had, say, every Friday afternoon to come in and talk about those types of things. Or even just once a month or something like that, then it would have been better because we felt quite alone on placement. (Ashley, T1)

Despite describing positive, personal experiences of ITE in general, Kerry also perceived that teacher well-being was not taken seriously enough as an issue:

...we had two really intense days on the importance of children's well-being but we never had anything teacher-wise. They mentioned student services at the beginning of the year but that was more like a passing comment at the beginning of the year rather than an issue that they were taking seriously. (Kerry, T1)

This, combined with the sense of stigma identified by Ashley, was interpreted as well-

being having a lack of status at a systemic-level within ITE. Ashley, Jude, Sam and Morgan identified a need for well-being support to be recognised formally by ITEPs and called for accessible well-being provision. Whereas Sam and Ashley identified a need for reactive provision, Jude and Morgan referred to more proactive, universal approaches:

...they could have done more drop-in sessions which we could have gone to if we felt stressed or had an issue so that we felt better in ourselves emotionally... (Sam, T2)

I think maybe they could have put some other things in place too...some things you could do if you were feeling stressed out. (Ashley, T2)

I also feel like the mindfulness stuff, the meditation stuff that they had that they could bring it in whilst the PGCE students were there too as opposed to it happening when we just weren't there. (Jude, T1)

(On mindfulness) I've done that off my own back because I was feeling stressed, there was no one on the course supporting that or delivering any training so that would be an area...a very worthwhile area or skill to have. Whatever work life you lead after the course, to be able to manage stress is beneficial for everybody. (Morgan, T2)

Morgan also expressed the need for mentors to have an explicit responsibility for BTs' well-being:

...not technically what you need to know, not assessment, but...well-being and how the student is and how they're dealing with the pressure and how the mentor could go about supporting that rather than just being an assessor and assessing the student's work. (Morgan, T2)

This further revealed some BTs' desires to have more formally recognised well-being support within ITE.

5.6. Quantitative Questionnaire Findings

5.6.1. Time 1 Data

T1 data is presented separately as it represents a large cohort of 109 BTs. Figures 3 and 4 illustrate differences in perceived preparedness and additional well-being support. For ease of viewing, response categories have been combined. Full versions of these results are included in Appendices 9 and 10.

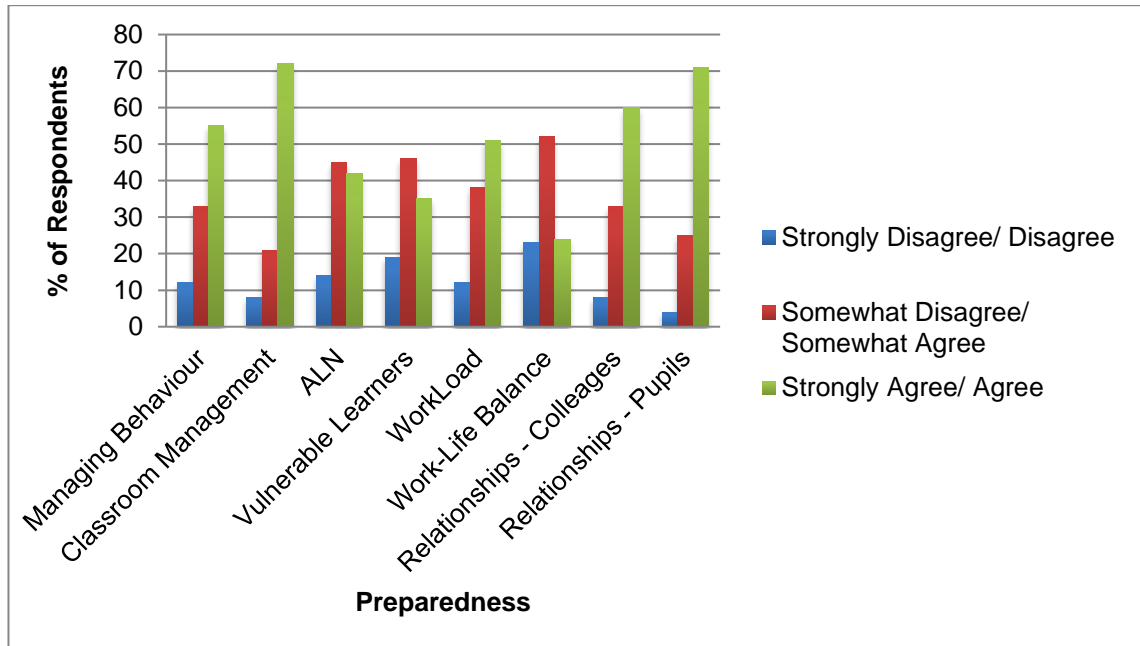


Figure 3. BTs' Perceptions of Preparedness Time 1 (n = 109)

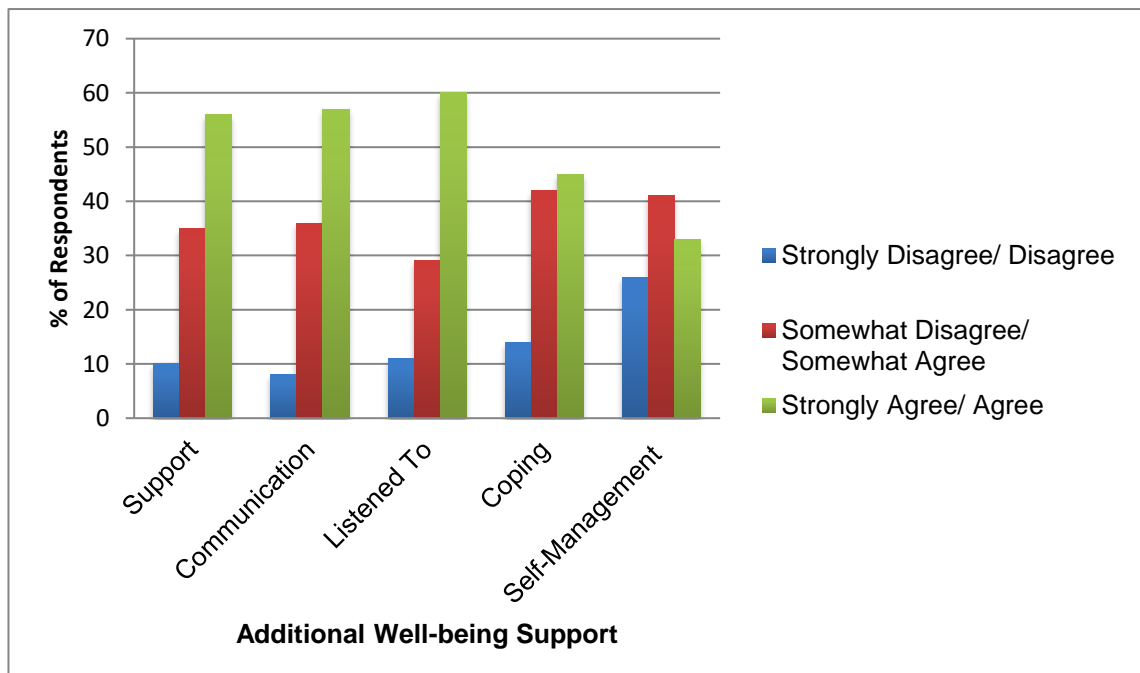


Figure 4. BTs' Perceptions of Well-being Support at Time 1 (n = 109)

The majority of BTs agreed or strongly agreed that they had been prepared in five out of eight areas (Figure 2). The majority also agreed or strongly agreed that they had received three out of the five forms of well-being support (Figure 3). Details of statistical analysis for T1 and key outcomes are presented in Table 4. Full analysis can be found in Appendices 11 and 12.

Table 4. Time 1 Statistical Analysis and Key Outcomes

Main Analyses			
Preparedness		Additional Well-being Support	
Test:	Friedman's test	Test:	Friedman's test
Alpha level:	0.05	Alpha level:	0.05
Statistical Outcome:	$\chi^2(7) = 205.24, p < 0.05$	Statistical Outcome:	$\chi^2(4) = 59.34, p < 0.05$
Key finding(s):	A statistically significant difference was found between the eight areas of preparedness.	Key finding(s):	A statistically significant difference was found between the five aspects well-being support.
Post-hoc Analyses			
Preparedness		Additional Well-being Support	
Test:	Wilcoxon Signed-Rank test	Test:	Wilcoxon Signed-Rank test
Alpha level*:	0.05/28 = 0.002	Alpha level*:	0.05/10 = 0.005
Statistical Outcomes:	See Appendix 12	Statistical Outcomes:	See Appendix 12
Key finding(s):	A number of areas were shown where BTs felt more significantly prepared than others. For example, BTs felt significantly more prepared for classroom management than they did for managing challenging behaviour ($Z = -4.62, p < 0.002$).	Key finding(s):	BTs felt that they had received significantly more well-being support in terms of: social support, feeling listened to, feeling able to communicate openly and preparation for coping with stress than they did in terms of strategies to self-manage stress/well-being ($p < 0.005$)

*Adjusted with Bonferroni correction for multiple analyses

5.7. Qualitative Questionnaire Findings

The sixty most frequently used words in response to qualitative questions on preparedness and additional well-being support at T1 are identified in Figure 5. Table 5 summarises the contextualised responses and provides references to supporting quotations available in Appendices 13 and 14. Separate analyses relating to preparation and well-being support are also provided in Appendices 13 and 14.



Figure 5. Time 1 Reflections on Preparation and Well-being support Received and What Else Might Have Been Helpful.

Table 5. Time 1 Word Analysis of Most Frequently Used Words Relating to Preparation and Additional Well-being support

Word(s)	Contextualisation	Supporting Quotation(s)
<i>None</i>	The word 'none' was used to indicate that some BTs felt that they had received no preparation or wellbeing-support in certain areas whereas others felt that nothing further would have been helpful.	Appendix 13, p.135, Quote 1.
<i>School + Placement</i>	'School' and 'placement' described school placement experiences in terms of positive aspects, issues and areas for development.	Appendix 14, p.137, Quotes 4-7.
<i>Support</i>	'Support' frequently referred to the support that BTs received from their school mentor. Some BTs referred to the need for more support from their mentor. For others, an increased need for knowing how to effectively support pupils was identified.	Appendix 14, p.137, Quotes 2 & 3.
<i>Behaviour + Management</i>	'Behaviour' and 'Management' were commonly used in combination. BTs indicated that both preparation had been received in this area and that further preparation was required.	Appendix 13, p.135, Quotes 2-3.
<i>Lectures + Strategies</i>	'Lectures' described preparation received via lectures, the perceived need for more lectures in particular areas and issues relating to lectures. The receiving of 'strategies' was frequently referred to. Issues relating to the application of strategies and the need for further strategies were also described.	Appendix 13, p.135, Quotes 7-9, 14-16.
<i>Work</i>	'Work' described opportunities gained on placement, opportunities lacking and identification of further opportunities. It also frequently highlighted issues relating to workload management and work-life balance.	Appendix 13, p.135, Quotes 10-13.

5.7.1. Time 1 & 2 Data Comparisons

Responses from 34 participants at T1 and T2, in relation to perceived preparedness and additional well-being support, were compared (Appendix 25). The Greenhouse-Geisser correction was used as Mauchly's test of sphericity indicated that the assumption of sphericity was violated for both preparedness and well-being support data (Appendix 26). Details of statistical analysis for T1 versus T2 data and key outcomes are presented in Table 6. Full statistical analysis can be found in Appendices 27 and 28.

Table 6. Time 1 Versus Time 2 Statistical Analysis and Key Outcomes

Main Effects			
Preparedness & Time		Additional Well-being Support & Time	
Test:	Two-Way Repeated Measures ANOVA	Test:	Two-Way Repeated Measures ANOVA
Alpha level*:	0.05	Alpha level*:	0.05
Main effect of Preparedness:	$F(4.06, 130.04) = 21.16, p < 0.05$	Main effect of well-being support:	$F(3.03, 100.13) = 19.03, p < 0.05$
Main effect of time:	$F(1, 32) = 10.39, p < 0.05$	Main effect of time:	$F(1, 33) = 6.28, p < 0.05$
Key finding(s):	<p>Statistically significant differences were found between the eight areas of preparedness (Appendix 27).</p> <p>There was a statistically significant main effect of time (Appendix 27).</p> <p>No significant interaction effect was found.</p>	Key finding(s):	<p>Statistically significant differences were found between the five aspects well-being support (Appendix 27).</p> <p>There was a statistically significant main effect of time (Appendix 27).</p> <p>No significant interaction effect was found.</p>
Post-hoc Analyses			
Preparedness & Time		Additional Well-being Support & Time	
Test:	Pairwise Comparisons	Test:	Pairwise Comparisons
Alpha level*:	0.05	Alpha level*:	0.05
Statistical Outcomes:	See Appendix 28 for all	Statistical Outcomes:	See Appendix 28 for all
Key finding(s):	<p>Significant differences were found across a number of areas of preparedness. For example, BTs continued to feel that they had been prepared more for managing workload than they had for knowing how to achieve a work-life balance.</p> <p>BTs' perceived sense of how well they had been prepared throughout ITE significantly declined from T1 to T2.</p>	Key finding(s):	<p>BTs felt that they had received significantly less support in terms of strategies for self-managing their own well-being than they did for the four other areas of well-being support that they were asked about.</p> <p>There was a statistically significant decline in BTs' sense of how well their well-being was supported throughout ITE from T1 to T2.</p>

* Bonferroni correction applied to utilise a more conservative overall alpha (Field, 2009)

5.7.2. Time 2 Data

Qualitative questions at T2 asked BTs to reflect on preparation and/or well-being support received throughout ITE, allowing BTs to identify the most important aspects to them (Figure 6). Responses are contextualised in Table 7 and supporting quotations can be found in Appendix 29.



Figure 6. Time 2 Reflections on Preparation & Well-being Support Received and What Else Would Have Been Helpful

Table 7. Time 2 Word Analysis of Most Frequently Used Words Relating to Preparation and Well-being support

Word	Contextualisation	Supporting Quotation(s)
<i>Behaviour + Management</i>	Some BTs continued to feel that they had been prepared for managing pupil behaviour throughout their ITE. Others reflected that this was an area that could have been improved upon.	Appendix 29, p.177, Quotes 1-3.
<i>Planning + Lesson</i>	Planning and delivering lessons was an area where BTs generally felt that they had been well prepared. However, the sustainability of this was also referred to.	Appendix 29, p.177, Quotes 4-6.
<i>Work + Workload</i>	Frequent references to workload management continued from T1. This was an area where some BTs felt that they had been prepared whereas other felt that issues relating to workload management needed addressing within the ITE course.	Appendix 29, p.177, Quotes 7-9.
<i>Pupils</i>	'Pupils' referred to BTs' desire to have had more experiences in working with specific pupil-groups; particularly in terms of meeting learners' needs (e.g., ALN, vulnerable learners, more challenging behaviour and pupil wellbeing).	Appendix 29, p.177, Quotes 10 & 11.
<i>School</i>	BTs referred to experiences learned from the school placement. Issues relating to ITE, in terms of BTs' current teaching role, were also raised.	Appendix 29, p.177, Quotes 12-14.
<i>Relationships</i>	BTs reflected ITE had helped them to appreciate the importance of developing relationships with schools and pupils. Others reflected upon issues that may have acted as barriers to developing relationships.	Appendix 29, p.177, Quotes 15-17.

6. Discussion

6.1. Overview

This study explored BTs' experiences of ITE in terms of the preparation and additional forms of well-being support BTs' received. Key findings from both quantitative and qualitative data are discussed in relation to the research questions and include references to existing literature.

6.2. *Research Question 1: How do BTs reflect upon their experiences of preparation throughout ITE?*

BTs' preparedness for teaching has implications for their well-being, quality of teaching and pupil outcomes (McCallum et al., 2015). Quantitative results from this study suggested that, at the end of ITE (T1), the majority of BTs agreed that they had been prepared in five out of the eight areas of preparedness explored. Whilst, qualitative responses supported this, they also revealed a need for additional preparation in areas such as ALN and behaviour management. This is linked to the finding that BTs did not feel equally prepared in all areas; a perception that BTs continued to have six to eight weeks into teaching (T2). Given that each of the areas of preparedness explored within this study has been associated with negative teacher well-being (Harfitt, 2015), this could have detrimental implications for BTs. Some BTs reported that topics were covered at a general level but not in sufficient depth. This is consistent with Nezhad and Vahedi's (2011) suggestion that ITE courses rarely go beyond rudimentary 'tours' of theories that inform teaching practice.

However, it is important to note that BTs' perceptions of preparedness, and perceptions of what further preparation was required, varied. This disparity could be linked to BTs' individual, prior expectations (e.g., Malarez, Hobson, Tracey and Kerr, 2006). Where BTs perceived that prior expectations had not been met, their negative feelings towards this appeared to be compounded by a perceived lack of communication regarding ITEP staffs' expectations. Ellinger and Bostrom (1999) suggest that clear communication of expectations is one of the key facilitatory behaviours of effective leaders. This illustrates the importance of communication between ITEP staff and BTs throughout ITE; an over-arching theme identified within this research.

Results also suggested that BTs' perceptions of how well they had been prepared throughout ITE declined from T1 to T2. This could also be attributed to prior expectations of teaching (e.g., Kyriacou & Kunc, 2007) or to the 'reality shock' (McCormack & Thomas, 2003) BTs might have experienced as they transferred from the anticipation phase at the end of ITE through to the survival and disillusionment

phases during the early stages of their career (Moir, 1990). Such findings could also be applied to Engestrom, Engestrom and Karkkainen's (1995) concept of 'boundary-crossing', which postulates that ideas learned within one system (e.g., schools as placement experiences) do not necessarily transfer smoothly over to other systems (e.g., schools as places of work). This idea was also reflected by BTs who raised the issue of ITE not preparing BTs for the 'realities' of teaching and perceiving that further transition support was required (Chaplain, 2008).

BTs valued practical preparation such as advice, ideas and strategies (Sharma, Forlin & Loreman, 2008). The placement experience was also found to be a valuable source of practical preparation, indicating a need for BTs to experience 'realities' (Klassen & Durksen, 2014). However, some BTs, particularly at T2, also recognised a need for reflective insights into the application of strategies (Gay & Kirkland, 2003) and a need for a deeper understanding of issues such as children's behaviour (Emmer & Stough, 2001). It could be argued that failure to prepare BTs in-depth, encouraging self-direction through reflection, could prevent BTs from experiencing the need for competency; a core component of well-being (Ryan & Deci, 2000). Qualitative data supported the idea of BTs having this need for competency in order to be an effective teacher, particularly at T2. This could be indicative of the conscious incompetency that comes from having engaged in the 'real' world of teaching (e.g., Howell, 1982).

BTs' sense of preparedness may also link to their perceptions of others' expectations. Hewitt, Ediger and Flett (1996) describe the concept of socially prescribed perfectionism whereby it is perceived that others have unrealistically high expectations for oneself. This possibility seems pertinent given the links between socially-prescribed perfectionism and negative well-being (e.g., Klibert, Langhinrichsen-Rohling & Saito, 2005) and this study's finding that feelings of not living up to mentors' expectations raised, in some BTs, feelings of declining confidence. Conversely, where BTs perceived that they were meeting or exceeding expectations, this appeared to be associated with positive affect and feeling supported.

6.3. Research Question 2: How do BTs reflect upon their experiences of additional well-being support throughout ITE?

Quantitative data showed that BTs perceived that they had received various forms of well-being support. However, one key area perceived as lacking was preparation for self-management strategies for well-being. McCallum and Price (2010) argue that BTs require explicit training in this area. Such support has been shown to positively impact upon BTs' abilities to self-mediate stress and to facilitate effective teaching (e.g., Perry & Ball, 2005). However, it was also evident that self-management well-being strategies

were perceived by some BTs as only being relevant to those already experiencing stress. This was associated with 'not being able to cope'. This finding is indicative of the stigma that continues to be associated with well-being support (Rossen & Cowan, 2014). Qualitative responses revealed that whilst well-being support was received in some cases, it was an area that some felt was overlooked. This supports Acton and Glasgow's (2015) argument that teacher well-being is an insufficiently prioritised area.

Two interview participants reported more significant well-being issues such as feeling depressed, experiencing stress and stress-induced illness. Such findings are reflective of the current concerns regarding teachers' mental health (Bloom, 2016). However, it should be noted that ITE experiences may also positively influence BT well-being. For example, some BTs reported feelings of increased confidence, satisfaction and positive affect following positive school-placement experiences. Later positive experiences also appeared to counteract earlier negative experiences as was found in Morton, Vesco, Williams and Awender's (1997) study.

Supportive relationships, particularly with the placement-mentor, could also play a role in BT well-being (e.g., Karasek & Theorell, 1990). In line with the buffering-hypothesis (Cohen & Wills, 1985), where BTs perceived a positive relationship with their mentor, this appeared to have a positive buffering-effect on other factors that might have negatively impacted upon their well-being. This finding is consistent with McCallum et al.'s (2015) suggestion that teachers identify school leaders as a critical enabling factor in their well-being, and with Marable and Raimondi's (2007) finding regarding the importance of mentor support.

Whilst BTs continued to value a relationship with their mentor based on sharing expertise and practical advice (Richter et al., 2013), they also recognised the mentor's influence on their sense of well-being. Mentors' communicative-styles, for example being constructive and non-judgemental (Turner, Zanker & Braine, 2012), were implicated in BTs' sense of well-being (e.g., Moore, 2016). Mentors making time to talk with BTs, ensuring that BTs felt welcome and providing opportunities to liaise with colleagues were also identified as important. This finding echoes that of Sheridan and Young (2016) who emphasise the importance of genuine conversations within good mentoring practice. It also highlights the importance of supportive, welcoming whole-school communities on BTs' well-being (Roffey, 2016).

As with perceptions of preparedness, BTs' perceptions of well-being support were also mixed, not only between individuals but also between placements. Arguably, this is

indicative of the importance of contextual-level factors on BT well-being and that BTs' abilities to cope with the demands of teaching is not merely a within-person concern (McCallum & Price, 2010).

6.4. Research Question 3: How could ITE be developed to further support BT well-being and what role could EPs have in this?

McCallum and Price (2010) posit that BT retention is dependent upon having a clearly defined well-being strategy in place. The findings of this study also highlight a need for more explicit well-being support within ITE. An important start to this process may be to challenge the stigma associated with seeking support (Haggarty & Postlethwaite, 2012) and to promote the idea of well-being support being universally relevant (Acton & Glasgow, 2015). Thus, in the first instance, EPs' role within ITE could involve promotion of the relevance of teacher well-being; an area for development included within new Welsh ITEP accreditation criteria (WG, 2017). EPs could fulfil this role through sharing emerging research (Paterson & Grantham, 2016) and by having conversations with ITEP staff, schools and BTs regarding the importance of well-being (Roffey, 2007).

This study also identified that mentors could make a more distinctive, proactive contribution towards BTs' well-being. One way to achieve this might be through re-evaluating the practice of mentoring itself as Foreman-Peck (2015) contends that the crucial well-being element of mentoring is often neglected. EPs, with their understanding of positive communication, psychological well-being and reflective practices might be well-placed to work with mentors to help them to consider their communicative-style (Turner et al., 2012) and the types of mentoring practice employed (Richter et al., 2013). EPs could also advise and train ITEPs and placement schools in alternative 'well-being-friendly' approaches such as supervision (Bainbridge & Westergaard, 2013) or coaching (Adams, 2015). Owing to BTs' needs for both instructional and social-emotional support, it may be worthwhile for ITEPs to consider differentiating the role of classroom and senior mentors.

In terms of addressing BTs' preparation as a well-being related factor (Harfitt, 2015), a greater investment in areas such as managing challenging behaviour and ALN could serve to promote BTs' sense of competency, which, in turn, might positively impact upon BT well-being and retention (e.g., Skaalvik & Skaalvik, 2010). ITEPs could also consider the balance between practical preparation and reflective preparation that provides a greater understanding of pupils' needs. The latter is where EPs, with their knowledge of learning, development and behaviour might be well-placed to make a more significant contribution to ITE (e.g., Durksen & Klassen, 2012). Consistent with

Rothi, Leavey and Best (2008), some BTs in this study specifically identified a role for outside agencies that could provide more in-depth expertise and support. In fulfilling a BT-educator role, Nezhad and Vahedi (2011) suggest that EPs can encourage reflective thinking skills; a skill associated with both increased understanding (Emmer & Stough, 2001) and well-being (Foreman-Peck, 2015). However, in maintaining a shared vision, EPs could also work collaboratively with ITEPs to contribute towards the development of course content and/or to deliver training to ITEP staff (e.g., Patrick, Anderman, Bruening & Duffin, 2011).

Vesely et al. (2014) highlight the importance of equipping teachers with strategies to manage their own stress and well-being as a means of support. This study found that preparing BTs for knowing how to self-manage their well-being was lacking within ITE. Consequently, EPs may also have a role in delivering training in relation to self-management well-being approaches such as mindfulness; an approach that is gaining popularity in terms of promoting teachers occupational well-being (Roeser, Skinner, Beers & Jennings, 2012).

Given this study's identification of the importance of communication and the intercommunication of expectations, EPs could have a key role in working with ITEPs and placement schools to develop practices that promote the inclusion of the BT voice. This research found that this is an overlooked area that could be contributing negatively towards BT well-being through the compounding of negative feelings such as frustration and a sense of inequality. This could possibly be achieved by utilising approaches such as Nominal Group Technique (e.g., Grant, Berlin & Freeman, 2003) and Solution Circles (e.g., Brown & Henderson, 2012), which could be provided directly by EPs with groups of ITEP staff, school staff and BTs. Alternatively, EPs could train ITEPs and schools in delivering these techniques. At a more general level, during school planning meetings, EPs could ensure that the needs and expectations of BTs are raised and discussed.

6.5. *Strengths, Limitations & Directions for Future Research*

Arguably, this study has a number of strengths in terms of its contribution to gaps in the literature. For example, the current study contributes to the paucity of research concerning teacher well-being, further illuminating the relevance of this issue (Foreman-Peck, 2015). It also adds to the limited body of research relating to BT well-being (Chaplain, 2008) and focuses on the voice of the group 'most concerned': BTs (Nahal, 2010). Furthermore, this study also adds to UK-based research that has utilised IPA within an educational context (Smith, 2004) whilst also employing additional methodologies to contribute towards a more comprehensive picture of the

issue (Bryman, 2007). This study is also the first, to the best of the researcher's knowledge, to emphasise the broader, potential role of EPs in supporting teacher well-being, beginning with the priority context of ITE (Palomera et al., 2008).

However, this study is not without limitations. For instance, Lindqvist, Nordanger and Carlsson (2014) point out that collecting retrospective accounts of experiences can be unreliable. Whilst there was an element of retrospectivity in this study, the researcher aimed to counter-act this by exploring BTs' perceptions of ITE at a point in time where they were still connected with the experience (T1) and at a time when BTs were immersed within the teaching profession (T2). As such, BTs' reflections on ITE may have legitimately changed in any case.

There are further methodological issues. For example, use of self-reported data may have led to social-desirability bias (Berger, 2010); particularly given the possible associated stigma with asking BTs about how prepared and supported they felt (e.g., Sharrocks, 2014). However, providing BTs with multiple opportunities to engage with the researcher enabled rapport-building which might have encouraged BTs to respond more honestly (Snelgrove, 2014). The anonymity of the online questionnaires might have also helped to eliminate this issue.

Another possible limitation of this study is its lack of generalisability to other BTs and ITEPs as findings only relate to the experiences of those who participated in this particular study. Nevertheless, in line with a pragmatist approach (Cohen et al., 2007) it is still felt that some relevant practical developments for ITE development were identified.

Future studies could replicate the methodology with further samples of BTs across the UK. Whilst it is accepted that replication would not lead to an objective truth (Hammersley & Atkinson, 1995), further studies could help to establish patterns (Smith et al., 2009) which could be helpful in informing the development of ITE. Replicating the study with cohorts of secondary school BTs might also serve to establish helpful developments within ITE that are more specific to this cohort. An additional area of interest might be to research the impact of areas of development identified by this study utilising attrition data. This would help to determine whether the recommendations made have any impact on BT well-being and subsequent retention.

6.6. Conclusion

Given the proposed links between well-being BT attrition (Harfitt, 2015), this study aimed to contribute towards an understanding of the contextual-factors within ITE that

might influence BT well-being and could be amenable to intervention with EP support. This study's findings support Foreman-Peck's (2015) argument that BT well-being should not be overlooked and Palomera et al.'s (2008) assertion that ITE may be the priority-context for change.

Some individual, UK ITEPs have already introduced well-being education for BTs (McCallum et al., 2015). However, well-being provision for BTs does not yet have an equal or consistent status across ITEPs. Furthermore, whilst recent Welsh documentation outlines that well-being must be addressed by ITEPs (WG, 2017), detailed guidance as to how this could be achieved is not. McCallum and Price (2010) posit that BT retention is dependent upon having a rigorous well-being strategy in place that clearly identifies enabling and prohibiting factors. This study aimed to highlight some of these factors, albeit acknowledging that those identified are specific to the BTs and ITEPs involved in the study. However, the findings could still offer some practical solutions as to how ITE could be developed to further support BT well-being.

Whilst it is evident that some EPs already have a role in ITE in the UK (M. Adams, K. Gibbs & S. Roffey, personal communication, 7 October 2016), this study also identified how EPs could have a more prominent role in BT well-being. Whether this is at a direct or more systemic-level, there could be opportunities for EPs to undertake varied functions such as: direct work with BTs, training ITEP staff and school-based mentors and, more generally, engaging in dialogue with schools regarding the importance of BT and teacher well-being (Roffey, 2007). Traded services (Association of Educational Psychologists; AEP, 2011) could support EPs' opportunities for expanding what are already core functions of their role within alternative contexts such as ITE (Fallon, Woods & Rooney, 2010). Potentially, this could also contribute towards the longevity of the EP profession (e.g., Farrell et al., 2006).

7. References

Acton, R., & Glasgow, P. (2015). Teacher well-being in neoliberal contexts: A review of the literature. *Australian Journal of Teacher Education*, 40(8), 1-17.

Adams, M. (2015). *Coaching psychology in schools: Enhancing performance, development and wellbeing*. Abingdon: Routledge.

Association of Educational Psychologists (AEP). (2011). *The delivery of educational psychology services*. Durham: AEP.

Bainbridge, A., & Westergaard, J. (2013). *Supporting teachers in their role: making the case for formal supervision in the workplace*. Retrieved on 5th December 2016, from: <http://www.consider-ed.org.uk/supporting-teachers-in-their-role-making-the-case-for-formal-supervision-in-the-workplace/>

Berger, J. M. (2010). *Measuring teaching practices: does a self-report survey of instruction predict student achievement?* (Unpublished doctoral thesis). University of Maryland, Maryland.

Bloom, A. (2016). *Eight in 10 teachers have had mental health problems*. Retrieved 7th December 2016, from: <https://www.tes.com/news/school-news/breaking-news/eight-10-teachers-have-had-mental-health-problems-and-workload-blame>

The British Psychological Society (2009). *Code of ethics and conduct*. The British Psychological Society: Leicester.

The British Psychological Society. (2014). *Code of human research ethics*. The British Psychological Society: Leicester.

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

Brown, E., & Henderson, L. (2012). Promoting staff support in schools: Solution circles. *Educational Psychology in Practice*, 28(2), 177-186.

Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of mixed methods research*, 1(1), 8-22.

Caspersen, J., & Raaen, F. D. (2014). Novice teachers and how they cope. *Teachers and Teaching*, 20(2), 189-211.

Chaplain, R. P. (2008). Stress and psychological distress among trainee secondary teachers in England. *Educational Psychology*, 28(2), 195-209.

Clare, L. (2003). Managing threats to self: awareness in early stage Alzheimer's disease. *Social Science & Medicine*, 57(6), 1017-1029.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London. Routledge.

Cohen, S., & Wills, T. A. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310.

- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, California: Sage.
- Dean, S. G., Hudson, S., Hay-Smith, E. J. C., & Milosavljevic, S. (2011). Rural workers' experience of low back pain: exploring why they continue to work. *Journal of Occupational Rehabilitation*, 21(3), 395-409.
- Denscombe, M. (2014). *The good research guide: for small-scale social research projects*. Maidenhead: McGraw-Hill Education.
- Denzin, N. K., & Lincoln, Y. S. (2003). *Turning points in qualitative research: Tying knots in a handkerchief*. California: Rowman Altamira.
- Department for Education (DfE) (2017). *Initial teacher training criteria and supporting advice: Information for accredited initial teacher training providers*. Retrieved online 5th June 2017, from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/594123/initial_teacher_training_criteria_and_supporting_advice.pdf
- Durksen, T. L., & Klassen, R. M. (2012). Pre-service teachers' weekly commitment and engagement during a final training placement: A longitudinal mixed methods study. *Educational and Child Psychology*, 29(4), 32-46.
- Ellinger, A. D., & Bostrom, R. P. (1999). Managerial coaching behaviors in learning organizations. *Journal of Management Development*, 18(9), 752-771.
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology with implications for teacher education. *Educational Psychologist*, 36(2), 103-112.
- Engeström, Y., Engeström, R., & Karkkainen, M. (1995). Polycontextuality and boundary crossing in expert cognition: Learning and problem solving in complex work activities. *Learning and Instruction*, 5(4), 319-336.
- Fallon, K., Woods, K. & Rooney, S. (2010). A discussion of the developing role of educational psychologists within children's services. *Educational Psychology in Practice*, 26(1), 1-23.
- Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & M., O'Connor (2006). *A Review of the Functions and Contribution of Educational Psychologists in England and Wales in Light of "Every Child Matters: Change for Children"*. London: Department for Education and Skills.
- Field, A. (2009). *Discovering statistics using SPSS*. London: Sage.
- Flowers, P. (2008). Temporal tales: The use of multiple interviews with the same participant. *Qualitative Methods in Psychology Newsletter*, 5(5), 24-27.
- Foreman-Peck, L. (2015). Towards a theory of well-being for teachers. In R. Heilbronn & L. Foreman-Peck (Eds.), *Philosophical perspectives on teacher education* (pp. 387-397). Oxford: Wiley Blackwell.
- Fowler, F. J. (2013). *Survey research methods*. Thousand Oaks, CA: Sage.

Gay, G., & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory into Practice*, 42(3), 181-187.

George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference 11.0 update (4th ed.)*. Boston: Allyn & Bacon.

Gibb, N. (2016, October 20). *Teachers - Labour Turnover: Written question 47083*. Retrieved on 2nd November 2016, from: <http://www.parliament.uk/business/publications/written-questions-answers-statements/written-question/Commons/2016-10-07/47083/>

Gibbs, S., & Miller, A. (2014). Teachers' resilience and well-being: A role for educational psychology. *Teachers and Teaching*, 20(5), 609-621.

Glass, G. V., Peckham, P. D., & Sanders, J. R. (1972). Consequences of failure to meet assumptions underlying the fixed effects analyses of variance and covariance. *Review of educational research*, 42(3), 237-288.

Grant, A., Berlin, A., & Freeman, G. K. (2003). Short Communication The impact of a student learning journal: a two-stage evaluation using the Nominal Group Technique. *Medical teacher*, 25(6), 659-661.

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, 11(3), 255-274.

Haggarty, L., & Postlethwaite, K. (2012). An exploration of changes in thinking in the transition from student teacher to newly qualified teacher. *Research Papers in Education*, 27(2), 241-262.

Hall, K. Q. (2012). "Not much to praise in such seeking and finding": Evolutionary psychology, the biological turn in the humanities and the epistemology of ignorance. *Hypatia*, 27(1), 28-49.

Hamilton, M.L., & Clandinin, J. (2011). Becoming researchers in the field of teaching and teacher education. *Teaching and Teacher Education: An International Journal of Research and Studies*, 27(4), 681-682.

Hammersley, M. (2010). *Methodology: Who needs it?* London: Sage.

Hammersley, M. & Atkinson, P. (1995) *Ethnography: principles in practice* (2nd ed.) London: Routledge.

Harfitt, G. J. (2015). From attrition to retention: A narrative inquiry of why beginning teachers leave and then rejoin the profession. *Asia-Pacific Journal of Teacher Education*, 43(1), 22-35.

Heidegger, M. (1962). *Being and time*. Oxford: Blackwell.

Henke, R. R., Chen, X., & Geis, S. (2000). *Progress through the teacher pipeline: 1992-93 College graduates and elementary/secondary school teaching as of 1997*. Washington, DC: National Centre for Educational Statistics.

Hewitt, P. L., Ediger, E., & Flett, G. L. (1996). Perfectionism and Depression : Longitudinal Assessment of a Specific Vulnerability Hypothesis. *Journal of Abnormal Psychology*, 105(2), 276-280.

- Hobson, A. J. (2002). Student teachers' perceptions of school-based mentoring in initial teacher training (ITT). *Mentoring and Tutoring*, 10(1), 5-20.
- Howell, W.S. (1982) *The Empathic Communicator*. Prospect Heights, IL: Waveland Press.
- Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. *The Journal of Educational Research*, 105(4), 245-255.
- Karasek, R., & Theorell, R. (1990). *Healthy work: Stress, productivity and the reconstruction of working life*. New York: Basic Books.
- Klassen, R. M., & Durksen, T. L. (2014). Weekly self-efficacy and work stress during the teaching practicum: A mixed methods study. *Learning and Instruction*, 33(1), 158-169
- Klibert, J. J., Langhinrichsen-Rohling, J., & Saito, M. (2005). Adaptive and maladaptive aspects of self-oriented versus socially prescribed perfectionism. *Journal of College Student Development*, 46(2), 141-156.
- Kyriacou, C., & Kunc, R. (2007). Beginning teachers' expectations of teaching. *Teaching and Teacher Education*, 23(8), 1246–1257.
- La Marca, N. (2011). *The Likert scale: Advantages and disadvantages*. *Field research in organizational psychology*. Retrieved on 14 December, 2016, from: <http://psyc450.wordpress.com/2011/12/05/the-likert-scale-advantages-and-disadvantages/>
- Lander, C., & Sheldrake, E. (2010). Research in brief. Using interpretative phenomenological analysis in doctoral research. *DECP Debate*, 136, 18-19.
- Langridge, M. E., & Ahern, K. (2003). A case report on using mixed methods in qualitative research. *Collegian*, 10(4), 32-36
- Lazarus, R. S. (1999). *Stress and emotion. A new synthesis*. London: Free Association Books
- Lindqvist, P., Nordänger, U. K., & Carlsson, R. (2014). Teacher attrition the first five years: A multifaceted image. *Teaching and Teacher Education*, 40(2), 94–103.
- Malderez, A., Hobson, A. J., Tracey, L., & Kerr, K. (2007). Becoming a student teacher: Core features of the experience. *European Journal of Teacher Education*, 30(3), 225-248.
- Marable, M. A., & Raimondi, S. L. (2007). Teachers' perceptions of what was most (and least) supportive during their first year of teaching. *Mentoring and Tutoring*, 15(1), 25-37.
- Mayoh, J., & Onwuegbuzie, A. J. (2015). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed Methods Research*, 9(1), 91-107.
- McCallum, F., & Price, D. (2010). Well teachers , well students. *Journal of Student Well-being*, 4(1), 19–34.

McCallum, F., Price, D., Morrison, A., Glackin, M., Gordon, A., & Chambers, J. (2015). *Wellbeing education in initial teacher education: Influences on teacher quality, transition, retention and student achievement*. Paper presented at the University of South Australia Divisional Research Performance Fund Project, St. Mary's University, Twickenham, London.

McCormack, A., & Thomas, K. (2003). Is survival enough? Induction experiences of beginning teachers within a New South Wales context. *Asia-Pacific Journal of Teacher Education*, 31(2), 125–138.

McNaught, C., & Lam, P. (2010). Using Wordle as a supplementary research tool. *The Qualitative Report*, 15(3), 630.

Miller, R., & Chait, R. (2008). *Teacher turnover, tenure policies, and the distribution of teacher quality: Can high-poverty schools catch a break*. Washington, DC: Center for American Progress.

Moir, E. (1990). Phases of first-year teaching. *Originally published in California New Teacher Project Newsletter*.

Moore, A. (2016). Stepping up Support for New Teachers. *Educational Leadership*, 73(8), 60-64.

Morton, L. L., Vesco, R., Williams, N. H., & Awender, M. A. (1997). Student teacher anxieties related to class management, pedagogy, evaluation, and staff relations. *British Journal of Educational Psychology*, 67(1), 69-89.

Nahal, S. P. (2010). Voices from the field: Perspectives of first-year teachers on the disconnect between teacher preparation programs and the realities of the classroom. *Research in Higher Education Journal*, 8(1), 1-19.

National Union of Teachers (NUT) (2015). *NUT/YouGov Teacher survey on government education policy*. Retrieved 2nd January 2016, from: <https://www.teachers.org.uk/node/24849>

Nezhad, A. S., & Vahedi, M. (2011). The role of educational psychology in teacher education programs. *Procedia Social and Behavioral Sciences*, 30(2), 327–330.

Osborn, M., & Smith, J. A. (1998). The personal experience of chronic benign lower back pain: An interpretative phenomenological analysis. *British Journal of Health Psychology*, 3(1), 65-83.

Osborne, L. A., Bindemann, N., Noble, J. G., & Reed, P. (2014). Different perspectives regarding quality of life in chronically ill and healthy individuals. *Applied Research in Quality of Life*, 9(4), 971-979.

Palomera, R., Fernández-Berrocal, P., & Brackett, M. A. (2008). Emotional intelligence as a basic competency in pre-service teacher training: Some evidence. *Electronic Journal of Research in Educational Psychology*, 6(2), 437-454.

Paterson, A., & Grantham, R. (2016). How to make teachers happy: An exploration of teacher well-being in the primary school context. *Educational & Child Psychology*, 33(2), 90-104.

Patrick, H., Anderman, L. H., Bruening, P. S., & Duffin, L. C. (2011). The role of educational psychology in teacher education: Three challenges for educational psychologists. *Educational Psychologist*, 46(2), 71–83.

Perry, C., & Ball, I. (2005). Emotional intelligence and teaching: further validation evidence. *Issues in Educational Research*, 15(2), 175.

Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological Journal*, 20(1), 7-14.

Purcell, K., Wilton, N., Davies, R., & Elias, P. (2005). *Education as a graduate career: Entry and exit from teaching as a profession* (Research Report RR690). UK: Department for Education & Skills.

Richter, D., Kunter, M., Lüdtke, O., Klusmann, U., & Anders, Y. (2013). How different mentoring approaches affect beginning teachers' development in the first years of practice. *Teaching and Teacher Education*, 36, 166–177.

Robertson, I., & Flint-Taylor, J. (2009). Leadership, psychological well-being and organisational outcomes. In, S. Cartwright & C.L. Cooper (Eds.), *Oxford Handbook on Organisational Well-being* (pp. 159-179). USA: Oxford University Press.

Robson, C. (2011). *Real World Research: Resource for Users of Social Research Methods in Applied Settings: 3rd Edition*. Padstow: Wiley.

Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6(2), 167-173.

Roffey, S. (2007). Transformation and emotional literacy: The role of school leaders in developing a caring community. *Leading and Managing*, 13(1), 16–30.

Roffey, S. (2008). Emotional literacy and the ecology of school well-being. *Educational and Child Psychology*, 25(2), 29-39.

Roffey, S. (2015). Becoming an agent of change for school and student well-being. *Educational and Child Psychology*, 32(1), 21–30.

Roffey, S. (2016). Building a case for whole-child, whole-school wellbeing in challenging contexts. *Educational & Child Psychology*, 25(2), 29-39.

Rossen, E., & Cowan, K. C. (2014). Improving mental health in schools. *Phi Delta Kappan*, 96(4), 8-13.

Rothi, D.M., Leavey, G., & Best, R. (2008). On the front-line: Teachers as active observers of pupils' mental health. *Teaching and Teacher Education* 24(5), 1217–1231.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Los Angeles, CA: Sage.

Ryan, R.M., & Deci, E.L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1), 68–78.

Schwandt, T. A. (2001). *Dictionary of qualitative inquiry* (2nd ed.) Thousand Oaks, CA: Sage.

Scott, D. (2007). Resolving the quantitative–qualitative dilemma: a critical realist approach. *International Journal of Research & Method in Education*, 30(1), 3-17.

Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre- service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, 23(7), 773-785.

Sharrocks, L. (2014). School staff perceptions of well-being and experience of an intervention to promote well-being. *Educational Psychology in Practice*, 30(1), 19–36.

Sheridan, L., & Young, M. (2016). Genuine conversation: the enabler in good mentoring of pre-service teachers. *Teachers and Teaching*, 22(8), 1-16.

Shoffner, M. (2011). Considering the first year: Reflection as a means to address beginning teachers' concerns. *Teachers and Teaching: Theory and Practice*, 17(4), 417–433.

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059-1069.

Smith, J. A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology*, 1(1), 39-54.

Smith, J. A. (Ed.). (2015). *Qualitative psychology: A practical guide to research methods*. London: Sage.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, method and research*. London: Sage.

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teachers turnover? *American Education Research Journal*, 41(3), 681-741.

Snelgrove, S. R. (2014). Conducting qualitative longitudinal research using interpretative phenomenological analysis. *Nurse Researcher*, 22(1), 20-25.

Snelgrove, S., Edwards, S., & Liossi, C. (2013). A longitudinal study of patients' experiences of chronic low back pain using Interpretative Phenomenological Analysis: Changes and consistencies. *Psychology & Health*, 28(2), 121-138.

Snelgrove, S., Murphy, F., & Snow, D. (2013). *A study of attrition in student nurses and midwives in the United Kingdom*. Paper presented at the 6th International Scientific Conference College of Nursing, Jesenice, Ljubljana.

Sneyers, E., Jacobs, K., & Struyf, E. (2016). Impact of an in-service training in neurocognitive insights on teacher stress, teacher professionalism and teacher student relationships. *European Journal of Teacher Education*, 39(2), 253-266.

Spilt, J.L, Koomen, H.M.Y., & Thijs, J. T. (2011). Teacher well-being : The importance of teacher-student relationships. *Educational Psychology Review*, 23(4), 457–477.

Steinbock, D. (2011). Steinbock visualisation technique. Retrieved on 11th December 2016, from:
https://web.stanford.edu/~roypea/RoyPDF%20folder/A139_CSCL07_wearable_tag_clouds.pdf

Swars, S.L., Meyers, B., Mays, L.C., & Lack, B. (2009). Partners take a closer look at a vexing problem: A two-dimensional model of teacher retention and mobility: Classroom teachers and their university. *Journal of Teacher Education* 60(2), 168- 183.

Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. London: Sage.

Taylor, A. (2015). Using interpretative phenomenological analysis in a mixed methods research design to explore music in the lives of mature age amateur keyboard players. *Music Education Research*, 17(4), 437-452.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. London: Sage.

Turner, S., Zanker, N., & Braine, M. (2012). An investigation into teacher well-being during the teacher training year. *Design and Technology Education*, 17(2), 21-34.

Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany: State University of New York Press.

Vesely, A. K., Saklofske, D. H., & Nordstokke, D. W. (2014). EI training and pre-service teacher well-being. *Personality and Individual Differences*, 65(3), 81–85. .

Weare, K. (2014). *Evidence for mindfulness : Impacts on the well-being and performance of school staff*. Exeter: Mindfulness in schools project, Exeter University.

Welsh Government (WG) (2017). *Criteria for the accreditation of initial teacher education providers in Wales: Teaching tomorrow's teachers*. Cardiff: WG.

Worth, J., Bamford, S. and Durbin, B. (2015). *Should I stay or should I go? NFER analysis of teachers joining and leaving the profession*. Slough: NFER.

Yardley, L. (2000). Dilemmas in qualitative health research. *Psychology & Health*, 15, 215-228.

Yardley, L. (2008). Demonstrating validity in qualitative research. In J. A. Smith (Ed.). *Qualitative Psychology: A practical guide to research methods* (pp. 235-251). London: Sage.

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education*, 48(2), 311-325.

Yin, R. (1989). *Case study research: Design & methods* (2nd Ed.). Beverly Hills: Sage.

Zand, A. S., & Borsboom, D. (2009). A reanalysis of Lord's statistical treatment of football numbers. *Journal of Mathematical Psychology*, 53(2), 69–75.



**Beginning Teachers' Experiences of Preparation &
Additional Well-being Support throughout Initial
Teacher Education**

Part 3: Critical Appraisal

Word Count: 5862

1. Overview

The first section of this critical appraisal consists of a critical account of the research process. This includes an exploration of the research development and a discussion of the research paradigm and methodological decisions therein. Reflections on the strengths of the research, limitations and issues encountered are included throughout. The second section focuses on the study's contribution to existing knowledge, how the study contributes towards professional practice and the impact of the research on the researcher's future practice as an educational psychologist (EP). The remainder of this critical appraisal will be written in the first person to share the researcher's personal research journey.

2. Section A: Critical Account of the Research Process

2.1. *Research Development*

Cohen, Manion and Morrison (2007) note many factors that might contribute towards a research study's inception. I consider three main factors that influenced my decision to research BTs' experiences of ITE. These included:

- personal interest in the topic stemming from prior experience having been through ITE within the last decade and having taught as a primary school teacher;
- desire to explore an area of perceived importance within recent literature (e.g., Hamilton & Clandinin, 2011); and
- discontent with existing findings from recent ITE reform policies (e.g., Carter, 2015; Furlong, 2015). To my view, these have largely failed to acknowledge the relevance of BT well-being, and the contextual factors that influence it, when making recommendations to 'drive up' educational standards and to recruit and retain teachers.

I felt that the topic would not only be one that would sustain my own interest but would also be useful to wider audiences (Cohen et al., 2007). However, as the research progressed, I became increasingly aware of assumptions that might be made about my chosen topic. I questioned whether others might assume that I had personally experienced inadequate preparation or a lack of well-being support throughout my own ITE and that this had driven a desire to tell my own story through the research. To clarify this, at the beginning of this research process, I would have considered my own ITE experiences as satisfactory. Therefore, I would not have identified personal challenges to be a major influence on my decision to research the topic.

However, as the research progressed, through reflecting on the experiences of the BTs who participated, I re-evaluated whether personal experience had indeed been a key driver. For example, I was able to relate to many of the experiences described including feeling satisfied with my preparation experiences at the end of ITE but having felt underprepared as a newly qualified teacher (NQT). Keeping a reflective research journal, was a valuable resource in allowing me to reflect upon these personal experiences, to consider how they may have been influencing the write up of my results and to 'bracket' my thinking (Clancy, 2013).

2.2. Research Paradigm

Research paradigms are generally divided into qualitative or quantitative (Morgan, 2007). Whilst qualitative research tends to be associated with interpretivist epistemologies, which consider knowledge to be subjective (Hall, 2012), quantitative research is usually associated with positivist epistemologies, which emphasise objectivity (Makrakis & Kostoulas-Makrakis, 2016). However, neither of these options alone sat comfortably with my own worldview. Whilst I do believe that individuals construct realities, I also believe that it is possible and necessary, for practical reasons, to be able to draw more general conclusions from these, which serve to guide solutions. I do not believe that these solutions will suit everyone or that they will acknowledge every individual's beliefs. However, I believe that they will encompass at least some shared concerns. From this, I decided that I held a pragmatist worldview. Pragmatism is practical rather than idealistic (Denscombe, 2008). It acknowledges that there may be both singular and multiple versions of reality. Pragmatism also favours practical solutions over the pursuit of achieving the most accurate representation of 'reality' (Cohen et al., 2007).

2.3. Methodological Approach

Pragmatists utilise whatever methods are deemed to be the most useful in answering research questions. As such, mixed-methods are frequently adopted in a pragmatic approach (Chatterjee, 2004). Johnson, Onwuegbuzie and Turner (2007) define mixed-methods as the combination of qualitative and quantitative approaches; as was the case for the current study. This study also adopted what has been described as a parallel mixed-methods design in that quantitative and qualitative data were collected independently yet simultaneously (Creswell & Plano-Clark, 2011).

2.3.1. Reflecting Upon Mixed-Methods

Creswell (2013) proposes that in order for mixed-methods to be considered legitimate, how methods are inter-linked must be made explicit. However, this can be a complex distinction to make given that there is an abundance of definitions of mixed-methods

depending what is mixed and when (Tashakkori & Teddlie, 2003). Furthermore, Johnson and Onwuegbuzie (2004) suggest that there is an almost unlimited expression to mixed-methods designs and that combining of methodologies can take place across all stages of the research.

In designing the research study, it was my aim to incorporate mixed-methods throughout the entire process (e.g., Creswell & Tashakkori, 2007). The only exception to this perhaps was the analysis stage. This was conducted separately for clarity and embedded within the discussion section of the study. Therefore, I feel that, given the overall commitment to mixing methodologies, the research design can indeed be referred to as mixed-methods.

2.3.2. Underlying Epistemological Assumptions

As is often the case for pragmatist approaches, the current study drew upon both interpretivist and positivist epistemologies in that realities were understood to be both subjective and objective (Johnson & Onwuegbuzie, 2004). The dual-epistemologies that can underpin mixed-methods have been criticised as being incompatible (Robson & McCartan, 2016). However, others highlight the importance of acknowledging that quality research methods should not be determined by adherence to one epistemology (Hall, 2012) and also support the idea that quantitative and qualitative approaches can be compatible (Denscombe, 2008). Gergen (1997) suggests that it is not the methods applied that define the epistemological position, but rather the researcher's interpretations of findings.

In the current study, the use of quantitative questionnaire questions, and even the follow-up qualitative questions to these, were influenced by a realist ontology and positivist epistemology (Braun & Clarke, 2013); supporting the assertion that sometimes either quantitative or qualitative data can be utilised in a positivist manner (Rubin & Rubin, 2011). In contrast, analysis of interviews was influenced by interpretivism. The entire data set was then viewed collectively to consider the whole picture. This lent interpretivism to the quantitative data and a degree of positivism to the qualitative data in order to draw out practical findings in line with the pragmatist approach (Schwandt, 2001).

2.3.3. The Value of Mixed-Methods

Johnson and Onwuegbuzie (2004) argue that mixed-methods are necessary for the exploration of educational research owing to the complexities and challenges that can be encountered within educational contexts. Mixed-methods can also help to produce a more comprehensive picture of the topic of research and can help to answer different

research questions (Bryman, 2007). Thus, to have relied upon one dominant method would arguably have provided a less comprehensive picture of BTs' perceptions of ITE.

When analysing the data, I was surprised at how the quantitative questionnaire responses presented a rather positive picture of ITE, with many 'agree' and 'strongly agree' responses, and yet the qualitative follow-up questions yielded a more mixed set of views. Alone, the quantitative questions perhaps would have depicted an overly positive outlook of ITE whereas considering this data in combination with the qualitative responses gave a more balanced insight. The interview data largely appeared to corroborate the qualitative questionnaire findings. It also allowed for further depth and subjective experiences, such as feelings arising from issues, to be articulated. Thus, I feel that each method employed was valuable in its own right. In this sense, it is my opinion that mixed-methods did indeed allow for a more holistic picture of BTs' ITE experiences, acknowledging both positive and negative aspects, something that is considered to be important for developing effective interventions (Paterson & Grantham, 2016).

2.3.4. Collecting Data at Two Time-Points

The current study is a two-wave variant of a cross-sectional study in that it produced a 'snapshot' of one population at two specific time points (Ployhart & Vandenberg, 2010). Ruspini (2002) notes that studies that collect data at multiple time-points can better capture the complexity of human behaviour. Data collection at Time 1 allowed for BTs' views on ITE to be explored as they were still immersed in the ITE experience. Time 2 data not only allowed for further detail to be collected (Clare, 2003) but also afforded BTs the opportunity to reflect again on their ITE experiences following entry into teaching (De Lange, Taris, Kompier, Houtman & Bongers, 2003).

The rationale behind this aspect of the study design can be linked to both the Conscious Competence Learning Model (e.g., Howell, 1982) and the Phases of Teaching model (Moir, 1990). If I had explored BTs' views at the end of ITE only, BTs might not have had a full appreciation for what they had or had not been prepared for. Furthermore, at the end of ITE, BTs might have been in the 'anticipation phase' which could have impacted upon the ways that they talked about ITE and could also have led to a measurement error whereby positive feelings led to elevated positive responses (Singer & Willett, 2003).

Conversely, at Time 2, having started teaching, BTs may have begun to experience a greater sense of unconscious incompetency and might have also entered the 'survival' or even the 'disillusionment' phases of teaching, leading to new reflections on ITE. It is

recognised that this could have led to overly-negative reflections on ITE (Singer & Willett, 2003). However, through analysing the data, overall, responses at both time points were generally quite mixed in terms of positive and negative perceptions.

Analysis of data collected at two time points and using mixed-methods presented me with a time-management challenge and the issue of how I could include all data but still offer sufficient detail on the analysis of each method. This meant being disciplined in my decision about how data would be presented and where it would be presented (i.e., main body or appendix). Seeking supervision was extremely valuable in managing this aspect. I determined that it would be possible to return to data at a later point in order to analyse it in more depth. For example, I could focus again in more detail on the comparisons between quantitative questionnaire responses and qualitative questionnaire responses, or on specific aspects of the interview data which appeared to be particularly prominent such as the role of social support. In hindsight, I feel that focusing on data at one time point may have been more manageable. However, I am also aware that this would have meant that a less comprehensive picture of BTs' ITE experiences would have been captured.

2.4. Chosen Methods & Analyses

2.4.1. Semi-Structured Interviews

Semi-structured interviews were used to collect data from a small cohort of BTs. This method has been described as a "conversation with a purpose" (Smith, Flowers & Larkin, 2009, p.57), the aim of which is to gain an insight into the experiences and feelings of interviewees (Esterberg, 2002). I chose semi-structured interviews as they not only allow researchers to ask more structured questions, ensuring that the topic is discussed in sufficient breadth, but also allow for questions to be asked more flexibly allowing the researcher to investigate novel perspectives should they arise (Pietkiewicz & Smith, 2014). However, critics have also argued that, unless well managed, such flexibility can also lead to 'inconsistencies' within the data collected (Patton, 1990). Nevertheless, these differences between participants' responses can either be viewed as 'inconsistencies' or as 'subjective experiences' depending on the position adopted by the researcher. Structured interviews were rejected on the basis that these can limit the ability to access rich accounts of participants' perceptions (Willig, 2013). Furthermore, I felt that this broader type of data would be gathered via the questionnaires.

Taylor and Bogdan (1984) identify the importance of the interviewer in semi-structured interviews. They suggest that positive rapport and cooperation is crucial to the success

of a discussion as participants may have difficulty in sharing their personal feelings and experiences with a stranger. However, I did not perceive this to be an issue. I felt that ensuring confidentiality might have enabled BTs to feel more confident in giving a more open and honest account of their ITE experiences.

Cohen et al. (2007) also suggest that factors such as the researcher's personality and empathy should be considered when determining an appropriate person to conduct interviews. Whilst acknowledging that I was somewhat restricted in this study in terms of having to carry out the interviews myself, I do feel that, owing to my prior experience as a BT, that I was the right person to carry out the interviews and to conduct the research in any case. However, this was not without its challenges and required additional planning. For instance, whilst I felt that it was important for participants to be aware of my prior experiences, so as to aid engagement, I was also aware of not giving too much information to participants, either about my former role as a teacher or in relation to my current role as a trainee EP, in case this influenced participants' responses.

2.4.2. Interpretative Phenomenological Analysis

Interview data was analysed using Interpretative Phenomenological Analysis (IPA). Brocki and Wearden (2006) posit that the aim of IPA is to explore, in detail, ways in which individuals make sense of their lived experiences. Furthermore, Smith et al. (2009) propose that IPA is useful when one is concerned with understanding the complexities of individuals' experiences and how, from their own perspective, individuals make sense of these. Consequently, I felt that IPA was appropriate for gaining an appreciation for the ways in which BTs reflect upon the lived experience of ITE.

However, at the start of the research process, I had originally considered using thematic analysis (e.g., Braun & Clarke, 2006). The rationale behind this was that thematic analysis could be used to explore the views of a larger sample of BTs. However, I later reflected that the views of a larger cohort of BTs could be captured through the questionnaire data whereas what I actually wanted to do was to balance this by focusing in more depth on individuals' experiences. This led me to reconsider whether IPA would be a more appropriate methodology.

Initially, I had also been uncertain of using IPA due to it not being 'usual' practice to utilise IPA within mixed-methods as IPA has a prescribed epistemology of its own (Smith et al., 2009). However, Warnock (1987) argues that idiographic, qualitative

methodologies such as IPA can be used to complement claims derived from quantitative data through a focus on the particular, which can help to illuminate the universal.

There is further evidence to suggest that there is a place for IPA within mixed-methods research. For example, Mayoh and Onwuegbuzie (2015) note that the flexibility of methods rooted in phenomenology work extremely well as components of mixed-methods research. They call this type of research 'Mixed-Methods Phenomenological Research' (MMPR). Whilst MMPR is still relatively new in terms of its conceptualisation, there is evidence for the use of IPA within mixed-methods research (e.g., Dean, Hudson, Hay-Smith & Milosavljevic, 2011; Taylor, 2015). Such authors allude to both the challenges of using MMPR, such as time commitment and quality, and the potential advantages. For example, use of additional methods prior to IPA analyses can orient the researcher towards key topics or phenomena to investigate further and can also help to engage participants with the topic and to stimulate their thinking prior to semi-structured interviews taking place leading to more detailed, thought out recounts of experiences being provided. When discussing the future development of IPA, Smith (2004), a leading IPA researcher, suggests that IPA can and should be stretched and adapted by IPA researchers in order to extend the scope of its potential as an analytical tool.

However, it has also been argued that the researcher's philosophical justification for using MMPR, their rationale for the precise methods employed, and the weighting of each method, should be made clear (Mayoh & Onwuegbuzie). For example, Johnson, McGowan and Turner (2010) note that mixed-methods might be qualitative dominant, quantitative dominant or equal in status. Initially, it had been my plan for each method used to have equal status. However, on reflection, I now feel that my research was more qualitative dominant. Specifically, I feel that the findings are weighted most heavily in the IPA analysis (i.e., PHEN > quant > qual; Mayoh & Onwuegbuzie) with the additional quantitative and qualitative data obtained from the questionnaires serving to corroborate the IPA findings and to enhance credibility. Furthermore, the questionnaire data, obtained from a larger number of BTs, supports the potential generalisation of the IPA findings. Whilst IPA alone is suitable for generating structures of the lived experience of a very small number of individuals, it cannot be used to make generalisations about such structures as it fails to address the wider socio-political context (Langridge & Ahern, 2003). As this study adopted a pragmatist approach, use of additional methods as supplementary methods (e.g., McNaught & Lam, 2010) to the

IPA analysis was therefore considered appropriate for producing more generalisable, practical recommendations for change within initial teacher education (ITE).

In terms of my use of IPA, first, the process outlined by Smith et al. (2009) was used to separately analyse interview data collected at both time points. This was followed by the procedure adopted by Snelgrove, Edwards and Liossi (2013), which was used as a guide for cross-comparing Time 1 and Time 2 interviews to produce a single set of themes. This particular process was adopted after considering the ways in which other studies had analysed data collected from multiple interviews using IPA (e.g., Flowers, 2008). Several of these studies had 'pooled' data from interviews conducted at different time points and analysed data collectively. I also sought advice on an IPA discussion group but only received one response from a PhD student who had similar decision-making issues in his own IPA analysis. However, an email sent to the South Wales regional IPA contact listed on the forum's website¹ did yield a response. Helpfully, it was suggested that, whilst there is no one 'correct' way to analyse multiple interview data using IPA, I might consider carrying out separate analyses at the two time-points in addition to a follow-up comparison activity. The rationale behind this was that, despite being the same group of BTs, arguably, the ways in which BTs found meaning from their experiences would be changed by the second interview so, effectively, they should be treated as two groups.

Hefferon and Gil-Rodriguez (2011, p. 757) note that "...evaluating quality in qualitative research is a bone of contention..." In line with the authors' suggestion, I utilised Yardley's (2000, 2008) framework to demonstrate validity. Furthermore, I also consulted Smith's (2011) paper, which includes information on standards of IPA, with the aim that this would support me in conducting a good standard of IPA analysis. An Independent Auditor (Yin, 1989) was also consulted to enhance the credibility of the final account of themes (Osborn & Smith, 1998). On reflection, it may also have been helpful to check back on my interpretations of BTs' accounts with the BTs themselves to enhance validity.

IPA highlights the researcher's role in interpreting participants' perceptions in a double hermeneutic process whereby the researcher attempts to interpret participants' own interpretations of their experiences. Smith et al. (2009) suggest that this allows researchers to gain close access to participants' responses and is essential in facilitating a rich analysis.

¹ <http://www.ipa.bbk.ac.uk/about-ipa>

However, self-reflexivity is also an important component of qualitative research. Whilst I remained aware that it would not be entirely possible, or even helpful, to completely put aside my own beliefs and experiences, I endeavoured to 'bracket' these through self-reflection, which was recorded in a research journal. Elliot, Fischer and Rennie (1999) suggest that this can help researchers to better understand and represent participants' experiences.

I also felt it important to make my own position clear in the write-up of the research. This was not only to reflect upon this more closely myself but so that any potential biases would be unambiguous to the reader (Denzin and Lincoln, 2003).

Having made the decision to use IPA, I then questioned whether my interview questions, which had already been asked, fitted with an IPA approach (Smith et al., 2009). Upon reviewing the interview transcripts, I reflected that I had largely used questions that were open and not overly prescriptive, with a few exceptions. However, I also felt that where closed questions had been used, these had either been followed up by a more open and detailed response by BTs in any case or I had been able to use a follow-up probing question to elicit further detail.

2.4.3. Questionnaires

Utilising questionnaires enabled the views of a larger sample of BTs to be collected. Likert-type scales allowed for degrees of BTs' perceptions to be measured. They are also relatively simple to design and complete. I anticipated that this would increase the response rate. However, I also recognise issues that accompany Likert-type questions. These issues, which affect the validity of such data, include: central tendency bias, with BTs possibly avoiding extreme response categories; agreement bias, whereby BTs may have tended to agree with statements; and social desirability bias, whereby BTs may have wanted to portray themselves in a more socially favourable light (Berger, 2010). In an attempt to avoid some of the potential biases, BTs were advised that their questionnaire data would remain anonymous. However, upon looking at the data, it would seem possible that agreement bias played a role in the observed differences between the positivity of Likert-type questionnaire responses compared to the qualitative responses. Reversing some of the statements could have also helped to increase response validity. However, I felt that this would have also increased the response time and lead to greater participant attrition (Denscombe, 2014). Due to the complexity and subjective nature of the phenomenon being investigated (i.e., beliefs and experiences relating to ITE), the follow-up qualitative

questions enabled BTs to expand upon their responses and to give meaningful contextual information. This might also offer some further validity.

Questionnaires were distributed online. Whilst many advantages have been associated with online questionnaires (e.g., Fowler, 2013), I mainly chose this method to reduce the time taken to distribute, gather and process data and to aid participants' ease of access and return; the ultimate goal being to increase the response rate (Glover & Bush, 2005). Use of online questionnaires has been associated with higher response rates for particular cohorts, including students (Fricker & Schonlau, 2002). Whilst a reasonably large sample, consisting of 24% of the target population, was obtained at Time 1, I did also encounter some issues. For example, relying on ITEP coordinators to distribute the link to online questionnaires was a positive in some cases but problematic in others.

2.4.4. Questionnaire Analysis

Debate continues as to whether it is legitimate to use parametric tests, which require interval data, to analyse Likert-type data, which is usually classified as ordinal. Whilst Jamieson (2004) advises that only non-parametric tests should be used, others maintain that parametric tests are valid in some cases (e.g., Lubke & Muthen, 2004), assuming that certain conditions such as normality of distribution are met. After reading literature relating to the debate, and conducting preliminary statistical tests, I determined that non-parametric tests should be used where possible. However, this was not possible when conducting comparisons between Time 1 and Time 2 data as no suitable non-parametric test exists. Therefore, it was necessary and appropriate to use a Two-Way Repeated Measures ANOVA with a Bonferroni correction (Field, 2009).

Wordclouds (Steinbock, 2011) were used to analyse qualitative questionnaire data. However, other methods, such as content analysis (e.g., Hsieh & Shannon, 2005) were initially considered. I determined that wordcloud analysis would be suitable as it had been used previously in similar studies (e.g., Snelgrove, Murphy & Snow, 2013). Furthermore, wordclouds are simple to produce and data is presented accessibly. However, I found an issue in the automatic, over-reliance on the detection of keywords. For example, in some cases, BTs had used two words together frequently (e.g., Behaviour + Management) to mean one term. This is where 'cleaning up' and contextualising the data was important.

2.4.5. Validity of Questionnaires and Additional Issues

One of the challenges of conducting the current research was in designing reliable and valid measures to explore BTs' experiences of ITE. Whilst this was not as great an issue in terms of the semi-structured interview schedules, as these would be used to explore individuals' experiences, it was more problematic in terms of the questionnaires which were intended to capture more general views. Gillham (2000) posits that it is difficult to construct questionnaires that produce useful data. In an attempt to overcome this, literature regarding the topic was utilised to help to develop questions. Feedback and reflections from the pilot study were also utilised to support questionnaire development and a mixture of quantitative and qualitative questions was used to enable BTs to offer their own constructions on the topic. This enabled me to check back on how BTs had understood the quantitative questions, aiding validity. However, one new issue was encountered. Reflections on the pilot analysis had led me to provide a 'none' option for qualitative questions that asked BTs about the preparation or support that they had received. The purpose of this was to distinguish between BTs who perceived that they had received no preparation or support from those who had merely 'skipped' the question. However, whilst this 'none' option was not specified for BTs when asked about what else might have been helpful, some respondents continued to use the word 'none'. This was interpreted to mean that BTs felt that no further preparation was required. However, I acknowledge that I am unable to confirm that this is what BTs actually meant.

2.5. Developing and Refining Research Questions

Creswell (2005) states that determining research questions is an extremely important step in any research process as these questions focus the research objective and purpose to specific questions that a researcher will attempt to address. Agee (2009) also notes that the researcher's continued reflection on the research questions is an important process. For me, the research questions were a particular area of challenge. Whilst the main 'themes' of the questions remained the same: preparedness, well-being, how ITE could be developed and how EPs could contribute, the exact phrasing was refined and reformulated on a number of occasions. This was predominantly due to the challenge of developing research questions that embodied the mixed-methods nature of the study.

For example, quantitative research questions often ask, "what is?" or "what are?" (Creswell, 2013), which did not lend itself to the qualitative data. Qualitative research questions tend to be "open-ended, evolving, and non-directional" (Creswell, 1998, p. 99), which did not entirely fit with the quantitative data. Onwuegbuzie and Leech (2006) suggest that forming mixed-methods research questions is difficult as it involves the formation of both quantitative and qualitative research questions within the same

study. Added complications were my use of IPA, for which studies often have one broad research question or none (Smith et al., 2009), and my use of multiple time-points.

After consulting guidance on writing quantitative, qualitative and mixed-methods research questions (e.g., Agee, 2009; Creswell, 2013; Onwuegbuzie & Leech, 2006), the three research final questions were determined. Having now also evaluated my final research questions against the aforementioned literature, I feel that the final research questions are reflective of, and make sense in relation to, all dimensions of the study i.e., using mixed-methods, using IPA and collecting data at multiple time points.

2.6. *Ethical Issues*

The key ethical issues in this study involved gatekeeper consent. For one ITEP, this issue was associated with equal opportunities as the coordinator only agreed to allow BTs to participate if information and questionnaires were available in both English and Welsh. For another ITEP, whilst the coordinator agreed for BTs to participate, she was unhappy with the distribution date and delayed this process. Whilst both issues were overcome without a significant, detrimental impact upon data collection, it has taught me to anticipate all possible issues beforehand and to leave sufficient 'buffer' time to account for unanticipated issues and changes.

There was also the issue of participant consent. For example, whilst 109 BTs agreed to participate at Time 1, and agreed in principle to participate at Time 2, just 34 BTs actually participated at Time 2. Additionally, whilst a number of BTs indicated that they would be happy for me to contact them with information regarding being interviewed, only six of this prospective cohort actually responded to my follow-up email. Furthermore, of the six original interviewees, only five eventually participated in the follow-up interview despite all six indicating that they would be happy to be re-interviewed. All three scenarios presented me with the same issue of how frequently I should contact those who had agreed to participate. I did not want to lose these participants by not contacting them for a second time but I also did not want to be perceived as over-pursuing the issue. With supervision, I determined that it would be acceptable to contact participants again asking that they respond even if they would not like to participate further, stating that this was not a problem, and was just so that I did not send any further unwanted correspondence.

3. Section B: Contribution to Knowledge

3.1. Contribution to the Literature

The current study adds to the limited body of research that has explored teacher well-being (Paterson & Grantham, 2006). Specifically, this study contributes towards the BT well-being research; an area which is believed to be overlooked in terms of its significance (Foreman-Peck, 2015) and, as such, remains highly under-represented within the literature.

The results of the study support existing literature relating to the importance of social support in well-being (e.g., Kinman, Wray & Strange, 2011). In line with the buffering hypothesis (Cohen & Wills, 1985), the study provides insights into the critical importance of social support, particularly from school-based mentors, as a positive buffer to other sources of stress. Kickul and Posig (2001) found that social support and stress can be positively related, referred to as 'reverse buffering'. However, this study found that where BTs perceived a positive relationship with their mentor that this could serve to 'protect' BTs from additional factors that potentially posed a threat to their well-being. Furthermore, perceived mentor-support could also help to 'repair' previous experiences that may have adversely impacted upon BTs' being. It would seem that emotional support from mentors, and/or BTs' sense of relatedness with their mentors, is particularly important for BT well-being.

Whilst studies have identified many aspects of teaching that are associated with reduced teacher well-being such as managing workload, challenging pupil behaviour and meeting all learners' needs (Swars, Meyers, Mays & Lack, 2009), this study extends upon these findings by offering an insight into why this might be the case for BTs. Perceptions of preparedness were linked by BTs to their sense of competency and to the extent to which they felt able to work as autonomous practitioners; competency and autonomy being two core aspects of well-being (Ryan & Deci, 2000). This study also highlights the importance of investing more time in BT preparation within those areas that have been found to negatively impact upon teacher well-being. However, further research would be required in order to evaluate whether receiving additional preparation does indeed have any positive impact upon BT well-being.

Another important issue that I feel the current study highlights is that an increased investment in BT well-being may not happen if current attitudes towards well-being support are not changed in the first instance. It would seem from the findings that well-being support can be perceived, even by those who recognise that it is needed, as a

reactive approach for those who are 'not coping'. Foreman-Peck (2015) and Schaefer (2013) have identified this as a systemic-issue that needs to change. Such attitudes may need to be addressed before a greater investment in BT well-being within ITE could ensue.

As Acton and Glasgow (2015) note, in terms of well-being, there is a complex interplay between individual and contextual factors and that it is the contextual-level factors that require further attention. However, this will be no easy feat, particularly when considering that recent ITE reform (Carter, 2015; Furlong, 2015) has, in my opinion, served to emphasise within-person or individual-level factors. As previously mentioned, discontent with this issue was one of the factors that contributed towards the inception of this research. It was anticipated that this research would contribute in some way towards a more comprehensive picture of the changes that may be required within ITE in order to enhance BT well-being. Given that the issue of promoting BT well-being has recently been identified within new accreditation criteria for ITEPs (Welsh Government; WG, 2017), the findings of this research could help ITEPs to identify more specific changes that may need to be made in order to achieve this.

3.2. *Contribution to Educational Psychology Practice*

Roffey (2015) argues that there are still many untapped opportunities for EPs to engage in proactive, well-being work with teachers. Palomera et al. (2008) indicate that ITE may be the priority-context for this work and the findings of this study would support that assertion. Whilst some EPs are already involved in ITE in the UK (M. Adams, K. Gibbs & S. Roffey, personal communication, 7 October 2016), this study also identifies that there is scope for EPs to have a more prominent role in ITE in the UK, specifically in a well-being related focus. The various types of work that EPs could undertake to further support BT well-being have been identified in-depth within Parts 1 and 2 of this thesis.

For example, EPs could contribute towards the direct preparation of BTs, or could deliver content-based training for ITEP staff, ensuring that training is relevant within the current educational-climate, based on up-to-date evidence-based practice and links psychological theory to teaching practice. EP involvement in this area could contribute towards increased BT preparedness for teaching, which, in turn, has links to BT well-being (e.g., McCallum et al., 2015). EPs could also train ITEP staff and school-based mentors in delivering further well-being support systems such as coaching (e.g., Adams, 2015) or supervision (Bainbridge & Westergaard, 2013) or, more generally, by highlighting the importance of social and well-being support for BTs through conversations with ITEP and school staff (Roffey, 2007). From the findings of this

study, the latter point would seem to be an area of importance given that current attitudes towards well-being continue to be somewhat stigmatised (e.g., Rossen & Cowan, 2014). Thus, raising the profile and relevance of BT, teacher and whole-school well-being for pupil well-being is an area that EPs could be contributing more actively towards in their day-to-day work.

Linked to the aforementioned issue is the idea of ensuring that well-being support is viewed as universally relevant i.e., that it is not only for those who are 'not coping' but can be beneficial for all. As such, EPs could have a role in delivering, or training others in delivering, well-being self-management strategies to all BTs such as mindfulness (e.g., Roeser, Skinner, Beers & Jennings, 2012) or emotional intelligence (e.g., Vesely, Saklofske & Nordstokke, 2014).

Through delivering, or assisting others in delivering, this type of well-being related support for BTs during ITE, EPs could be contributing directly to educational improvement initiatives to support BT well-being (e.g., WG, 2017) and possibly indirectly towards wider government initiatives such as improving mental health and well-being in schools (e.g., Department for Education; DfE, 2017). As Roffey (2015) notes, in order for teachers to fulfil well-being responsibilities to children, teacher well-being should be prioritised.

3.3. *The Researcher as a Professional Practitioner*

Having previously been a teacher, as a trainee EP, I have empathised with teachers; particularly in relation to the demands that they face in what has been identified as one of the most stressful professions (Sneyers, Jacobs & Struyf, 2016). However, I have found myself being increasingly removed from the teaching profession as I reach the end of my EP training. With this in mind, I have wondered whether I am as empathetic towards teachers now as I used to be? No matter how empathetic you endeavour to be, it is a difficult thing to do if you are no longer part of the lived experience.

The main way in which conducting this research has influenced me as a practitioner is the way in which it has renewed my appreciation for the demands that are placed on teachers. It has also encouraged me to ensure that I reflect on the ways in which I might inadvertently place additional pressures on teachers. Having conducted this research, I feel that it will be one of my professional duties as an EP to highlight well-being support for teachers as being universally relevant. In the immediate-term, I aim to ensure that I have more conversations with schools about teacher well-being. In the longer-term, I hope to be able to support ITEPs and schools to more effectively and

proactively support their BTs' well-being. Finally, due to the scope of this study, it was not possible to cover all aspects as in-depth as they could have been. I anticipate using my data to re-explore particular issues. For example, focusing specifically on BTs' perceptions of social support and/or looking more closely at the issue of BTs' transition from ITE to their first teaching role.

4. References

- Acton, R., & Glasgow, P. (2015). Teacher well-being in neoliberal contexts: A review of the literature. *Australian Journal of Teacher Education*, 40(8), 1-17.
- Adams, M. (2015). *Coaching psychology in schools: Enhancing performance, development and wellbeing*. Abingdon: Routledge.
- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447.
- Bainbridge, A., & Westergaard, J. (2013). *Supporting teachers in their role: making the case for formal supervision in the workplace*. Retrieved on 5th December 2016, from: <http://www.consider-ed.org.uk/supporting-teachers-in-their-role-making-the-case-for-formal-supervision-in-the-workplace/>
- Berger, J. M. (2010). *Measuring teaching practices: does a self-report survey of instruction predict student achievement?* (Unpublished doctoral thesis). University of Maryland: Maryland.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.
- Brocki, J. M., & Wearden, A. J. (2006). A critical evaluation of the use of interpretative phenomenological analysis (IPA) in health psychology. *Psychology and health*, 21(1), 87-108.
- Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of Mixed Methods Research*, 1(1), 8-22.
- Carter, A (2015) *Carter review of initial teacher training*. London: Department of Education. Retrieved 21 December 2015, from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399957/Carter_Review.pdf
- Chatterjee, A. (2004). Cosmetic neurology: The controversy over enhancing movement, mentation, and mood. *Neurology*, 63(6), 968–974.
- Clancy, M. (2013) Is reflexivity the key to minimising problems of interpretation in phenomenological research? *Nurse Researcher*, 20(6) 12-16.
- Clare, L. (2003). Managing threats to self: awareness in early stage Alzheimer's disease. *Social Science & Medicine*, 57(6), 1017-1029.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London: Routledge.
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among the five traditions*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, California: Sage Publications.

Creswell, J. W., & Tashakkori, A. (2007). Editorial: Differing perspectives on mixed methods research. *Journal of Mixed Methods Research*, 1(4), 303-308.

Dean, S. G., Hudson, S., Hay-Smith, E. J. C., & Milosavljevic, S. (2011). Rural workers' experience of low back pain: exploring why they continue to work. *Journal of Occupational Rehabilitation*, 21(3), 395-409.

De Lange, A. H., Taris, T. W., Kompier, M. A., Houtman, I. L., & Bongers, P. M. (2003). "The very best of the millennium": Longitudinal research and the demand-control-(support) model. *Journal of Occupational Health Psychology*, 8(4), 282-305.

Department for Education (DfE) (2017). *The shared society: Prime Minister's speech at the Charity Commission annual meeting*. Retrieved online on 10th April 2017, from: <https://www.gov.uk/government/speeches/the-shared-society-prime-ministers-speech-at-the-charity-commission-annual-meeting>

Denscombe, M. (2008). Communities of practice a research paradigm for the mixed methods approach. *Journal of Mixed Methods Research*, 2(3), 270-283.

Denscombe, M. (2014). *The good research guide: for small-scale social research projects*. Maidenhead: McGraw-Hill Education.

Denzin, N. K., & Lincoln, Y. S. (2003). *Turning points in qualitative research: Tying knots in a handkerchief*. California: Rowman Altamira.

Elliott, R., Fischer, C. T., & Rennie, D. L. (1999). Evolving guidelines for publication of qualitative research studies in psychology and related fields. *British Journal of Clinical Psychology*, 38(3), 215-229.

Esterberg, K. G. (2002). *Qualitative methods in social research*. Boston: McGraw-Hill.

Field, A. (2009). *Discovering statistics using SPSS*. London: Sage.

Flowers, P. (2008). Temporal tales: The use of multiple interviews with the same participant. *Qualitative Methods in Psychology Newsletter*, 5(5), 24-27.

Fowler, F. J. (2013). *Survey research methods*. Thousand Oaks, CA: Sage.

Foreman-Peck, L. (2015). Towards a theory of well-being for teachers. In R. Heilbronn & L. Foreman-Peck (Eds.), *Philosophical perspectives on teacher education* (pp. 387-397). Oxford: Wiley Blackwell.

Fricker, R. D., & Schonlau, M. (2002). Advantages and disadvantages of Internet research surveys: Evidence from the literature. *Field Methods*, 14(4), 347-367.

Furlong, J. (2015). *Teaching tomorrow's teachers: Options for the future of initial teacher education in Wales*. Welsh Government: Cardiff. Retrieved 21 December 2015, from: <https://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf>

Gergen, K. J. (1997). *Realities and relationships: Soundings in social construction*. Cambridge: Harvard University Press.

Gillham, B. (2000). *The research interview*. London: Continuum, Gilliam.

Glover, D., & Bush, T. (2005). The online or e- survey: a research approach for the ICT age. *International Journal of Research & Method in Education*, 28(2), 135-146.

Hall, K. Q. (2012). "Not much to praise in such seeking and finding": Evolutionary psychology, the biological turn in the humanities, and the epistemology of ignorance. *Hypatia*, 27(1), 28-49.

Hamilton, M.L., & Clandinin, J. (2011). Becoming researchers in the field of teaching and teacher education. *Teaching and Teacher Education: An International Journal of Research and Studies*, 27(4), 681–682.

Hefferon, K., & Gil-Rodriguez, E. (2011). Interpretative phenomenological analysis. *Psychologist*, 24(10), 756-759.

Howell, W.S. (1982) *The empathic communicator*. Prospect Heights, IL: Waveland Press.

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288.

Jamieson, S. (2004). Likert scales: How to (ab)use them. *Medical Education*, 38(12), 1217-1218.

Johnson, R. B., McGowan, M. W., & Turner, L. A. (2010). Grounded theory in practice: Is it inherently a mixed method. *Research in the Schools*, 17(2), 65-78.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.

Kickul, J., & Posig, M. (2001). Supervisory emotional support and burnout: An explanation of reverse buffering effect. *Journal of Managerial Issues*, 8(3), 328-344.

Kinman, G., Wray, S., & Strange, C. (2011). Emotional labour, burnout and job satisfaction in UK teachers. The role of workplace social support. *Educational Psychology*, 31(7), 843-856.

Langridge, M. E., & Ahern, K. (2003). A case report on using mixed methods in qualitative research. *Collegian*, 10(4), 32-36

Lubke, G. H., & Muthén, B. O. (2004). Applying multigroup confirmatory factor models for continuous outcomes to Likert scale data complicates meaningful group comparisons. *Structural Equation Modeling*, 11(4), 514-534.

Makrakis, V., & Kostoulas-Makrakis, N. (2016). Bridging the qualitative–quantitative divide: Experiences from conducting a mixed methods evaluation in the RUCAS programme. *Evaluation and Program Planning*, 54, 144-151.

Mayoh, J., & Onwuegbuzie, A. J. (2015). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed Methods Research*, 9(1), 91-107.

McCallum, F., Price, D., Morrison, A., Glackin, M., Gordon, A., & Chambers, J. (2015). *Wellbeing education in initial teacher education: Influences on teacher quality, transition, retention and student achievement*. Paper presented at the University of South Australia Divisional Research Performance Fund Project, St. Mary's University, Twickenham, London.

McNaught, C., & Lam, P. (2010). Using Wordle as a supplementary research tool. *The Qualitative Report*, 15(3), 630.

Morgan, D. L. (2007). Paradigms lost and pragmatism regained methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research*, 1(1), 48-76.

Moir, E. (1990). *Phases of first-year teaching*. Originally published in California New Teacher Project Newsletter.

Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures 1. *The Qualitative Report*, 11(3), 474-498.

Osborn, M., & Smith, J. A. (1998). The personal experience of chronic benign lower back pain: An interpretative phenomenological analysis. *British Journal of Health Psychology*, 3(1), 65-83.

Paterson, A., & Grantham, R. (2016). How to make teachers happy: An exploration of teacher well-being in the primary school context. *Educational & Child Psychology*, 33(2), 90-104.

Patton, M. Q. (1990). *Qualitative research and evaluation methods* (2nd ed.) Newbury Park, CA: Sage.

Pietkiewicz, I., & Smith, J. A. (2014). A practical guide to using interpretative phenomenological analysis in qualitative research psychology. *Psychological Journal*, 20(1), 7-14.

Ployhart, R. E., & Vandenberg, R. J. (2010). Longitudinal research: The theory, design, and analysis of change. *Journal of Management*, 36(1), 94-120.

Robson, C., & McCartan, K. (2016). *Real world research*. New Jersey: John Wiley & Sons Ltd.

Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6(2), 167-173.

Roffey, S. (2007). Transformation and emotional literacy: The role of school leaders in developing a caring community. *Leading and Managing*, 13(1), 16–30.

Roffey, S. (2015). Becoming an agent of change for school and student well-being. *Educational & Child Psychology*, 32(1), 21–30.

Rossen, E., & Cowan, K. C. (2014). Improving mental health in schools. *Phi Delta Kappan*, 96(4), 8-13.

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.

Ruspini, E. (2002). *Introduction to longitudinal research*. New York: Routledge.

Ryan, R.M., & Deci, E.L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1), 68–78.

Schaefer, L. (2013). Beginning teacher attrition: A question of identity making and identity shifting. *Teachers and Teaching*, 19(3), 260-274.

Schwandt, T. A. (2001). *Dictionary of qualitative inquiry* (2nd ed.) Thousand Oaks, CA: Sage.

Singer, J. D., & Willett, J. B. (2003). *Applied longitudinal data analysis: Modeling change and event occurrence*. New York: Oxford University Press.

Smith, J. A. (2011). Evaluating the contribution of interpretative phenomenological analysis. *Health Psychology Review*, 5(1), 9-27.

Smith, J. A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative research in psychology*, 1(1), 39-54.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, method and research*. London: Sage.

Snelgrove, S., Edwards, S., & Liossi, C. (2013). A longitudinal study of patients' experiences of chronic low back pain using. *Psychology & Health*, 28(2), 121–138.

Snelgrove, S., Murphy, F., & Snow, D. (2013). *A study of attrition in student nurses and midwives in the United Kingdom*. Paper presented at the 6th International Scientific Conference College of Nursing, Jesenice, Ljubljana.

Sneyers, E., Jacobs, K., & Struyf, E. (2016). Impact of an in-service training in neurocognitive insights on teacher stress, teacher professionalism and teacher student relationships. *European Journal of Teacher Education*, 39(2), 253-266.

Steinbock, D. (2011). *Steinbock visualisation technique*. Retrieved on 11th December 2016, from:
https://web.stanford.edu/~roypea/RoyPDF%20folder/A139_CSCL07_wearable_tag_clouds.pdf

Swars, S.L., Meyers, B., Mays, L.C., & Lack, B. (2009). Partners take a closer look at a vexing problem: A two-dimensional model of teacher retention and mobility: Classroom teachers and their university. *Journal of Teacher Education* 60(2), 168- 183.

Tashakkori, A., & Teddlie, C. (Eds.). (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage.

Taylor, A. (2015). Using interpretative phenomenological analysis in a mixed methods research design to explore music in the lives of mature age amateur keyboard players. *Music Education Research*, 17(4), 437-452.

Taylor, S. J., & R. Bogdan. 1984. *Introduction to qualitative research methods* (2d ed.) New York: Wiley.

Vesely, A. K., Saklofske, D. H., & Nordstokke, D. W. (2014). EI training and pre-service teacher well-being. *Personality and Individual Differences*, 65(3), 81–85.

Warnock, M. 1987: *Memory*. London: Faber & Faber.

Welsh Government (WG) (2017). *Criteria for the accreditation of initial teacher education providers in Wales: Teaching tomorrow's teachers*. Cardiff: WG.

Willig, C. (2013). *Introducing qualitative research in psychology*. New York: Open University Press.

Yardley, L. (2000). Dilemmas in qualitative health research. *Psychology & Health*, 15, 215-228.

Yardley, L. (2008). Demonstrating validity in qualitative research. In J. A. Smith (Ed.). *Qualitative Psychology: A practical guide to research methods* (pp. 235-251). London: Sage.

Yin, R. (1989). *Case study research: Design & methods* (2nd Ed.). Beverly Hills: Sage.

5. Appendices

Appendix 1	Gatekeeper Letter to ITEP Co-ordinators
Appendix 2	Email Consent from ITEP Co-ordinators
Appendix 3	Information & Consent Form for Initial Questionnaire (English & Welsh)
Appendix 4	Initial Online Questionnaire (English & Welsh)
Appendix 5	Information & Consent Form for Initial Interview
Appendix 6	Schedule for Initial Semi-Structured Interview
Appendix 7	Cronbach's Alpha Scores
Appendix 8	Shapiro-Wilk Test
Appendix 9	Time 1 Graph of BTs' Perceptions of Preparedness
Appendix 10	Time 1 Graph of BTs' Perceptions of Well-being Support
Appendix 11	Time 1 Friedman's Tests: Preparedness & Well-being
Appendix 12	Time 1 Post-hoc Analyses: Preparedness & Well-being
Appendix 13	Time 1 Wordclouds, Contextualisations and Supporting Quotations for Preparedness
Appendix 14	Time 1 Wordclouds, Contextualisations and Supporting Quotations for Well-being-Support
Appendix 15	Yardley's Framework
Appendix 16	IPA process
Appendix 17	Examples of IPA Stages
Appendix 18	Independent Auditor's Role & Examples from Audit
Appendix 19	Time 1 Thematic Map
Appendix 20	Research Journal Extracts
Appendix 21	Information & Consent Form for Follow-Up Questionnaire (English & Welsh)
Appendix 22	Follow-up Online Questionnaire (English & Welsh)
Appendix 23	Information & Consent Form for Follow-Up Interview
Appendix 24	Schedule for Semi-Structured Follow-Up Interview
Appendix 25	Time 1 Versus Time 2 Comparison Table
Appendix 26	Violation of Sphericity
Appendix 27	Two-Way Repeated Measures ANOVA
Appendix 28	Pairwise Analyses
Appendix 29	Time 2 Wordcloud Supporting Quotations
Appendix 30	Time 2 Thematic Map
Appendix 31	IPA Analysis Extracted Quotes – Time 1 and 2
Appendix 32	Final Debrief
Appendix 33	Table of Search Terms & Sources

Appendix 1: Gatekeeper Letter to ITEP Co-ordinators



School of Psychology
Tower Building
Park Place
Cardiff University
CF10 3AT

[Date here]

Dear [Primary PGCE Programme Co-ordinator's name],

My name is Laura Cook. I am a doctoral student in the School of Psychology at Cardiff University. As part of my degree in Educational Psychology I am carrying out a research project involving Primary PGCE trainee teachers. The purpose is to explore the perceptions of these beginning teachers regarding how their initial teacher education has prepared them for teaching and for the management of their well-being.

As part of this research project, trainee teachers will be asked to complete an online questionnaire, towards the end of the PGCE programme, taking approximately 10-15 minutes to complete. A random selection of willing participants will also be invited to attend an interview with the researcher in order to explore their perceptions and experiences in more depth. The interview will last for approximately one hour. Once they have become NQTs, participants will also be asked to complete a follow-up online questionnaire approximately six to eight weeks into their teaching careers. Again, this questionnaire will take approximately 10-15 minutes to complete.

Data from questionnaires and interviews will be fully anonymised in any follow-up reports produced and in the published research i.e., no individuals or ITEPs will be identified. Any anonymised data may be held indefinitely by Cardiff University.

By exploring the perceptions and experiences of beginning teachers, it is hoped that the findings of this research may be useful to Initial Teacher Educational Providers (ITEPs) when reviewing the programme for Primary PGCE students. I will provide you with a published copy of the research for your information. However, the ITEP will **not** be obligated or expected to carry out any actions/recommendations that may arise from this research project.

I would be very grateful if you would be willing to give your permission to email the attached poster to all trainee teachers in your ITEP asking if they would be interested in participating in this research. I would also be grateful if you could display the attached poster at your ITEP. I would also be more than happy to visit your ITEP to speak to your Primary PGCE trainee teachers about this project.

Many thanks in advance for your consideration of this research project. Please let me know if you require any further information. I would very much appreciate it if you would respond to this letter.

Yours faithfully,

Laura Cook

Laura Cook

Laura Cook

Trainee Educational Psychologist
School of Psychology
Tower Building
Park Place
Cardiff University
CF10 3AT

cookll@cardiff.ac.uk

Andrea Higgins

Research Supervisor
School of Psychology
Tower Building
Park Place
Cardiff University
CF10 3AT

higginsa2@cardiff.ac.uk

ITEP Co-ordinator 1



Tue 05/01/2016, 13:37
Laura Cook



Reply all | v

You replied on 05/01/2016 13:49.



Action Items

Hi Laura,

Thanks for your enquiry. Your study sounds very interesting, and it has a valuable focus! Once you gain your ethical approval from your university, then I am happy to have further details about the exact nature of your project. In principle, it should be possible to conduct your research with our cohort (is it only primary, or primary and secondary?) - but you should be aware that they have already completed a number of surveys etc and so I couldn't guarantee a response rate!

Come back to me once you have firmed up the details and we can see if you can take this forward.

Regards

Programme Lead Primary PGCE [Arweinydd y Rhaglen TAR Cynradd](#)

Re: Educational Psychology Doctoral Research



Mon 09/05/2016, 10:48
Laura Cook



Reply all | v

Hi Laura

Yes - getting ethical approval takes ages sometimes!

During the dates you suggest our students are out on their final practice, and so I have to be honest and say that I don't think you would get a very big response. However, they come in for their last day on July 1st so they will be here and you could perhaps speak to the cohort for 5 minutes and try and capture volunteers then?

Regards

Programme Lead Primary PGCE [Arweinydd y Rhaglen TAR Cynradd](#)

ITEP Co-ordinator 2

RE: Educational Psychology Doctoral Research



Mon 04/01/2016, 12:54

Laura Cook



Reply all | v

You replied on 04/01/2016 12:58.

Hi Laura,

I would be happy to email the cohort for you if you would like to send me a suitable email that I can forward on.

[Redacted]

[Redacted]

PGCE Primary Programme Director

[Redacted]
[Redacted]
[Redacted]

ITEP Co-ordinator 3

RE: Primary PGCE students needed to participate in doctoral research into teacher wellbeing - Cardiff University



Wed 01/06/2016, 12:27

Laura Cook; [Redacted]



Reply all | v

You replied on 01/06/2016 18:48.



Action Items

Annwyl Laura,

Thank you for your message – I am happy for you to proceed to contact our PGCE Primary trainees, but as a large percentage are first language Welsh speakers your letter and questionnaire must be bilingual.

When you have arranged this please send them to me and I'll email them out to the trainees.

Cofion,

[Redacted]

Appendix 3: Information & Consent Form for Initial Questionnaire (English & Welsh)

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY

This questionnaire will take 10-15 minutes to complete. The questionnaire will explore your perceptions of how your initial teacher education (ITE) has prepared you for managing both the demands of teaching and your well-being.

Trainee teachers completing a Primary PGCE between September 2015 and July 2016 at an Initial Teacher Education Provider (ITEP) in Wales are invited to share their views. The findings may be useful to ITEPs when reviewing future Primary PGCE programmes. However, ITEPs will not be obligated to fulfil any actions.

There are 25 questions in total. Some questions will involve selecting your response to a given statement on a rating scale. Some questions will ask you to elaborate on your previous responses. You will only need to write a few words or short sentences for these questions.

Please try to complete every question. However, you have the right not to answer any particular question if you do not wish to do so. You also have the right to withdraw from completing the questionnaire without being penalised. However, once your questionnaire has been submitted it will not be possible to withdraw your data as your questionnaire will be submitted anonymously.

IMPORTANT

This online questionnaire will be followed-up with a second online questionnaire that will be distributed approximately six to eight weeks into your teaching career. The researcher will therefore require you to provide a valid email address in order to:

Send you the link to the follow-up questionnaire

Match your responses from your initial questionnaire to the responses from your follow-up questionnaire.

The researcher will not be able to link your email address with your questionnaire. In order to collect your email address anonymously, at the end of this questionnaire, you will be automatically directed to a survey-link where you will be asked to provide your email address. Your email address will be stored confidentially within Qualtrics, the online survey system that is being used.

The researcher will also store a hard-copy of all email addresses in a locked cabinet to which only the researcher will have access. This will be necessary to send you debriefing information at the end of this research project.

Once the initial and follow-up questionnaires have been completed, and you have been sent the debriefing information, your email address will be deleted from Qualtrics and the hard-copy of your email address will be destroyed.

Should you happen to include any other personal details in your survey, either that of yourself or others, this information will not be shared until it has been checked by the researcher and has been fully anonymised. Cardiff University may store anonymised data indefinitely. Anonymised responses to the questionnaire will be published in a Cardiff University doctoral research publication. Individual participants may also contact the researcher personally to receive information regarding the outcomes of the study or with any other queries.

Researcher: Laura Cook (Doctoral Student and Trainee Educational Psychologist)
Cardiff University, School of Psychology, 6th Floor Tower Building, 30 Park Place,
Cardiff, CF10 3AT.
COOKLL@cardiff.ac.uk

Researcher's Supervisor: Andrea Higgins (Professional tutor/Supervisor/Research Support)
Cardiff University, School of Psychology, 6th Floor Tower Building, 30 Park Place,
Cardiff, CF10 3AT.
HIGGINSA2@cardiff.ac.uk

By proceeding you are confirming that you have understood all of the above information and that you give your consent to complete the questionnaire.

DARLLENWCH Y WYBODAETH GANLYNOL YN OFALUS OS GWELWCH YN

DDA

Dylai'r holiadur hwn gymryd 10-15 munud i'w lenwi. Mae'r holiadur yn archwilio eich argraffiadau o sut mae eich addysg athro cychwynnol wedi eich paratoi ar gyfer rheoli gofynion addysgu a'ch lles.

Gwahoddir athrawon dan hyfforddiant sy'n cwblhau'r cwrs TAR Cynradd rhwng Medi 2015 a Gorffennaf 2016 mewn Darparwr Addysg Athro Cychwynnol yng Nghymru i rannu eu barn. Gall y canfyddiadau fod o ddefnydd i Ddarparwyr Addysg Athro Cychwynnol wrth adolygu rhaglenni TAR Cynradd y dyfodol. Er hyn, ni fydd unrhyw ddisgwyl ar y Darparwyr Addysg Athro Cychwynnol i wireddu unrhyw argymhellion.

Mae cyfanswm o 25 o gwestiynau. Bydd rhai cwestiynau yn ymwneud â dewis eich ymateb i osodiad ar sgêl sy'n cael ei raddio. Tra bydd cwestiynau arall yn gofyn i chi ehangu ar eich ymatebion blaenorol; dim ond ychydig eiriau neu frawddegau byrion y bydd angen i chi ei ysgrifennu ar gyfer y cwestiynau yma.

Ceisiwch gwblhau pob cwestiwn os gwelwch yn dda. Fodd bynnag, mae gennych yr hawl i beidio ateb cwestiwn penodol os nad ydych yn dymuno gwneud hynny. Mae gennych hefyd yr hawl i dynnu allan o gwblhau'r holiadur heb dderbyn unrhyw gosb. Er hyn, unwaith y bydd eich holiadur wedi ei yrru ni fydd yn bosibl i dynnu eich data o'r ymchwil, gan y bydd eich holiadur yn cael ei gyflwyno yn ddiennw.

PWYSIG

Bydd yr holiadur ar-lein yma yn cael ei ddilyn gan ail holiadur ar-lein a fydd yn cael ei ddosbarthu oddeutu chwech i wyth wythnos wedi ichi gychwyn eich gyrfa fel athro / athrawes. Felly, fe fydd angen i chi ddarparu cyfeiriad e-bost dilys i'r ymchwilydd, fel ei bod yn gallu:

- A Anfon y ddolen er mwych i chi gael mynediad i'r ail holiadur
- B Paru eich ymatebion o'ch holiadur cychwynnol i'ch ymateb i'r ail holiadur.

Ni fydd yr ymchwilydd yn gallu cysylltu eich cyfeiriad e-bost i'ch holiadur. Er mwyn casglu eich cyfeiriad e-bost yn ddiennw, ar ddiwedd yr holiadur, byddwch yn cael eich cyfeirio'n awtomatig i ddolen - arolwg lle y gofynnir ichi ddarparu eich cyfeiriad e-bost. Bydd eich cyfeiriad e-bost yn cael ei storio yn gyfrinachol o fewn Qualtrics, y system arolwg ar-lein sydd yn cael ei defnyddio.

Bydd yr ymchwilydd yn storio copi caled o'r holl gyfeiriadau e-bost mewn cwpwrdd wedi ei gloi hefyd, dim ond yr ymchwilydd fydd gan fynediad i'r cwpwrdd yma. Mae hyn yn angenrheidiol er mwyn gyrru gwybodaeth adrodd yn ôl ar ddiwedd y prosiect ymchwil.

Unwaith y bydd y ddau holiadur wedi eu cwblhau, a bydd y wybodaeth adrodd yn ôl

wedi ei yrru atoch, bydd eich cyfeiriad e-bost yn cael ei ddileu o Qualtrics a bydd y copi caled o'ch cyfeiriad e-bost yn cael ei ddinistrio hefyd.

Pe byddech yn digwydd cynnwys unrhyw wybodaeth bersonol arall yn eich arolwg, sy'n berthnasol i chi neu eraill, ni fydd y wybodaeth yma yn cael ei rhannu hyd nes iddi gael ei gwirio gan yr ymchwilydd a bod y wybodaeth yn hollol ddienw. Gall Prifysgol Caerdydd storio data dienw am gyfnod amhenodol o amser.

Bydd ymatebion dienw i'r holiadur yn cael ei gyhoeddi mewn cyhoeddiad ymchwil doethuriaeth Prifysgol Caerdydd. Gall cyfranogwyr unigol gysylltu â'r ymchwilydd yn bersonol er mwyn derbyn gwybodaeth ynglŷn â chanlyniadau'r ymchwil, neu er mwyn holi unrhyw gwestiwn/gwestiynau.

Ymchwilydd: Laura Cook (Myfyrwraig Doethuriaeth a Seicolegydd Addysg dan Hyfforddiant)

Prifysgol Caerdydd, Yr Ysgol Seicoleg, 6ed Llawr Adeilad y Tŵr, 30 Park Place,
Caerdydd, CF10 3AT.
COOKLL@cardiff.ac.uk

Goruchwyliwr yr Ymchwilydd: Andrea Higgins (Tiwtor Proffesiynol / Goruchwyliwr/
Cefnogaeth Ymchwil)

Prifysgol Caerdydd, Yr Ysgol Seicoleg, 6ed Llawr Adeilad y Tŵr, 30 Park Place,
Caerdydd, CF10 3AT.
HIGGINSA2@cardiff.ac.uk

Trwy barhau rydych yn cadarnhau eich bod wedi deall y wybodaeth uchod a'ch bod yn rhoi'ch caniatâd i gwblhau'r holiadur.

Appendix 4: Initial Online Questionnaire (English & Welsh)

Please respond to the following statements in relation to the support, provision and/or training that you have had throughout your initial teacher education (ITE). This means both your experiences during your university sessions and your experiences whilst on teaching placement at schools.

The questions are intended to elicit your response in the main. Please try to give an overall response. You are asked to provide more specific information relating to your responses on some questions.

Q1 - My Initial Teacher Education (ITE) has prepared me for managing challenging behaviour.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q2 - My ITE has prepared me for establishing an effective classroom management system e.g., establishing clear rules and boundaries and a positive classroom community.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q3 - If applicable*, please outline up to three ways in which your ITE has prepared you for managing challenging behaviour and/or for establishing an effective classroom management system (i.e., what support, strategies or training have you received to prepare you?) *If not applicable please write 'None'

--

Q4 - Please outline up to three ways in which your ITE could have better prepared you for managing challenging behaviour and/or for establishing an effective classroom management system (i.e. what further support, strategies or training might have been helpful?)

--

Q5 - My ITE has prepared me to meet the needs of all pupils with Additional Learning Needs (ALN).

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q6 - My ITE has prepared me to meet the needs of more vulnerable learners e.g., looked after or adopted children; children who have English as an additional language*; children who are asylum seekers or refugees. *N.B. This does not include pupils who speak Welsh as a first language and are being taught in a Welsh medium school.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q7 - If applicable*, please outline up to three ways in which your ITE has prepared you for meeting the needs of all learners, including learners with ALN and more vulnerable learners (i.e., what support, strategies or training have you received to prepare you?) *If not applicable please write 'None'

Q8 - Please outline up to three ways in which your ITE could have better prepared you for meeting the needs of all learners, including learners with ALN and more vulnerable learners (i.e. what further support, strategies or training might have been helpful?)

Q9 - My ITE has prepared me to manage a teaching workload effectively.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q10 - My ITE has prepared me for knowing how to achieve a good work-life balance.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q11 - If applicable*, please outline up to three ways in which your ITE has prepared you for managing a teaching workload and/or for achieving a good work-life balance (i.e., what support, strategies or training have you received to prepare you?) *If not applicable please write 'None'

Q12 - Please outline up to three ways in which your ITE could have better prepared you for managing your workload and/or for achieving a good work-life balance (i.e., what further support, strategies or training might have been helpful?)

--

Q13 - My ITE prepared me to develop effective relationships with colleagues at my placement schools.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q14 - My ITE prepared me to develop good relationships with pupils at my placement schools.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q15 - If applicable*, please outline up to three ways in which your ITE prepared you to develop effective relationships with colleagues and/or pupils in your placement schools (i.e., what support, strategies or training have you received?) *If not applicable please write 'None'

--

Q16 - Please outline up to three ways in which your ITE could have better prepared you to develop effective relationships with colleagues and/or pupils in your placement schools (i.e., what further support, strategies or training might have been helpful?)

--

Q17 - Tutors at my ITEP and staff at my placement schools have supported the well-being of trainee teachers.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q18 - I have been able to communicate my questions, feelings and opinions openly and honestly to the tutors at my ITEP and staff at my placement schools.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q19 - Tutors at my ITEP and staff at my placement schools have listened to my views about how I wanted to teach and have given me the freedom to choose.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q20 - If applicable* ,please outline up to three ways in which your ITE/placement schools have supported your well-being as a trainee teacher (i.e. what support or provision has been available to ensure that your well-being was supported?) *If not applicable please write 'None'

Q21 - Please outline up to three ways in which your ITE/placement schools could have better supported your well-being as a trainee teacher (i.e. what further support or provision might have been helpful?)

Q22 - My ITE has prepared me for knowing how to cope with pressures or stress that I may experience throughout my teaching career.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q23 - Throughout my ITE, I have been taught effective strategies for self-managing stress/ well-being.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q24 - If applicable* , please outline up to three ways in which your ITE has prepared you to cope with any pressures/stress or for self-managing stress/well-being (i.e. what support or training have you received?) *If not applicable please write 'None'

Q25 - Please outline up to three ways in which your ITE could have better prepared you for coping with any pressures/stress or for self-managing stress/well-being (i.e., what further support or training might have been helpful?)

YOU WILL NOW BE DIRECTED TO SEPARATE QUESTIONNAIRE WHERE YOU WILL **ONLY** BE REQUIRED TO ENTER A VALID EMAIL ADDRESS WHERE THE RESEARCHER CAN SEND YOU A LINK TO THE FOLLOW-UP QUESTIONNAIRE IN OCTOBER/NOVEMBER 2016. THE RESEARCHER WILL **NOT** BE ABLE TO MATCH YOUR QUESTIONNAIRE RESPONSES TO YOUR EMAIL ADDRESS.

*Please provide a valid email address **where you can be reached in October/November 2016** in order to receive the follow-up questionnaire.*

All details will be stored confidentially, will only be used for the purposes of this research and will not be distributed to any third parties. The researcher is not able to link your questionnaire responses to your email address.

Thank you for completing this questionnaire

The purpose of the questionnaire was to explore the perceptions of beginning teachers in relation to how your initial teacher education (ITE) has prepared you for managing the demands of teaching and your own well-being.

Any information included in your responses that may potentially identify participants or others will be stored confidentially until it has been fully anonymised. Individuals or institutions will not be identified in any follow-up reports or in the published research.

The findings of this research may be useful to Initial Teacher Education Providers (ITEPs) when reviewing future programmes for Primary PGCE students in Wales.

However, ITEPs will not be obligated/expected to fulfil any actions that may be discussed/requested.

A selection of interested participants will also be invited to an interview with the researcher to explore their perceptions in more depth. If you have not already been contacted by researcher with more information then you will be contacted shortly.

This does not mean you are obligated to participate when contacted.

If you would like any further information please contact the researcher, Laura Cook, at COOKLL@cardiff.ac.uk

Alternatively you make contact the researcher's supervisor, Andrea Higgins (Professional Tutor/Research Support), at HIGGINSA2@cardiff.ac.uk

In case of any complaints or queries, Cardiff University's Ethics Committee may also be contacted:

Secretary of the Ethics Committee
School of Psychology
Cardiff University
Tower Building
30 Park Place
Cardiff
CF10 3AT
Tel: 02920 870360

Important Note

If you feel that your well-being is being negatively affected by the demands of teacher training then please visit your ITEP's website for more information on how to contact your ITEP's Student Support Service. This service may be able to offer you support and/or direct you to someone who you can talk to. If you belong to a teaching union then you may also find information on what to do or who to speak to if you feel that your well-being is being affected.

Ymatebwch i'r gosodiadau canlynol ynglŷn â'r gefnogaeth, ddarpariaeth a / neu hyfforddiant yr ydych wedi ei gael trwy gydol eich addysg athro cychwynnol. Mae hyn yn cyfeirio at eich profiadau yn ystod eich sesiynau prifysgol a'ch profiadau tra ar leoliad addysgu mewn ysgolion.

Prif fwrdd y cwestiynau yw casglu eich ymateb **ar y cyfan**. Ceisiwch roi eich ymateb **cyffredinol** os gwelwch yn dda. Gofynnir ichi roi gwybodaeth fwy penodol am eich atebion i rai cwestiynau.

C1 - Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer rheoli ymddygiad heriol

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C2. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer sefydlu system rheoli dosbarth effeithiol e.e., sefydlu rheolau a therfynau clir a chymuned ddosbarth bositif.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C3. Os yn berthnasol*, amlinellwch **hyd at dair** ffordd y mae'r Addysg Athro Cychwynnol wedi eich paratoi ar gyfer rheoli ymddygiad heriol a / neu ar gyfer sefydlu system reoli dosbarth effeithiol (h.y., pa gefnogaeth, strategaethau neu hyfforddiant yr ydych wedi eu derbyn?)

*Os nad yw'n berthnasol ysgrifennwch 'Dim'

--

C4. Os yn berthnasol*, amlinellwch **hyd at dair** ffordd y byddai'r Addysg Athro Cychwynnol wedi eich paratoi ymhellach ar gyfer rheoli ymddygiad heriol a / neu ar gyfer sefydlu system reoli dosbarth effeithiol (h.y., pa gefnogaeth, strategaethau neu hyfforddiant pellach a fyddai wedi bod o gymorth?)

--

C5. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer bodloni anghenion pob disgybl gydag Anghenion Dysgu Ychwanegol (ADY).

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C6. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer bodloni anghenion dysgwyr sydd fwyaf bregus e.e. plant sydd mewn gofal neu wedi eu mabwysiadu; plant sydd â Saesneg fel iaith ychwanegol*; plant sydd yn geiswyr lloches a ffoaduriaid.

*O.N. Nid yw hyn yn cynnwys disgyblion sy'n siarad Cymraeg fel iaith gyntaf ac yn cael ei addysgu mewn ysgol cyfrwng Cymraeg.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C7. Os yn berthnasol*, amlinellwch **hyd at dair** ffordd y mae'r Addysg Athro Cychwynnol wedi eich paratoi ar gyfer bodloni anghenion pob dysgwr, gan gynnwys dysgwr gyda ADY a dysgwyr mwy bregus.

*Os nad yw'n berthnasol ysgrifennwch 'Dim'

--

C8. Amlinellwch **hyd at dair** ffordd y byddai'r Addysg Athro Cychwynnol wedi eich paratoi ymhellach ar gyfer bodloni anghenion pob dysgwr, gan gynnwys dysgwr gyda ADY a dysgwyr mwy bregus.

--

C9. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer rheoli llwyth gwaith addysgu yn effeithiol.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C10. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer gwybod sut i gyflawni cydbwysedd gwaith-bywyd da.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C11. Os yn berthnasol*, amlinellwch **hyd at dair** ffordd y mae'r Addysg Athro Cychwynnol wedi eich paratoi ar gyfer rheoli llwyth gwaith addysgu yn effeithiol a / neu gyflawni cydbwysedd gwaith-bywyd da.

*Os nad yw'n berthnasol ysgrifennwch 'Dim'

--

C12. Amlinellwch **hyd at dair** ffordd y gallai'r Addysg Athro Cychwynnol wedi eich paratoi ymhellach ar gyfer rheoli llwyth gwaith addysgu yn effeithiol a / neu gyflawni cydbwysedd gwaith-bywyd da.

--

C13. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer datblygu perthnasoedd effeithiol gyda fy nghydweithwyr yn fy ysgolion lleoliad.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C14. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer datblygu perthnasoedd da gyda disgyblion yn fy ysgolion lleoliad.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C15. Os yn berthnasol*, amlinellwch **hyd at dair** ffordd y mae'r Addysg Athro Cychwynnol wedi eich paratoi ar gyfer datblygu perthnasoedd effeithiol gyda fy nghydweithwyr a / neu ddisgyblion yn eich ysgolion lleoliad.

*Os nad yw'n berthnasol ysgrifennwch 'Dim'

--

C16. Amlinellwch **hyd at dair** ffordd y gallai'r Addysg Athro Cychwynnol wedi eich paratoi ymhellach ar gyfer datblygu perthnasoedd effeithiol gyda fy nghydweithwyr a / neu ddisgyblion yn eich ysgolion lleoliad.

--

C17. Mae fy nhiwtoriaid yn fy Narparwr Addysg Athro Cychwynnol a staff yn fy ysgolion lleoliad wedi cefnogi lles athrawon dan hyfforddiant.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C18. Rwyf wedi gallu mynegi fy nghwestiynau, teimladau a barn yn agored ac onest i'r tiwtoriaid yn fy Narparwr Addysg Athro Cychwynnol a staff yn fy ysgolion lleoliad.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C19. Mae fy nhiwtoriaid yn fy Narparwr Addysg Athro Cychwynnol a staff yn fy ysgolion lleoliad wedi gwrandao ar fy safbwyntiau o ran sut yr oeddwn eisiau addysgu ac maent wedi rhoi rhyddid imi ddewis.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C20. Os yn berthnasol*, amlinellwch **hyd at dair** ffordd y mae'r Addysg Athro Cychwynnol / ysgolion lleoliad wedi cefnogi eich lles fel athro dan hyfforddiant (h.y. pa gefnogaeth neu ddarpariaeth sydd wedi bod ar gael er mwyn sicrhau fod eich lles yn cael ei gefnogi?)

*Os nad yw'n berthnasol ysgrifennwch 'Dim'

C21. Amlinellwch **hyd at dair** ffordd y gallai'r Addysg Athro Cychwynnol / ysgolion lleoliad wedi cefnogi eich lles fel athro dan hyfforddiant ymhellach (h.y. pa gefnogaeth neu ddarpariaeth bellach a fyddai wedi bod o gymorth?)

C22. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer ymdopi gyda phwysau neu straen y gallaf ei brofi trwy gydol fy ngyrfa fel athro.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C23. Trwy gydol fy Addysg Athro Cychwynnol, rwyf wedi fy nysgu am strategaethau hunan-reoli straen / lles.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C24. Os yn berthnasol*, amlinellwch **hyd at dair** ffordd y mae'r Addysg Athro Cychwynnol wedi eich paratoi ar gyfer ymdopi gydag unrhyw bwysau / straen a/ neu ar gyfer hunan-reoli eich straen/ lles.

*Os nad yw'n berthnasol ysgrifennwch 'Dim'

C25. Amlinellwch hyd at dair ffordd y byddai'r Addysg Athro Cychwynnol wedi eich paratoi ymhellach ar gyfer ymdopi gydag unrhyw bwysau / straen a/ neu ar gyfer hunan-reoli eich straen/ lles.

BYDDWCH YN CAEL EICH CYFEIRIO YN AWTOMATIG AT DDOLEN AR WAHÂN LLE Y GOFYNNIR I CHI FEWNBYNNU **CYFEIRIAD E-BOST DILYS** LLE BYDD YR YMCHWILYDD YN GALLU GYRRU DOLEN I'R AIL HOLIADUR YN **HYDREF / TACHWEDD 2016.**

NI FYDD YR YMCHWILYDD YN GALLU CYSYLLTU EICH CYFEIRIAD E-BOST I'CH ATEBION AR YR HOLIADUR.

Darparwch gyfeiriad e-bost dilys* lle bydd yr ymchwilydd yn gallu gyrru dolen i'r ail holiadur yn Hydref / Tachwedd 2016 os gwelwch yn dda.

*Peidiwch â darparu eich cyfeiriad e-bost prifysgol presennol os gwelwch yn dda, gan na fydd y cyfiri hwn yn actif yn Hydref / Tachwedd 2016 o bosibl.

Yn ogystal, mae'n cael ei awgrymu eich bod yn ychwanegu'r cyfeiriad e-bost canlynol i'ch rhestr cyfeiriadau fel bod yr ail holiadur yn mynd i'ch prif fewnflwch:
cookll@cardiff.ac.uk

Byddwn yn fodlon i'r ymchwilydd, Laura Cook, i fy e-bostio gyda gwybodaeth bellach o ran cymryd rhan mewn cyfweiliad unigol* i drafod fy safbwyntiau mewn mwy o ddyfnder. 'Dw i'n deall na fydd yn rhaid imi gyfranogi pryd / os cysylltir â mi.

Mae'r ymchwilydd yn hapus i deithio er mwyn eich cyfweld ar amser sydd yn gyfleus i chi ac iddi hi fel ymchwilydd.

*Sylwer, dim ond yn Saesneg y bydd yn bosib cynnal y cyfweiliad.

**Byddwn
Na**

Diolch i chi am lenwi'r holiadur hwn.

Pwrpas yr holiadur yma oedd archwilio eich argraffiadau o sut mae eich addysg athro cychwynnol wedi eich paratoi ar gyfer rheoli gofynion addysgu a'ch lles. Bydd unrhyw wybodaeth yn eich atebion a fydd yn golygu y byddai'n bosib adnabod cyfranogwyr neu bobl eraill yn cael ei storio yn gyfrinachol hyd nes iddo gael ei wneud yn gyfan gwbl ddi-enw. Ni fydd unigolion neu sefydliadau yn cael eu

dynodi neu adnabod mewn unrhyw adroddiadau dilynol neu mewn unrhyw ymchwil a gaiff ei gyhoeddi. Bydd y canfyddiadau o bosib o ddefnydd i Ddarparwyr Addysg Athro Cychwynnol wrth adolygu rhaglenni TAR Cynradd y dyfodol. Er hyn, ni fydd unrhyw ddisgwyl ar y Darparwyr Addysg Athro Cychwynnol i wireddu unrhyw argymhellion.

Pe byddech yn hoffi derbyn unrhyw wybodaeth bellach cysylltwch â'r ymchwilydd, Laura Cook, ar COOKLL@cardiff.ac.uk Neu, gallwch gysylltu gyda goruchwyliwr yr ymchwilydd, Andrea Higgins (Tiwtor Proffesiynol / Goruchwyliwr/ Cefnogaeth Ymchwil) ar HIGGINSA2@cardiff.ac.uk Pe bai yna unrhyw gwynion neu ymholiadau, gellir cysylltu â Phwyllgor Moeseg Prifysgol Caerdydd: Ysgrifennydd y Pwyllgor Moeseg Yr Ysgol Seicoleg Prifysgol Caerdydd Adeilad y Tŵr 30 Park Place Caerdydd CF10 3AT Ffôn: 02920 870360

Nodyn Pwysig

Os ydych yn teimlo fod eich lles yn cael ei effeithio yn negyddol gan ofynion ymarfer dysgu, yna ewch i wefan Darparwyr Addysg Athro Cychwynnol er mwyn derbyn mwy o wybodaeth neu cysylltwch â Gwasanaeth Cefnogaeth Myfyrwyr Darparwr Addysg Athro Cychwynnol. Gall y gwasanaeth yma gynnig cefnogaeth a / neu eich cyfeirio at rywun y gallwch siarad â nhw, o bosibl. Os ydych yn perthyn i undeb addysgu yna mae'n bosib y gallwch ddarganfod gwybodaeth am beth i'w wneud neu bwy i siarad â nhw os ydych yn teimlo fod eich lles yn cael ei effeithio.



Please read the following information carefully before signing the consent form

You are invited to participate in an interview as part of the research project titled: 'Beginning Teachers' Experiences of Preparation and Additional Well-being-Support throughout Initial Teacher Education'.

Laura Cook, a doctoral student and trainee educational psychologist in the School of Psychology at Cardiff University, is carrying out the project. Andrea Higgins, Professional Tutor at Cardiff University, will be supervising the project.

The purpose of the interview is to explore the perceptions of beginning teachers in relation to their experience of initial teacher education (ITE).

The findings of this research may be useful to Initial Teacher Education Providers (ITEPs) when reviewing future programmes for Primary PGCE students in Wales. However, the ITEPs will not be obligated or expected to fulfil any actions that may be discussed/requested.

The interview will last approximately 60 minutes and will involve a conversation with the teacher about your opinions and experiences. It is anticipated that the interview will take place in June 2016 within normal university hours. The exact time and date will be arranged with each interviewee. The researcher is more than happy to travel to you.

Due to the limited scale of this research project, it will not be possible for all beginning teachers who express their interest in participating in the interview to take part. If you are not contacted to participate, despite expressing an interest, then this is purely because participants will be selected at random.

Any information you provide within the interview will be confidential. The information you provide will be recorded electronically and transcribed within 2-4 weeks of the interview taking place. Prior to transcription taking place, the electronic recording will be stored confidentially under a password-encrypted file that will only be accessible to the researcher. All transcribed data will be anonymised using pseudonyms for individuals, schools and local authorities where appropriate. After the data has been transcribed the researcher will delete the original electronic recording.

You have the right to decline to answer any questions that may be asked of you during the interview without penalty. You also have the right to request that any information you provide to be withdrawn from the study. However, it will only be possible to withdraw your data up until the point it is anonymised, since after that point it will not be possible for the researcher to identify your individual data.

Responses will be published in a research project, which may be accessed by staff/trainees on the Cardiff University DEdPsy course. The published research will be provided to the ITEPs involved. All published information will be fully anonymised. You are also entitled to read the published research if you wish to do so. If this is the case then please contact the researcher on the details provided.

You may also be asked if you would be interested in participating in a follow-up interview in October/November 2016. However, you are not obligated to do so.

For further information on this research project please contact Laura Cook, trainee educational psychologist and researcher of this study. Andrea Higgins, Professional Tutor and Research Supervisor/Support, may also be contacted.

Laura Cook, Andrea Higgins, School of Psychology, Cardiff University, 6th Floor Tower Building, 30 Park Place, Cardiff, CF10 3AT.

Tel: 02920 876497 Email: COOKLL@cardiff.ac.uk

Andrea Higgins, School of Psychology, Cardiff University, 6th Floor Tower Building, 30 Park Place, Cardiff, CF10 3AT.

Tel: 02920 876497 Email: HIGGINS2@cardiff.ac.uk

Important Note

If you feel that your well-being is being negatively affected by the demands of teacher training then please visit your ITEP's website for more information on how to contact your Student Support Service. This service may be able to offer you support and/or direct you to someone who you can talk to. If you belong to a teaching union you may also find information about what to do or who to speak to if you feel that your well-being is being affected.

Thank you for reading this information.

Please complete the consent form below and return it to Laura Cook via email.

Participant Consent Form

I confirm that I have read, understood and agree to all of the information on the participant information sheet.

I understand that by signing below that I am giving my consent to participate in the interview portion of the research project that is being carried out by Laura Cook. I am aware that participants for the interview will be selected at random and that completion of this form does not necessarily mean that I will be chosen to participate in the interview. I also understand that by completing this form that I am not obligated to take part in the interview if/when contacted by the researcher.

Name:

Signature:

Contact email address:

Appendix 6: Schedule for Initial Semi-Structured Interview

1. How prepared do you feel for becoming a teacher?
2. How has your ITE prepared you for teaching? (*Possible prompt(s): What sorts of things did course do to prepare you?*)
3. What aspects of teaching has the course prepared you well for, if any?
4. What aspects of teaching has the course not prepared you so well for, if any?
5. Which aspects of teaching do you feel the most prepared for, if any?
6. Which aspects of teaching do you feel the least prepared for, if any?
7. How has your ITE helped to prepared you for managing challenging behaviour*/ALN*/meeting the needs of more vulnerable learners*/managing workload*/developing good relationships?*(**Cater question to particular area as appropriate during the interview*)
8. What, if anything, have your ITEP/placements schools done to support your well-being? (*Possible prompt(s): What were the most/least helpful things that your ITEP/placement school(s) did to support your well-being?; What could have been done to better support your well-being, if anything?*)
9. Have you been taught any strategies to manage your own stress/well-being? (*Possible Prompt(s): How helpful were these strategies?; What else might have been (more) helpful?*)
10. What one message would you give to your ITE/placement schools in terms of how they can support/prepare future PGCE students?

Prompts

- How did your ITE do this?
- Can you explain about...
- Tell me a bit more about that...
- What do you mean by?
- Do you have an example of...?
- What sort of...?
- How did you feel?
- Can you tell me what you were thinking?

Appendix 7: Cronbach's Alpha Scores

Preparedness

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.883	.886	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Beh	30.2308	40.140	.662	.676	.868
Class	29.8846	41.016	.679	.711	.866
ALN	30.4327	39.685	.680	.711	.866
Vulnerable	30.7212	38.786	.712	.731	.862
Workload	30.2981	40.794	.582	.559	.876
Worklife	30.9904	41.796	.494	.534	.886
Colleagues	29.8558	39.756	.741	.742	.860
Pupils	29.6250	41.557	.697	.716	.866

Well-being

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.860	.863	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Support	16.7431	18.211	.757	.679	.810
Communication	16.7248	18.757	.738	.638	.816
Listening	16.7339	19.216	.676	.646	.831
Coping	17.1101	18.691	.668	.565	.833
Strategies	17.6055	18.945	.568	.538	.862

Appendix 8: Shapiro-Wilk Tests

Preparedness

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Beh	.280	104	.000	.814	104	.000
Class	.320	104	.000	.762	104	.000
ALN	.271	104	.000	.852	104	.000
Vulnerable	.246	104	.000	.896	104	.000
Workload	.223	104	.000	.888	104	.000
Worklife	.181	104	.000	.936	104	.000
Colleague	.220	104	.000	.860	104	.000
s						
Pupils	.240	104	.000	.833	104	.000

a. Lilliefors Significance Correction

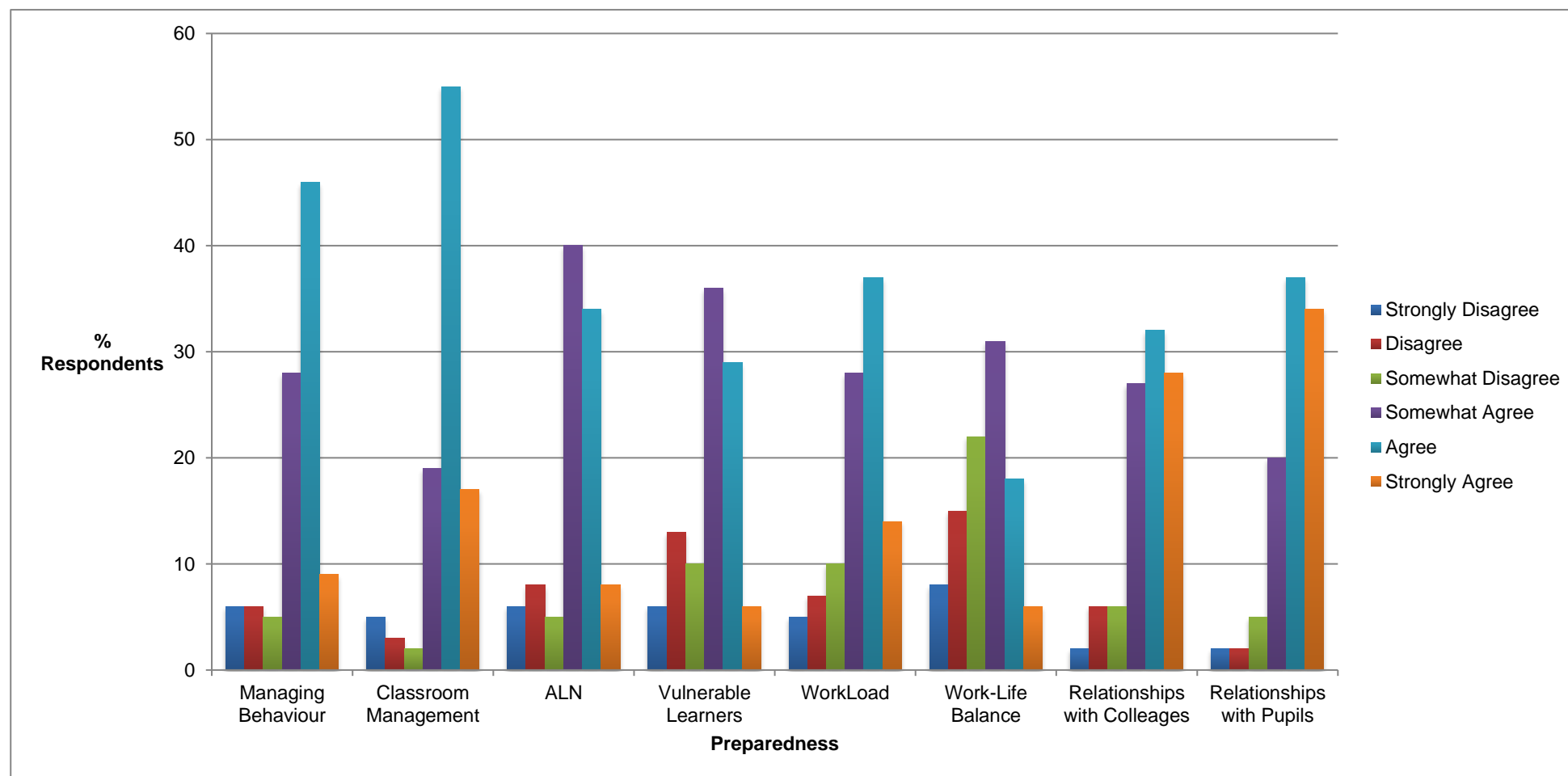
Well-being

Tests of Normality

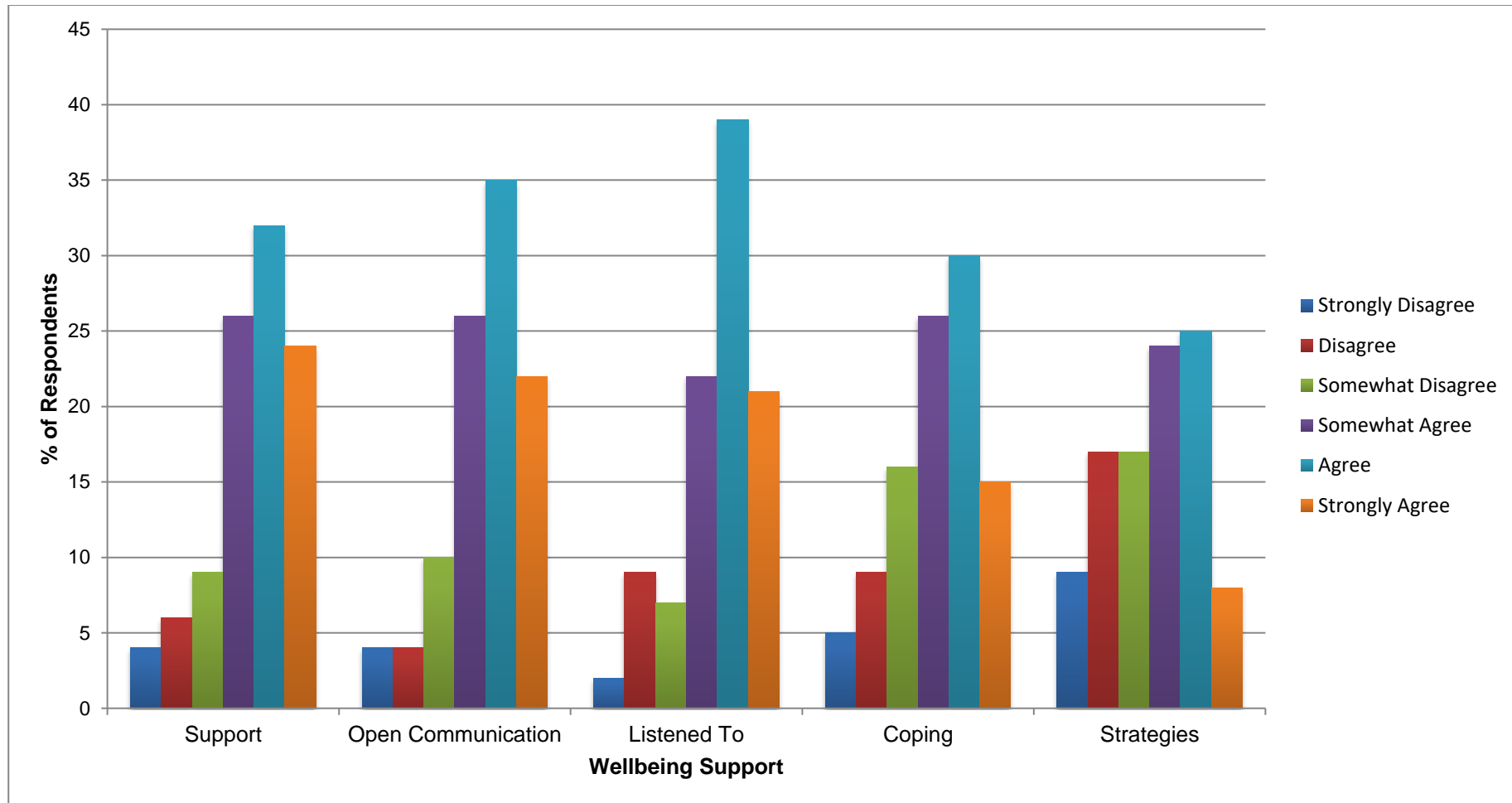
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Support	.213	109	.000	.878	109	.000
Communicatio	.223	109	.000	.876	109	.000
n						
Listening	.251	109	.000	.869	109	.000
Coping	.192	109	.000	.913	109	.000
Strategies	.170	109	.000	.923	109	.000

a. Lilliefors Significance Correction

Appendix 9: Time 1 Graph of BTs' Perceptions of Preparedness



Appendix 10: Time 1 Graph of BTs' Perceptions of Well-being Support



Appendix 11: Time 1 Friedman's Tests: Preparedness & Well-being

Preparedness

Descriptive Statistics

	N	Percentiles		
		25th	50th (Median)	75th
Beh	104	4.0000	5.0000	5.0000
Class	104	4.0000	5.0000	5.0000
ALN	104	4.0000	4.0000	5.0000
Vulnerable	104	3.0000	4.0000	5.0000
Workload	104	4.0000	5.0000	5.0000
Worklife	104	3.0000	4.0000	4.7500
Colleagues	104	4.0000	5.0000	6.0000
Pupils	104	4.0000	5.0000	6.0000

Friedman Test

Ranks

	Mean Rank
Beh	4.63
Class	5.49
ALN	3.97
Vulnerable	3.32
Workload	4.27
Worklife	2.92
Colleagues	5.40
Pupils	6.00

Test Statistics^a

N	104
Chi-Square	205.236
df	7
Asymp. Sig.	.000

a. Friedman Test

Well-being

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Support	109	4.4862	1.30252	1.00	6.00	4.0000	5.0000	5.0000
Communication	109	4.5046	1.25184	1.00	6.00	4.0000	5.0000	5.0000
Listening	109	4.4954	1.26655	1.00	6.00	4.0000	5.0000	5.0000
Coping	109	4.1193	1.35212	1.00	6.00	3.0000	4.0000	5.0000
Strategies	109	3.6239	1.46432	1.00	6.00	2.0000	4.0000	5.0000

Friedman Test

Ranks

	Mean Rank
Support	3.30
Communication	3.28
Listening	3.28
Coping	2.88
Strategies	2.26

Test Statistics^a

N	109
Chi-Square	59.340
df	4
Asymp. Sig.	.000

a. Friedman Test

Appendix 12: Time 1 Post-hoc Analyses

Preparedness

	Class – Beh	ALN – Beh	Vulnerable – Beh	Workload – Beh	Worklife – Beh	Colleagues – Beh	Pupils – Beh	ALN – Class	Vulnerable – Class
Z	-4.616 ^b	-1.953 ^c	-4.301 ^c	-.412 ^c	-4.731 ^c	-3.174 ^b	-5.027 ^b	-4.927 ^c	-6.307 ^c
Asymp. Sig. (2-tailed)	.000	.051	.000	.680	.000	.002	.000	.000	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.
c. Based on positive ranks.

Worklife – Vulnerable	Colleagues – Vulnerable	Pupils – Vulnerable	Worklife – Workload	Colleagues – Workload	Pupils – Workload	Colleagues – Worklife	Pupils – Worklife	Pupils – Colleagues
-2.121 ^c	-5.866 ^b	-6.876 ^b	-5.741 ^c	-3.552 ^b	-5.032 ^b	-6.772 ^b	-7.195 ^b	-3.730 ^b
.034	.000	.000	.000	.000	.000	.000	.000	.000

Test Statistics ^a									
Workload – Class	Worklife – Class	Colleagues – Class	Pupils – Class	Vulnerable – ALN	Workload – ALN	Worklife – ALN	Colleagues – ALN	Pupils – ALN	Workload – Vulnerable
-3.527 ^c	-6.300 ^c	-.390 ^c	-2.562 ^b	-3.435 ^c	-1.056 ^b	-3.917 ^c	-4.492 ^b	-6.025 ^b	-2.820 ^b
.000	.000	.697	.010	.001	.291	.000	.000	.000	.005

Well-being

Test Statistics^a

	Communicati on – Support	Listening – Support	Coping – Support	Strategies – Support	Listening – Communicati on	Coping – Communicati on	Strategies – Communicati on	Coping – Listening	Strategies – Listening	Strategies – Coping
Z	-.064 ^b	-.172 ^b	-2.691 ^b	-5.330 ^b	-.058 ^b	-3.019 ^b	-5.382 ^b	-2.809 ^b	-4.862 ^b	-4.203 ^b
Asymp. Sig. (2- tailed)	.949	.863	.007	.000	.953	.003	.000	.005	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Appendix 13: Time 1 Wordclouds, Contextualisations & Supporting Quotations for Preparedness



Time 1 Word Analysis of Most Frequently Used Words Relating to Preparation

Word	Contextualisation
None	The word 'none' was used to indicate that some BT's felt that they had received no preparation in certain areas whereas others felt that no further preparation would have been helpful.
Behaviour + Management	'Behaviour' and 'Management' were commonly used in combination. BTs indicated that both preparation had been received in this area and that further preparation required.
School	'School' described school placement experiences in terms of positive aspects, issues and areas for development.
Lectures	'Lectures' described preparation received via lectures, the perceived need for more lectures in particular areas and issues relating to lectures.
Work	'Work' described opportunities gained on placement, opportunities lacking and identification of further opportunities. It also frequently highlighted issues relating to workload management.
Strategies	The receiving of 'strategies' was frequently referred to. Issues relating to the application of strategies and the need for further strategies were also described.

Word	Supporting Quotations
None	1. N/A
Behaviour + Management	2. "Providing NUT behaviour management lectures was extremely beneficial." 3. "More input on behaviour management at university. I only can recall 1 or 2 sessions which were for generic behaviour management strategies as opposed to challenging behaviours."
School	4. "Certain schools were very helpful." 5. "We were bombarded with work during the PGCE from school as well as university." 6. "I think it would be helpful if our school based mentors on our placements were required to give us feedback every week."
Lectures	7. We had two days of lectures and seminars based around ALN." 8. "More time in the form of lectures and/or workshops, developing knowledge and strategies on how to prepare for the learning, behaviour and how to personally deal with ALN pupils or looked after children would have been advantageous." 9. "Lectures and training should have been provided at a deeper level to gain a greater understanding."
Work	10. Opportunity to work closely with support staff who cater for those with ALN as well as other behavioural issues." 11. "I have not had the opportunity to work with children with English as an additional language, and although we have had lectures on this it is not the same." 12. "Work is piled on. Not really shown how to manage work. Poorly time managed. Have no choice but to deal with workload." 13. "Given less work, go over the techniques of handling workload, discussions on how to manage time realistically."
Strategies	14. "Lots of lectures relating to pedagogy and classroom management strategies in order to develop effective relationships with staff and learners." 15. "We don't get enough daily and weekly support on placements we often don't get to try these new strategies introduced by the university." 16. "More input about a greater variety of behaviour and classroom management strategies."

Appendix 14: Time 1 Wordclouds, Contextualisations & Supporting Quotations for Well-being



Word	Contextualisation
None	Some BTs indicated that they felt that no well-being-support had been received in terms of particular aspects using the word 'none'. Others used it to indicate that no further well-being-support was necessary.
Support/Supportive	These words described how BTs felt that they had/ had not received support from university tutors and from placement schools.
School + Placement	Experiences during the school placement were referred to including positive experiences, negative experiences, challenges and areas for development in terms of meeting BTs' well-being needs.
Tutors	BTs' experiences of the relationship and interaction with university tutors were described. The need for further interaction with tutors was also outlined.
Mentor	'Mentor' frequently described BTs' relationship with their mentor and the level of support received. It was also used in relation to the perceived need for a university role in mentor selection and monitoring.
Stress/Stressful	BTs frequently described their state of stress/well-being throughout their ITE. Perceived issues relating to feeling 'stressed', positive outcomes and the support received/required were also highlighted.

Word	Supporting Quotations
None	1. N/A
Support/Supportive	2. "Two placements were very different both provided support and were welcoming." 3. "I did not feel I received anywhere near enough support from ITEP tutors and staff at my first placement."
School + Placement	4. "Placement school gave me free range to teach and encouraged my ideas." 5. Most staff did not speak to me despite my efforts with them. This did not make you feel comfortable in the school." 6. Standards expected at the different schools were difficult to jump." 7. "I feel the university should go around all schools they send students to and make all staff at these schools aware of what is expected of them."
Tutors	8. "My tutors have been quick to respond to emails at times of need. They have taken time to check my well-being in school." 9. "Teacher on second placement especially good but the university tutor was not." 10. "I would have liked more time to speak to my university tutor alone about placements and the school tutors."
Mentor	11. "Mentors at both placement schools very supportive, answered any questions I had and gave feedback and reasonable targets." 12. "Lots of issues with basically being treated like free labour and not having a class mentor around." 13. "University ensuring all school mentors are appropriate."
Stress/Stressful	14. "I feel that during the PGCE, students' well-being has been the most forgotten element...All of this had an effect on well-being, as the whole year was very stressful." 15. "My (university) tutor supported me as I became over stressed during the course...I wouldn't be able to show that I (was) stressed and anxious during placement to the schools as I did not want to show I 'couldn't cope' as it wouldn't 'look good' as a teacher." 16. "It has improved my confidence levels and know that I can make it through stressful times." 17. "We were never given any training on dealing with stress. Knowing where to turn and knowing that others were in the same boat would have helped instead of the get on with it attitude that we received."

Appendix 15: Yardley's (2000,2008) Framework

Core Principle	Considerations for Validity	Evidence
1. Sensitivity of context	<ul style="list-style-type: none"> • Relevant theoretical and empirical literature • Socio-cultural setting • Participants' perspectives • Ethical issues • Empirical data 	<ul style="list-style-type: none"> • Being clear on the researcher's involvement in the research process by providing a statement of the researcher's position. • Recognising the current context of Initial Teacher Education and wider issues within education when analysing and interpreting findings. • Ethical approval sought and gained from the Cardiff University School of Psychology Ethics Committee. Consideration given to a range of ethical issues before, throughout and after the research process.
2. Commitment and rigour	<ul style="list-style-type: none"> • Thorough data collection • Depth/ breadth of analysis • Methodological competence/ skill In-depth engagement with the topic 	<ul style="list-style-type: none"> • Data collected using mixed-methods to corroborate findings. • Data analysed both broadly and using in-depth methods of analysis e.g., IPA. • The research engaged with a number of texts (e.g., books and journal articles) written by expert researchers when conducting analyses in order to ensure that: <ul style="list-style-type: none"> ○ The most appropriate analyses were carried out. ○ The recommended steps for analyses were followed. • The researcher sought advice from more experienced colleagues (e.g., the South Wales regional contact for IPA analysis) where appropriate.
3. Coherence and transparency	<ul style="list-style-type: none"> • Clarity and power of your argument • Fit between theory and method • Transparent methods and data presentation • Reflexivity 	<ul style="list-style-type: none"> • An independent auditor was used to enhance the credibility of the findings. • The researcher has referred to journal articles regarding philosophical decision-making to make clear the links between methodological decisions and their theoretical justification. • Methodological decisions have been explained and presented in different ways (e.g., tables and prose). • The data has been presented both in Part 2 and in the appendices of this study in a number of ways (e.g., tables, figures and prose) in order to enhance accessibility. • The researcher has reflected on the chosen methods and analysis and has considered how these will impact upon her future practice (Part 3).
4. Impact and importance	<ul style="list-style-type: none"> • Practical/ applied • Theoretical • Socio-cultural 	<ul style="list-style-type: none"> • The research has practical implications e.g., recommendations for Initial Teacher Education Providers (ITEPs) have been made. • The research has potential significance in terms of the future of processes/systems within Initial Teacher Education (ITE) in Wales. • The research has potential significance in terms of the future of beginning teacher (BT) well-being. This has potential wider implications for a range of related issues (e.g., teacher retention, teacher effectiveness, pupil well-being, pupil attainment, whole school well-being, whole school effectiveness).

Appendix 16: IPA Process

Note

The data analysis process of Interpretative Phenomenological Analysis (IPA) was conducted using the procedure suggested by Smith, Flowers and Larkin (2009). First, Smith et al.'s (2009) procedure was carried out with interview data from Time 1. Following the full process of analysis, the procedure was then carried out separately with data from Time 2 (Stages 1 to 5)

The process adopted by Snelgrove, Edwards and Liossi (2013) was then adopted as a guide for analysing interviews conducted at multiple time points using IPA to produce a combined set of themes. (Stage 6)

Examples from each stage of the analysis are included in Appendix 17.

Step 1

First, the researcher listened to each participant's interview once without any note taking. The researcher then transcribed all of the interviews. Next, the researcher read each participant's transcript three times before proceeding with any analysis. The process of transcribing and reading each transcript three times enabled the researcher to become familiar with the text. This familiarity was not only in terms of the content but also, as Smith et al. (2009) suggests, become to enable the researcher to become familiar with how the participant talks about and understands the subject matter.

Step 2

The researcher made exploratory comments on the transcripts. These exploratory comments were categorised according to Smith et al.'s (2009) suggestions: Descriptive, linguistic and conceptual comments.

- Descriptive comments involve describing the content of what the participant is saying. These provided in black font.
- Linguistic comments focus on the participant's use of language in relation to their perceptions. These are provided in blue font.
- Conceptual comments are more interpretative and also known as 'questioning' hermeneutics. This is where researchers are asking critical questions of the text that go beyond what the participant is directly saying, yet, staying firmly grounded in participants' words. These are depicted in red font.

Step 3

Emergent themes were then developed. Both the exploratory comments and the interview transcript were used simultaneously. However, in line with Smith et al. (2009), the exploratory comments were predominantly used. The process of generating emergent themes involved looking for connections and/or patterns between the exploratory comments. Smith et al. (2009) describes this process as the 'hermeneutic circle', where you are oscillating between the specific part of the transcript/exploratory comment and thinking about it in the context of the whole. The purpose of generating emergent themes was to provide a statement about what appeared to be important for participants.

Step 4

The emergent themes were then taken from the interview transcript and written in chronological order. Next, the researcher then organised the emergent themes into clusters. The researcher attempted to make sense of the data by making connections

between themes and grouping them together. To help with this element of the analysis the researcher used the processes highlighted by Smith et al. (2009) as a framework: abstraction, subsumption, function and numeration. Abstraction involves putting like with like and then thinking of a new name for the theme and subsumption is where a theme is used to become the superordinate theme. Numeration is thinking about the frequency with which a theme is supported and function involves thinking about the meaning of the themes for the participant. Some emergent themes were omitted when they did not appear to be relevant to any cluster and/or it was felt that they did not enrich the data. In line with the idiographic focus of IPA, after superordinate themes and emergent themes were generated for each participant, the researcher completed stages 1-4 for each remaining participant.

Step 5

This stage involved looking for patterns across the participants' superordinate and emergent themes. The researcher was able to see there were many similarities between participants' themes and accounts. Yet, some themes helped to illuminate aspects in other participants' themes and helped to develop a more nuanced understanding. This stage also involved the researcher sometimes creating new themes as another process of abstraction. This was supported by checking back to participants' transcripts to ensure that the researcher was remaining grounded in the actual accounts. After completion of this process the researcher produced a master table of superordinate and subordinate themes.

Step 6

Since participants were interviewed at two separate time points (Time 1 being at the end of ITE and Time 2 being eight weeks into new teaching career, or in one participant's case, at the start of an entirely new career path), the researcher considered that these could effectively be treated as two related but distinct groups. This was based on the idea that the way that participant's made sense of their ITE experiences would be changed by the time that they participated in the follow-up interview at Time 2.

Therefore, having analysed each interview conducted at Time 1 on a case-by-case basis then conducting a cross-case analysis to generate a single set of themes for Time 1, the entire process was repeated for Time 2 interviews. An additional exercise to cross-compare themes from Time 1 and Time 2 was then carried out to explore changes and continuities (Snelgrove et al., 2013). This process resulted in a single super-super-ordinate theme and three super-ordinate themes each of which contained two sub-ordinate themes.

Appendix 17: Examples of IPA Stages

Exploratory Comments – Example from Time 1

	Original Transcript	Exploratory Comments
	<p>Interviewer: How prepared you feel for becoming a teacher in September?</p> <p>Sam: I think there... I think that my last placement really gave me the help I needed, the push that I needed. I feel like I developed a lot over my final placement. My placement before Christmas... I didn't really feel that confident about teaching and I was very wary about standing in front of the class and delivering the lesson. I think that once I, once I was on my second placement I felt a lot more confident and I felt a lot more prepared. But I wouldn't necessarily say that was due to the course; that was just because I felt like I could do it myself. I don't think the course does enough to give you a sense of confidence or to encourage you as much as it should. You're constantly bombarded with "Oh it's really difficult" and "You need to get an 'Excellent' " or, "You're not all going to get 'Excellent' " rather than "You can do it, you'll be fine" sort of thing. They're more... I think they're more concerned with you understanding how difficult it is but don't place enough emphasis on making sure that you feel OK. They just plonk you in front of the class and just expect you to be able to teach. That was definitely what happened on my first placement. My teacher expected me to know a lot and to be able to deliver a lesson and well, I hadn't had any experience of teaching at all so I was are very overwhelmed. I think that because of that, the less confident I got. She was constantly like "Well, you're not doing this right" and I don't think the course makes you feel supported in that way. They just expect you to be able to do it and half the time you can't.</p> <p>Interviewer: Who expects you to be able to 'just do it'?</p> <p>Sam: The schools. I'm not sure they, I don't think that they know what we should be able to do. What we should realistically be able to do. They expect too much and it knocks your confidence. Maybe the university need to be clearer with the schools on what they can realistically expect.</p>	<ul style="list-style-type: none"> • Placement helpful. Help perceived as needed: 'a push' is needed • Does needing a 'push' suggest lacking in something? Motivation? Confidence? • Developing a lot as teacher • Recognising oneself as a teacher as opposed to a student teacher • Lacking confidence in relation to standing in front of the class teaching • Increased experience related to increased confidence and sense of preparedness • Increase in confidence not attributed to course but to personal resources/increased experience/self-belief • Course does not do enough to explicitly increase students' confidence/to encourage • Interviewee perceives that the course should take some responsibility for increasing students' confidence but it does not • Course not fulfilling all possible roles/duties in supporting student teachers • Focus of course is on academic results/performance. Emphasis on this element can be perceived as negative/disheartening • Use of emotive 'quotes' – interviewee wanting to portray the 'harshness' of the message delivered by staff on the course relating to the difficulty of teaching and the perception that not all students will do well • Student need/desire for reassurance/motivational messages. This type of support is perceived as lacking. • Course is overly focussed on the 'end result' rather than the process of becoming a teacher • 'Constantly bombarded' implies the high level to which the interviewee perceives this message to be delivered by the course staff • Course want students to understand the difficulties of teaching • By default, is the course not emphasising the joys of teaching? • Insufficient emphasis on students' personal welfare/feelings • 'Plonk' implies interviewee feels that thought/planning has not gone into preparing students for teaching • Expectation that students will be fully competent from the university • Expectation from schools that students will be fully competent and knowledgeable • Feeling overwhelmed due to high expectations leading to decreased confidence • Criticism was not necessarily perceived as constructive leading to feelings of not being supported • Expectation of being able to teach competently versus student's perception of not feeling competent • Feelings of not living up to high expectations instilling feelings of failure – diminishing confidence • Schools lacking in awareness of what students should realistically be able to do • Hesitation – feeling uncertain of level of truth in what they are saying or fear of making 'controversial' statement about school staff

	<p>I think the university expects it sometimes too though. They think that they've chosen people to be on the course who will automatically be really good teachers. I'm not sure then how much they feel that they need to do to support us.</p> <p>Interviewer: What more, if anything, could the course staff, or the staff on your placement schools, have done to have helped you to feel more confident?</p> <p>Sam: I think, that when I was on my first placement we had this set list of tasks we had to do with the children. So like, read them a story, or design a maths lesson and do a maths lesson with a small group and that was good because it kind of introduced you to working with groups. But I feel like it went from doing a small-scale lesson to "Right, now you've got to teach the whole class and know all your behaviour management and know everything else and off you go". I think if the course had sort of said "Ok, now you do one lesson with your teacher and you team teach a lesson or the teacher does the introduction and you do the main activity, or just more of a gentle transition into it rather than "Right, you've done the task and now you can deliver a whole lesson by yourself". Teaching is only one side of the lesson isn't it? It's all the other things to worry about and I think they just throw you in at the deep end. That might work for some people but for other people, I think it just put me off even more. I don't know.</p> <p>Interviewer: During your second placement, you mentioned that you felt more confident in comparison to your first placement? What made that difference?</p> <p>Sam: On my first placement I was in two different classes. In the first class I was in, the teacher was very critical and it didn't really make me feel that supported. She would just let me get on with it and then criticise what I did. Whereas in the second class that I was in the teacher seemed like she wanted me to do well and supported me more and said</p>	<ul style="list-style-type: none"> • Unrealistically high expectations from schools leading to decreased student confidence • Need for clarity. Need for better communication between the course and schools on what students should be expected to do/can realistically achieve • University expectations too high also • Selection of student teachers relies on choosing 'competent' would-be teachers who require little further preparation • University perception that students will not require much further support • University selection procedure relying on individual-level factors? <ul style="list-style-type: none"> • Initial introduction to working with children perceived as helpful and pitched at a suitable level • The 'jump' from teaching on a small-scale to whole class teaching perceived as being too great • Need for increasing teaching responsibilities gradually. A focus on progression • Student teachers having to balance a range of factors/responsibilities when teaching • Course failure to consider all factors that might impact upon a teacher when teaching. All of the factors they have to 'contend' with • Need for progression and working collaboratively with class teacher/mentor • 'Gentle transition' implies that the current transition even whilst a student teacher is too rapid/not gradual enough. Gentle could imply a level of sensitivity which the interviewee feels is not considered by the course. • Many more elements to teaching than the delivery of the lesson • Asking the question implies a level of doubt/seeking reassurance from the interviewer that they are right in their thinking and therefore are also right in thinking that they were not adequately supported. • Student worries about all the factors involved in being a successful teacher • 'Throw you in at the deep end' – implies a lack of consideration/thoughtful planning for student teacher progression • Feelings of doubt regarding teaching as a career emerging. These feelings are attributed to the lack of progressive transition felt by the student. • The phrases 'Might work for some people' and 'I don't know' imply that the interviewee is doubtful about what they are saying. They feel concerned that they will be judged for how they feel so err on the side of caution or are looking for reassurance that their feelings are valid. Alternatively, they may recognise that not every student will be in the same situation as them <ul style="list-style-type: none"> • Teacher critical of student leading to feeling of not being supported • Referring to mentor as 'the teacher' implying that interviewee did not feel like a teacher? • Given autonomy but criticised • Contrast in approach of class mentors • Perceived support associated with constructive criticism and balance between what student
--	---	---

Black = Descriptive comments

Red = Conceptual/interpretative comments

Blue = Linguistic comments

Developing Emergent Themes – Example from Time 1

<p>recognise all demands</p> <p>42. Need for progression</p> <p>43. Need for collaborative working with mentor</p> <p>44. Gentle transition</p> <p>45. Many aspects to teaching</p> <p>46. Feeling inadequately supported</p> <p>47. Worries about being a successful teacher</p> <p>48. Lack of planning given to student progression</p> <p>49. Doubting whether to enter profession</p>	<p>you go". I think if the course had sort of said "Ok, now you do one lesson with your teacher and you team teach a lesson or the teacher does the introduction and you do the main activity, or just more of a gentle transition into it rather than "Right, you've done the task and now you can deliver a whole lesson by yourself". Teaching is only one side of the lesson isn't it? It's all the other things to worry about and I think they just throw you in at the deep end. That might work for some people but for other people, I think it just put me off even more. I don't know.</p> <p>Interviewer: During your second placement, you mentioned that you felt more confident in comparison to your first placement? What made that difference?</p>	<ul style="list-style-type: none"> Need for progression and working collaboratively with class teacher/mentor 'Gentle transition' implies that the current transition even whilst a student teacher is too rapid/not gradual enough. Gentle could imply a level of <u>security</u> which the interviewee feels is not considered by the course. Many more elements to teaching than the delivery of the lesson Asking the question implies a level of doubt/seeking reassurance from the interviewer that they are right in their thinking and therefore are also right in thinking that they were not adequately supported. Student worries about all the factors involved in being a successful teacher 'Throw you in at the deep end' – implies a lack of consideration/thoughtful planning for student teacher progression Feelings of doubt regarding teaching as a career emerging. These feelings are attributed to the lack of progressive transition felt by the student. The phrases 'Might work for some people' and 'I don't know' imply that the interviewee is doubtful about what they are saying. They feel concerned that they will be judged for how they feel so err on the side of caution or are looking for reassurance that their feelings are valid. Alternatively, they may recognise that not every student will be in the same situation as them
<p>50. Mentor criticism</p> <p>51. Feeling unsupported</p> <p>52. Not feeling like a teacher</p> <p>53. Autonomy and criticism</p> <p>54. Difference in mentor style/approach</p> <p>55. Constructive criticism and support</p> <p>56. Balance between positive comments and points for development</p> <p>57. Mentor focus on development and progression as supportive</p> <p>58. Positive messages/vibe from mentor</p> <p>59. Genuine care/concern</p> <p>60. Criticism only as unsupportive</p> <p>61. Mentor role in giving advice</p> <p>62. Mentor role in student teacher progression and development</p>	<p>Sam: On my first placement I was in two different classes. In the first class I was in, the teacher was very critical and it didn't really make me feel that supported. She would just let me get on with it and then criticise what I did. Whereas in the second class that I was in the teacher seemed like she wanted me to do well and supported me more and said things like "This is what you did well and this is what you need to do to improve." In the first class she kind of just criticised me and didn't really tell me how to improve or deliver the lesson better. Whereas my second teacher was <u>more well</u> she was a just a little bit nicer and made me feel a bit more at ease. She would say "Well you are just learning." I don't think they appreciate enough that we are just essentially learning to be teachers this year and I don't think they emphasise that enough. I think they just expect you to be able to balance everything. But that is the most important thing, that you are learning throughout and... so yeah, the level of support that you get from your mentor, and it's not just me who feels like this I know everyone said if they had a supportive mentor then they were really lucky and that was</p>	<ul style="list-style-type: none"> Teacher critical of student leading to feeling of not being supported Referring to mentor as 'the teacher' implying that interviewee did not feel like a teacher? Given autonomy but criticised Contrast in approach of class mentors Perceived support associated with constructive criticism and balance between what student teacher was doing well and what they could do to improve Focus on development and progression, as opposed to criticism, perceived as helpful/supportive 'Seemed like she wanted me to do well' – suggestive of criticism implying that the mentor does not want the student teacher to succeed. Pure criticism associated with lack of support Needing mentor to give advice/tips to support teaching Perceived role of the class mentor as someone who supports the student through offering advice for progression/improvement Pausing before talking about second teacher suggests feelings of wariness in attributing mentor's style to their personality e.g., being a 'nicer' sort of person The need to be recognised as a learner of the profession Interviewee's need for others to recognise/emphasise that students are learners so that it feels more acceptable to think this way herself Overall failure of others to recognise that students are learners and will therefore require additional support/leeway

Connecting Emergent Themes – Example from Time 1

Emergent themes – Interviewee 1	
1. Support from placement	
2. Development as a student teacher	
3. Recognition of oneself as a teacher	
4. Lacking confidence	
5. Role of the university in student teacher confidence	
6. Association between experience and confidence	} Personal
7. Association between experience and preparedness	
8. Confidence and personal resources	
9. University needing to do more to increase student teacher confidence	
10. Gaps in potential university role	
11. Role of university in supporting students	
12. Focus/aims of the course on academic performance	
13. Impact of course on student teacher wellbeing	
14. Negative messages from the university	● Placement experiences
15. Need for reassurance and motivation	● Positives/helping factors
16. Lack of focus on developing as teachers	● Negative impact/worries
17. Emphasising the demands of teaching	● University -
18. Lack of emphasis on positives of teaching	● Areas for development
19. Insufficient focus on student teacher wellbeing	● Transitional issues
20. Insufficient training for placement	● Expectations
21. Expectations of student teachers from university	● Perceptions of teaching/ Portrayals of teaching/PE.
22. Expectations of student teachers from schools	
23. Negative feelings and confidence	
24. Unconstructive criticism	
25. Feelings relating to competency	● Mentor
26. Expectations and diminished confidence	● Autonomy.
27. Schools not having realistic expectations	
28. Fear of criticising schools	
29. High expectations and negative effects on confidence	
30. Need for clear communication between university, school and student	
31. Need for increased communication	
32. Emphasis on realistic expectations	
33. University expectations too high	
34. Selection of student teachers	
35. University expectations regarding level of support students will require	
36. Focus on individual level student teacher factors	
37. Appropriate introduction to teaching	
38. Transition to work	
39. Need for gradual increase in responsibilities	
40. Balancing a range of factors when teaching	
41. Course failure to recognise all demands	
42. Need for progression	
43. Need for collaborative working with mentor	
44. Communication	
45. Many aspects to teaching	
46. Feeling inadequately supported	
47. Worries about being a successful teacher	
48. Overall planning given to student progression	
49. Doubting whether to enter profession	
50. Mentor criticism	
51. Feeling unsupported	
52. Not feeling like a teacher	
53. Autonomy and criticism	
54. Difference in mentor style/approach	
55. Constructive criticism and support	
56. Balance between positive comments and points for development	
57. Mentor focus on development and progression as supportive	
58. Positive messages/vibe from mentor	

Clustered Emergent Themes – Sam 1

Placement Experiences	Helpful Factors/Positives	Unhelpful Factors/Concerns	University Factors & Issues	Areas for Development
<ul style="list-style-type: none"> Support from placement Staff relationship issues Enjoyment of training (placement) Knowledge and understanding of placement schools Lack of experience – placement Diversity of placement Value of placement versus university sessions Diversity of placements Challenges of teaching (Placement related) Limited experience across age groups Feeling unprepared due to lack of breadth of experience Feeling isolated Lack of experience – ALN/range of learning needs (Placement) Increase placement diversity 	<ul style="list-style-type: none"> Development as a student teacher Recognition of oneself as a teacher Association between experience and confidence Association between experience and preparedness Confidence and personal resources Constructive criticism and support Balance between positive comments and points for development Genuine care/concern Role of observation in preparedness Usefulness of constructive comments Collaborative working Teachers as a resource Observing teachers as experience Peer support Support from those who understand position – ex student teachers Value of sharing expertise Need for practical support University as a hub of support Individual and group level support Understanding each others' situation Support for academic aspects Strategies 	<ul style="list-style-type: none"> Lacking confidence Negative messages from university Lack of focus on developing as teachers Emphasising demands of teaching Lack of emphasis on positives of teaching Insufficient focus on student teacher wellbeing Negative feelings and confidence Unconstructive criticism Feeling inadequately supported Worries about being a successful teacher Doubting whether to enter profession Feeling unsupported Not feeling like a teacher Autonomy and criticism Criticism only as unsupportive Challenges of teaching (Placement related) Fear of being judged Student need for support not recognised enough Observation as a negative experience Nervousness associated with observation Emphasis on observation Scare mongering Observations having limited value 	<ul style="list-style-type: none"> Role of university in student teacher confidence Gaps in potential university role Role of university in supporting students Focus/aims of the course on academic performance Impact of course on student teacher wellbeing Selection of student teachers Focus on individual level student teacher factors Course failure to recognise all demands University role in assignment of mentors Attitudes of course staff Questioning course staff commitment/input Lack of concern for student teacher wellbeing Lack of emphasis on enjoyment Course staff having dismissive attitudes Preparing student teachers for harsh realities Conflict between perceptions of tutor role Issues relating to course organisation Role of university as hub of support Support for academic aspects Role of the tutor in observation and assessment Individual level tutor attributes and support 	<ul style="list-style-type: none"> University needing to do more to increase student teacher confidence Need for reassurance and motivation Need for clear communication Need for increased communication Needing to be recognised as a learner Standardised mentoring Student teacher need for support Who to go to for support Listening to student views Need for help – Feeling able to ask Need for increased contact time with tutors More emphasis on student teachers' feelings and development Re-evaluation of course priorities Behaviour management/classroom management – More strategies Need for preparation – challenging behaviour Need for behaviour management strategies Type of support – Information and practise Timing of preparation Integrated preparation of ALN Course tutor skills/expertise Type of preparation

Looking for Patterns Across Cases – Example from Time 1

Summary of Emergent Themes – All Interviewees – Phase 1

- Support from placement staff/mentor
- Mentor/school staff attitudes and approaches
- The placement school ethos/environment
- Negative emotions
- Stress
- Positive emotions
- Support from university staff
- Tutor/university staff attitudes and approaches
- Prior experience
- Personal resources
- Personal circumstances
- Emotional/social support (received and required)
- Practical support (received and required)
- Formal support
- Informal support
- Needs of preparation
- Access to resources
- Need for increased communication
- Need for clear communication
- Respecting student teachers
- Student teachers as adult learners
- Expectations of staff
- Expectations of student teachers
- Peer support
- Wellbeing support
- Importance of wellbeing
- Course priorities versus student teacher priorities/needs
- Placement school priorities versus student teacher priorities/needs
- Role of the university
- Role of placement schools
- ~~Perceptions of practice~~
- ~~Perceptions of teaching~~
- ~~Perceptions of learning~~
- ~~Supporting transition~~
- ~~Issues relating to course organisation~~
- Autonomous practice
- Barriers to change
- ~~Perceptions of student teachers~~
- ~~Demands and challenges~~
- ~~Perceptions of practice~~
- Perceptions of student teachers versus qualified teachers
- Comparison with peers
- ~~Perceptions of practice~~
- Unique issues and incidents
- ~~Perceptions of practice~~
- Positive relationships

What student teachers want

Demands, challenges & concerns

Practice & preparation

Individual differences

Attitudes & approaches (Relating to student teachers)

Social & emotional support

Perceptions of practice

Too broad Factored in other themes

Summary of Emergent Themes – All Interviewees – Phase 6

Social Support

- Relationships
 - Positive relationships with mentor
 - Positive relationships with tutor
 - Relationships with peers
 - Relationships with pupils
 - Individual support networks e.g., family, peers, supply teacher
- Social Capital
 - Social capital
 - School ethos and environment (positive)
 - Individual support networks e.g., family, peers, supply teacher
- Emotional Impact
 - Positive feelings associated with being supported
 - Issues relating to feeling unsupported
 - Emotional support
 - Mental support
 - Positive vibes/feeling/sense of support
 - Attitudes relating to support
- Further Support
 - Any further need for support – social or emotional – not received but identified
 - Need for positive well-being support (Not practical strategies)
 - Modes of support e.g., email with tutors etc – But needing physical meetings

Attitudes & Approaches

- Helpful
 - Types of attitudes expressed by course staff – helpful
 - Types of attitudes expressed by school staff – helpful
 - Respect for student teachers
 - Types of approaches used e.g., very formal/informal styles (Mentoring style e.g., nurturing versus authoritative)
 - Approaches & roles of tutors e.g., focused on observation and evaluation
 - How student teachers would have liked to have been treated e.g., treated as an equal
 - Expectations of students
 -
- Unhelpful
 - Types of attitudes expressed by course staff – unhelpful
 - Types of attitudes expressed by school staff – unhelpful
 - Types of approaches used e.g., very formal/informal styles (Mentoring style e.g., nurturing versus authoritative)
 - Approaches & roles of tutors e.g., focused on observation and evaluation
 - Issues relating to mentors e.g., personal issues, stressed too, anxious, not skilled enough
 - Differences in perceptions/treatment of students and qualified teachers
 - Expectations of students
 - Attitudes about well-being – not prioritised
 - Issues relating to how student teachers were treated by tutors e.g., given a row
 - Priorities – caring more about placement schools/looking good/results are important
- Perceptions of Teaching
 - Attitudes and perceptions about teaching expressed “It’s a hard job” “Always learning career”

Challenges & Concerns

- Challenging Experiences
 - Placement e.g., following same schedule as teacher, demands relating to pupils e.g., challenging behaviour, not feeling skilled, not knowing what to do in a certain situation
 - Individual challenges: behaviour, differentiation
 - Comparisons being made with peers

- Negative issues e.g., being bombarded with negative attitudes
- Negative emotions
- Impact of feeling unprepared
- Issues relating to transition
- University e.g., assignments, workload, staying up late at night
- Issues relating to planning/organisation of course “Being thrown in the deep end”
- Negative placement experiences
- Incidents/difficult situations on placement
- Unique placement experiences and opportunities or lack thereof e.g., EAL, ALN, parents evening, year groups
- Family situation
- Organisational Issues
 - Issues relating to preparation – insufficient support/not sharing expertise/lack of depth
 - Length of course
 - Timing of lectures
 - Coverage issues – depth
 - Issues relating to transition
 - University e.g., assignments, workload, staying up late at night
 - Issues relating to planning/organisation of course “Being thrown in the deep end”
 - Negative placement experiences

Practical Support

- Positive Preparation
 - Areas feeling well prepared
 - Types of preparation for teaching– received
 - Prior experiences e.g., jobs/volunteering or university courses
 - Unique positive experiences
 -
- Areas for Development
 - Types of preparation for teaching – required
 - Areas of preparation lacking

Appendix 18: Independent Auditor's Role & Examples from Audit

The independent auditor was a PhD student from Swansea University who has had articles published in peer-reviewed academic journals where IPA had been employed as the main form of analysis. As such, the independent auditor was considered to be a reputable person by the researcher.

In terms of process, an audit trail (Creswell & Miller, 2000) was also completed. For instance, the independent auditor checked that the researcher had completed and retained evidence for each stage of the IPA as outlined by Smith, Flowers and Larkin (2009).

In terms of product, one of the auditor's roles was to examine the interview transcripts in relation to an initial set of themes, already developed by the researcher, to determine the credibility of these themes.

The auditor also reviewed samples of the researcher's analyses to determine whether interview transcripts had been analysed thoroughly at the descriptive, linguistic and interpretative levels. The auditor made recommendations for further analysis.

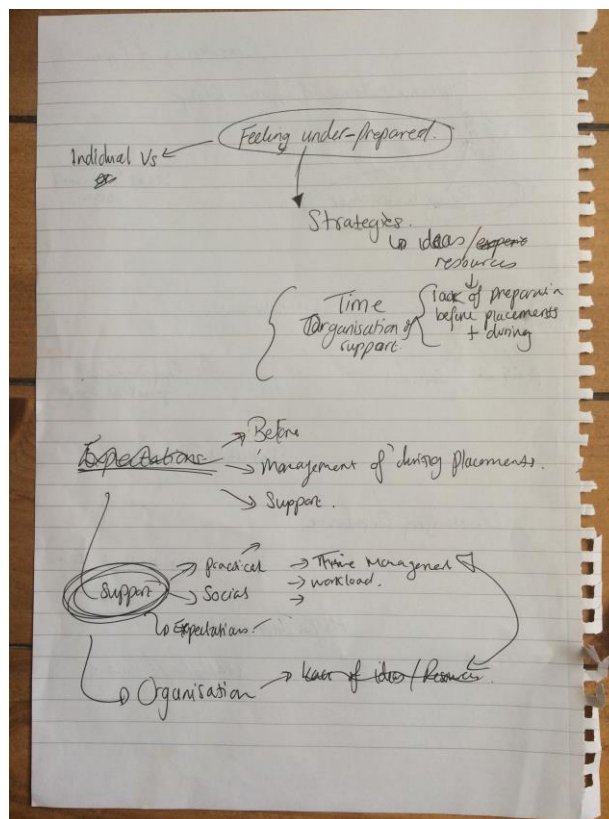
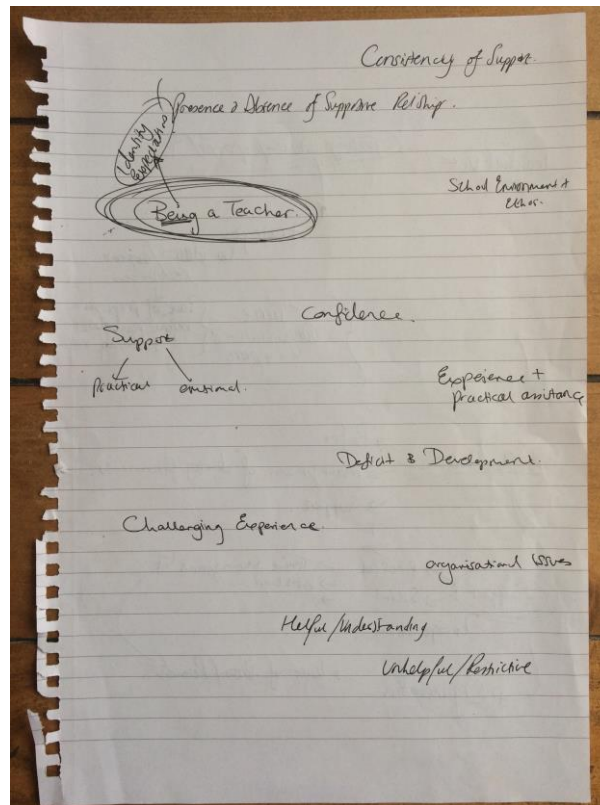
Finally, the independent auditor and researcher held a joint discussion under which final themes were agreed upon.

Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.

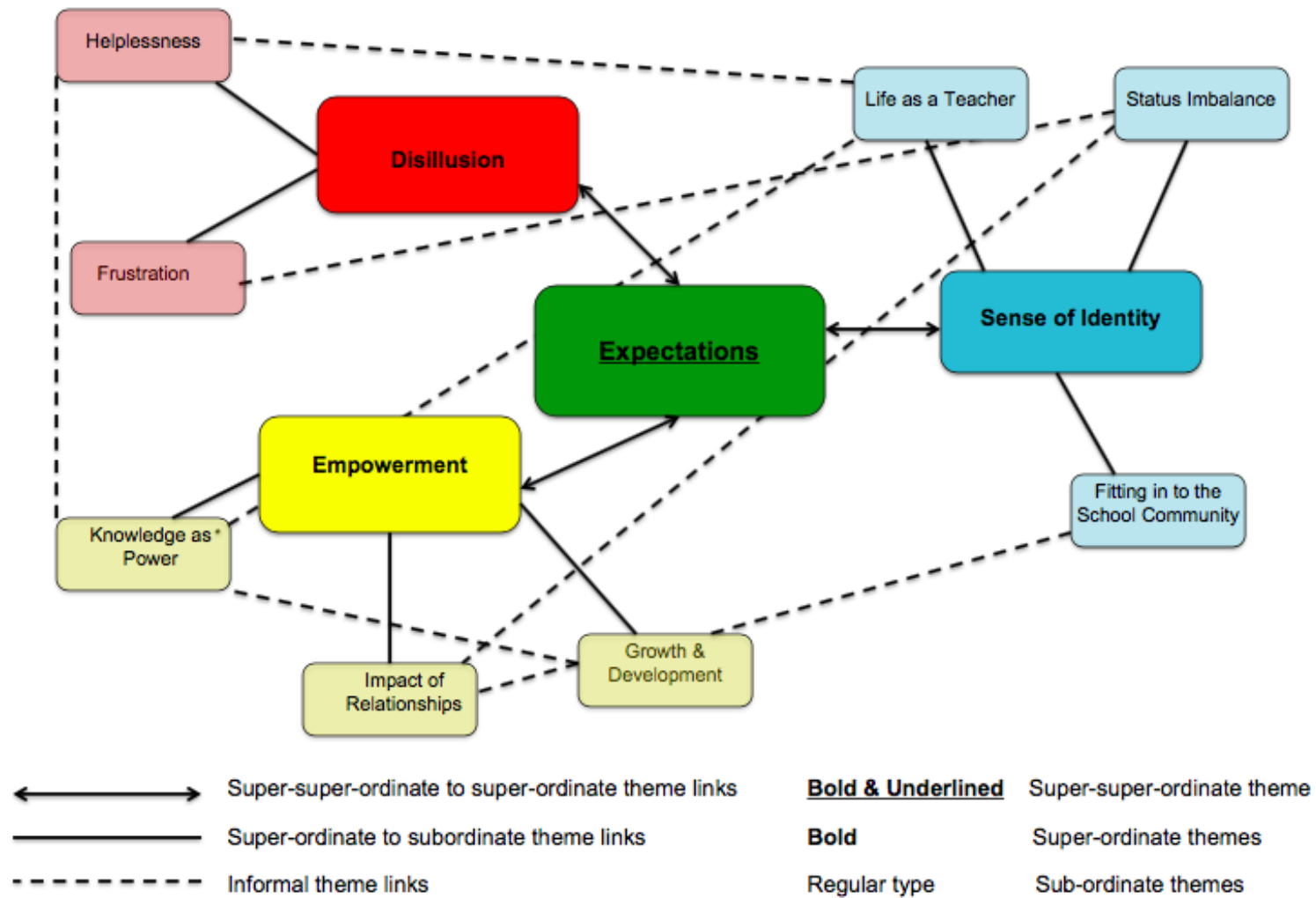
Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, method and research*. London: Sage.

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education*, 48(2), 311-325.

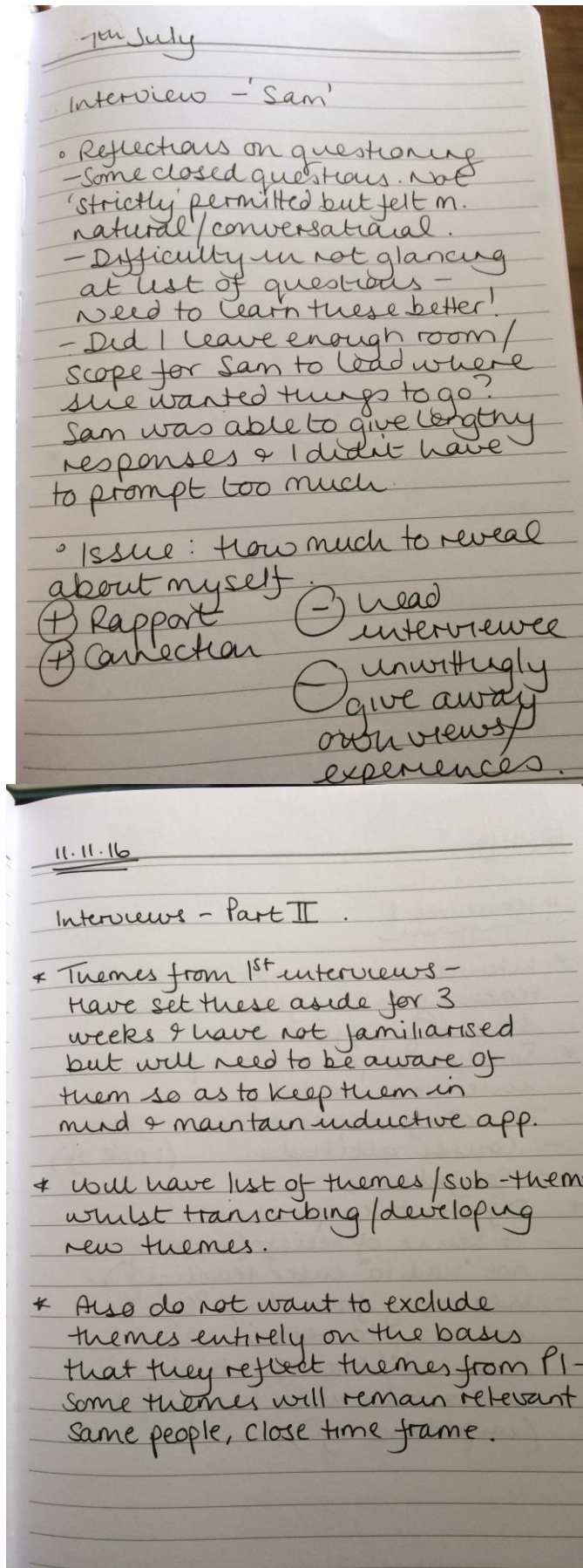
Examples of Product Audit and Discussion



Appendix 19: Time 1 Thematic Map



Appendix 20: Research Journal Extracts



12.11.16

Interviewee 1.

- * Interviewee has not entered teaching so the focus was slightly different.
- * Similar emphases as previous interview in July:
 - lack of experiences - Jobs.
 - Course attitudes (lack of)
 - Confidence
- * Different emphases:
 - A sense of relief (having not "had to" enter teaching)
 - Learning from the PGCE & wanting to retain skills learned / transferability.
 - Interaction with the pupil (importance of).

22.12.16

- Charlie discussed differences between his placements i.e. 1st not great but 2nd much better.
- Reflections on own experiences - 1st school not great (didn't feel prepared to meet needs of LAC pupil, had difficulties which led to me feeling unsupported).

Thoughts:

- Reflecting that I've had similar experiences has come from listening to interviewees.
- However, will need to ensure when writing up that I don't interpret others' experiences based on my own.
- Having / sharing similar experiences isn't necessarily a bad thing - Can be helpful for interpretation.

Appendix 21 : Information & Consent Form for Follow-Up Questionnaire (English & Welsh)

PLEASE READ THE FOLLOWING INFORMATION

This is a follow-up questionnaire to the one that you completed in Summer 2016.

It is important to this research that **both** questionnaires are completed, so thank you for taking the time to complete this questionnaire.

This questionnaire will take 5-10 minutes to complete. Now that you are a Newly Qualified Teacher (NQT), the questionnaire will re-explore your perceptions of how your initial teacher education (ITE) prepared you for teaching.

The findings may be useful to Initial Teacher Education Providers (ITEPs) when reviewing future programmes for Primary PGCE students. However, ITEPs will not be obligated or expected to fulfil any actions.

All NQTs who completed a Primary PGCE between September 2015 and July 2016 at an ITEP in Wales are being invited to share their views. Questionnaire respondents should also currently be working as a primary school teacher in the UK, either on a permanent/temporary or supply teaching contract.

There are 16 questions. Fourteen questions will involve selecting your response to a given statement. Two questions will ask you to elaborate on your previous responses; you will only need to write a few words or short sentences for these questions.

Please try to complete every question. However, you have the right not to answer any particular question if you do not wish to do so. You also have the right to withdraw from completing the questionnaire without being penalised. However, once your questionnaire has been submitted it will not be possible to withdraw your data as your questionnaire will be submitted anonymously.

IMPORTANT

This questionnaire is a follow-up questionnaire to the questionnaire that you completed previously as a trainee teacher. Following completion of this follow-up questionnaire, and receipt of the debriefing information for this research, your contact email address will be deleted.

Should you happen to include any other personal details in your survey, either that of yourself or others, this information will not be shared until it has been checked by the researcher and has been fully anonymised. Cardiff University may store anonymised data indefinitely. Anonymised responses to the questionnaire will be published in a Cardiff University doctoral research publication. Individual

participants may also contact the researcher personally to receive information regarding the outcomes of the study or with any other queries.

Researcher: Laura Cook (Doctoral Student and Trainee Educational Psychologist)
Cardiff University, School of Psychology, 6th Floor Tower Building, 30 Park Place,
Cardiff, CF10 3AT.

COOKLL@cardiff.ac.uk

Researcher's Supervisor: Andrea Higgins (Professional tutor/Supervisor/Research Support)

Cardiff University, School of Psychology, 6th Floor Tower Building, 30 Park Place,
Cardiff, CF10 3AT.

HIGGINSA2@cardiff.ac.uk

By proceeding you are confirming that you have read and understood all of the information above and that you are giving your consent to complete the questionnaire.

DARLLENWCH Y WYBODAETH GANLYNOL YN OFALUS OS GWELWCH YN DDA

Dyma'r holiadur dilynol i'r un a gwblhawyd gennych yn Haf 2016.

Ar gyfer yr ymchwil yma, mae'n bwysig iawn fod y **DDAU** holiadur yn cael eu cwlbhau ac felly diolch i chi am gymryd yr amser i gwblhau yr ail holiadur.

Dylai'r holiadur hwn gymryd 10-15 munud i'w lenwi. Nawr eich bod yn Athro Newydd Gymhwys, mae'r holiadur yn ail archwilio eich argraffiadau o sut mae eich addysg athro cychwynnol wedi eich paratoi ar gyfer rheoli gofynion addysgu a'ch lles.

Gall y canfyddiadau fod o ddefnydd i Ddarparwyr Addysg Athro Cychwynnol wrth adolygu rhaglenni TAR Cynradd y dyfodol. Er hyn, ni fydd unrhyw ddisgwyl ar y Darparwyr Addysg Athro Cychwynnol i wireddu unrhyw argymhellion.

Gwahoddir athrawon newydd gymhwyso a gwblhawyd cwrs TAR Cynradd rhwng Medi 2015 a Gorffennaf 2016 mewn Darparwr Addysg Athro Cychwynnol yng Nghymru i rannu eu barn. Hefyd mi ddylai ymatebwyr i'r holiadur hwn fod yn gweihio fel athro/athrawes ysgol gynradd yn y Deyrnas Unedig, unai ar gytundeb dysgu parhaol neu dros dro.

Mae cyfanswm o 16 o gwestiynau. Bydd 14 o gwestiynau yn ymwneud â dewis eich ymateb i ddatganiad. Mi fydd dau gwestiwn yn gofyn i chi ehangu ar eich ymatebion blanol; dim ond ychydig o eiriau neu frawddegau byrion y bydd angen i chi ei ysgrifennu ar gyfer y cwestiynau yma.

Ceisiwch gwblhau pob cwestiwn os gwelwch yn dda. Fodd bynnag, mae gennych yr hawl i beidio ateb cwestiwn penodol os nad ydych yn dymuno gwneud hynny. Mae gennych hefyd yr hawl i dynnu allan o gwblhau'r holiadur heb dderbyn unrhyw gosb. Er hyn, unwaith y bydd eich holiadur wedi ei yrru ni fydd yn bosibl i dynnu eich data o'r ymchwil, gan y bydd eich holiadur yn cael ei gyflwyno yn ddiennw.

PWYSIG

Mae'r holiadur hwn yn un dilynol i holiadur a gwblhawyd gennych fel athro/athrawes dan hyfforddiant. Wedi i chi gwblhau yr holiadur dilynol hwn, ac wedi i chi dderbyn gwybodaeth dibrifio ar gyfer yr ymchwil yma, fe fydd eich cyfeiriad e-bost yn cael ei ddileu.

Pe byddech yn digwydd cynnwys unrhyw wybodaeth bersonol arall yn eich arolwg,

sy'n berthnasol i chi neu eraill, ni fydd y wybodaeth yma yn cael ei rhannu hyd nes iddi gael ei gwirio gan yr ymchwilydd a bod y wybodaeth yn hollol ddienw. Gall Prifysgol Caerdydd storio data dienw am gyfnod amhenodol o amser. Bydd ymatebion dienw i'r holiadur yn cael ei gyhoeddi mewn cyhoeddiad ymchwil doethuriaeth Prifysgol Caerdydd. Gall cyfranogwyr unigol gysylltu â'r ymchwilydd yn bersonol er mwyn derbyn gwybodaeth ynglŷn â chanlyniadau'r ymchwil, neu er mwyn holi unrhyw gwestiwn/gwestiynau.

Ymchwilydd: Laura Cook (Myfyrwraig Doethuriaeth a Seicolegydd Addysg dan Hyfforddiant)

Prifysgol Caerdydd, Yr Ysgol Seicoleg, 6ed Llawr Adeilad y Tŵr, 30 Park Place, Caerdydd, CF10 3AT.

COOKLL@cardiff.ac.uk

Goruchwyliwr yr Ymchwilydd: Andrea Higgins (Tiwtor Proffesiynol / Goruchwyliwr/ Cefnogaeth Ymchwil)

Prifysgol Caerdydd, Yr Ysgol Seicoleg, 6ed Llawr Adeilad y Tŵr, 30 Park Place, Caerdydd, CF10 3AT.

HIGGINSA2@cardiff.ac.uk

Trwy barhau rydych yn cadarnhau eich bod wedi deall y wybodaeth uchod a'ch bod yn rhoi'ch caniatâd i gwblhau'r holiadur.

Appendix 22 : Follow-up Online Questionnaire (English & Welsh)

Q1a - Please select the option that best describes your main role at present.

Full-Time Primary School Teacher	Part-Time Primary School Teacher	Supply/Relief Primary School Teacher

Q1b - If you are teaching part-time or are a supply/relief teacher, on average, for how many days* per week have you been working as a teacher? *Please enter as a numeral

--

Q2 - My Initial Teacher Education (ITE) prepared me for managing challenging behaviour.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q3 - My ITE prepared me for establishing an effective classroom management system e.g., establishing clear rules and boundaries and a positive classroom community.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q4 - My ITE prepared me to meet the needs of all pupils with Additional Learning Needs (ALN).

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q5 - My ITE prepared me to meet the needs of more vulnerable learners e.g., looked after or adopted children; children who have English as an additional language*; children who are asylum seekers or refugees.*N.B. This does not include pupils who speak Welsh as a first language and are being taught in a Welsh medium school.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q6 - My ITE prepared me to manage a teaching workload effectively.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q7 - My ITE prepared me for knowing how to achieve a good work-life balance.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q8 - My ITE prepared me to develop effective relationships with teaching colleagues.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q9 - My ITE prepared me to develop good relationships with pupils.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q10 - Tutors at my ITEP and staff at my placement schools supported the well-being of trainee teachers.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q11 - I was able to communicate my questions, feelings and opinions openly and honestly to the tutors at my ITEP and staff at my placement schools.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q12 - Tutors at my ITEP and staff at my placement schools listened to my views about how I wanted to teach and gave me the freedom to choose.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q13 - My ITE prepared me to cope with pressures or stress that I may experience throughout my teaching career.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q14 - Throughout my ITE, I was taught effective strategies for self-managing stress/ well-being.

Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree

Q15 - On reflection, can you describe three main ways in which you were well prepared or supported throughout ITE?

Q16 - On reflection, can you describe three main ways in which you could have been better prepared or supported throughout ITE?

Thank you for completing this questionnaire.

The purpose of was to explore the perceptions of NQTs in relation to how your initial teacher education helped to prepare you for managing the demands of teaching and your well-being. Any information included in your responses that may potentially identify participants or others will be stored confidentially until it has been fully anonymised. Individuals or institutions will not be identified in any follow-up reports or in the published research. The findings of this research may be useful to Initial Teacher Education Providers (ITEPs) when reviewing future programmes for Primary PGCE students. However, ITEPs will not be obligated/expected to fulfil any actions that may be discussed/requested.

If you would like any further information please contact the researcher, Laura Cook, at COOKLL@cardiff.ac.uk

Alternatively you make contact the researcher's supervisor, Andrea Higgins (Professional Tutor/Research Support), at HIGGINSA2@cardiff.ac.uk

In case of any complaints or queries, Cardiff University's Ethics Committee may also be contacted: Secretary of the Ethics Committee School of Psychology Cardiff University Tower Building 30 Park Place Cardiff CF10 3AT Tel: 02920 870360

Important Note

If you feel that your well-being is being negatively affected by the demands of teaching then please discuss this with your NQT induction supervisor or another

member of senior staff. If you belong to a teaching union then you may also find information on what to do or who to speak to if you feel that your well-being is being affected.

C1a. Dewisiwch yr opsiwn sydd yn cyfateb i'ch rôl chi ar hyn o bryd.

Athro/athrawes ysgol gynradd llawn amser	Athro/athrawes ysgol gynradd rhan amser	Athro/athrawes ysgol gynradd llanw

C1b. Os rydych yn dysgu yn rhan amser neu yn athro/athrawes llanw, ar gyfartaledd, am sawl diwrnod* yr wythnos yr ydych wedi bod yn gweithio fel athro/athrawes?

*Rhowch rif os gwelwch yn dda

C2. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer rheoli ymddygiad heriol.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C3. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer sefydlu system rheoli dosbarth effeithiol (e.e., sefydlu rheolau a therfynau clir a chymuned ddosbarth bositif).

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C4. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer bodloni anghenion pob disgybl gydag Anghenion Dysgu Ychwanegol (ADY).

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C5. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer bodloni anghenion dysgwyr sydd fwyaf bregus e.e. plant sydd mewn gofal neu wedi eu mabwysiadu; plant sydd â Saesneg fel iaith ychwanegol*; plant sydd yn geiswyr lloches a ffoaduriaid.

*O.N. Nid yw hyn yn cynnwys disgyblion sy'n siarad Cymraeg fel iaith gyntaf ac yn cael ei addysgu mewn ysgol cyfrwng Cymraeg.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C6. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer rheoli llwyth gwaith addysgu yn effeithiol.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C7. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer gwybod sut i gyflawni cydbwysedd gwaith-bywyd da.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C8. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer datblygu perthnasoedd effeithiol gyda fy nghydweithwyr yn fy ysgolion lleoliad.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C9. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer datblygu perthnasoedd da gyda disgyblion yn fy ysgolion lleoliad.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C10. Mae fy nhwtoriaid yn fy Narparwr Addysg Athro Cychwynnol a staff yn fy ysgolion lleoliad wedi cefnogi lles athrawon dan hyfforddiant.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C11. Rwyf wedi gallu mynegi fy nghwestiynau, teimladau a barn yn agored ac onest i'r tiwtoriaid yn fy Narparwr Addysg Athro Cychwynnol a staff yn fy ysgolion lleoliad.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C12. Mae fy nhwtoriaid yn fy Narparwr Addysg Athro Cychwynnol a staff yn fy ysgolion lleoliad wedi gwrandao ar fy safbwyntiau o ran sut yr oeddwn eisiau addysgu ac maent wedi rhoi rhyddid imi ddewis.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C13. Mae fy Addysg Athro Cychwynnol wedi fy mharatoi ar gyfer ymdopi gyda phwysau neu straen y gallaf ei brofi trwy gydol fy ngyrfa fel athro.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C14. Trwy gydol fy Addysg Athro Cychwynnol, rwyf wedi fy nysgu am strategaethau hunan-reoli straen / lles.

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C15. Erbyn meddwl, gallwch ddisgrifio tair prif ffordd yr ydych yn barod neu eu cefnogi trwy gydol ITE dda?

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf

C16 - Erbyn meddwl, gallwch chi ddisgrifio tair prif ffordd y gallai eich bod wedi bod yn fwy parod neu eu cefnogi trwy gydol ITE?

Anghytuno'n gryf	Anghytuno	Anghytuno i raddau	Cytuno i raddau	Cytuno	Cytuno'n gryf



Please read the following information carefully before signing the consent form

You are invited to participate in a follow-up interview as part of the research project titled: 'Beginning Teachers' Experiences of Preparation and Additional Well-being-Support throughout Initial Teacher Education'.

Laura Cook, a doctoral student and trainee educational psychologist in the School of Psychology at Cardiff University, is carrying out the project. Andrea Higgins, Professional Tutor at Cardiff University, will be supervising the project.

The purpose of the follow-up interview is to re-explore the perceptions of beginning teachers in relation to their experience of initial teacher education (ITE).

The findings of this research may be useful to Initial Teacher Education Providers (ITEPs) when reviewing future programmes for Primary PGCE students in Wales. However, the ITEPs will not be obligated or expected to fulfil any actions that may be discussed/requested.

The interview will last approximately 60 minutes and will involve a conversation with the teacher about your opinions and experiences. It is anticipated that the interview will take place in October/November 2016. The exact time and date will be arranged with each interviewee.

Any information you provide within the interview will be confidential. The information you provide will be recorded electronically and transcribed within 2-4 weeks of the interview taking place. Prior to transcription taking place, the electronic recording will be stored confidentially under a password-encrypted file that will only be accessible to the researcher. All transcribed data will be anonymised using pseudonyms for individuals, schools and local authorities where appropriate. After the data has been transcribed the researcher will delete the original electronic recording.

You have the right to decline to answer any questions that may be asked of you during the interview without penalty. You also have the right to request that any information you provide to be withdrawn from the study. However, it will only be possible to withdraw your data up until the point it is anonymised, since after that point it will not be possible for the researcher to identify your individual data.

Responses will be published in a research project, which may be accessed by staff/trainees on the Cardiff University DEdPsy course. The published research

will be provided to the ITEPs involved. All published information will be fully anonymised. You are also entitled to read the published research if you wish to do so. If this is the case then please contact the researcher on the details provided.

For further information please contact Laura Cook, trainee educational psychologist and researcher of this study. Andrea Higgins, Professional Tutor and Research Supervisor/Support, may also be contacted.

Laura Cook, Andrea Higgins, School of Psychology, Cardiff University, 6th Floor Tower Building, 30 Park Place, Cardiff, CF10 3AT.

Tel: 02920 876497 Email: COOKLL@cardiff.ac.uk

Andrea Higgins, School of Psychology, Cardiff University, 6th Floor Tower Building, 30 Park Place, Cardiff, CF10 3AT.

Tel: 02920 876497 Email: HIGGINS2@cardiff.ac.uk

Important Note

If you feel that your well-being is being negatively affected by the demands teaching then please discuss this with your NQT induction supervisor or another member of senior staff. If you belong to a teaching union you may also find information about what to do or who to speak to if you feel that your well-being is being affected.

Thank you for reading this information.

Please complete the consent form below and return it to Laura Cook via email.

Participant Consent Form

I confirm that I have read, understood and agree to all of the information on the participant information sheet.

I understand that by signing below that I am giving my consent to participate in the follow-up interview portion of the research project that is being carried out by Laura Cook. I understand that I am not obligated to participate and that I have the right to withdraw at any time.

Name:

Signature:

Contact email address:

Appendix 24: Schedule for Semi-Structured Follow-Up Interview

1. How would you describe your current teaching role? i.e., full time, part time, etc.
2. Now that you've started teaching, how do you feel that your ITE prepared you?
(Possible prompt(s): On reflection, which aspects of teaching do you feel that your ITE prepared you best for, if any?; On reflection, which aspects of teaching do you feel that your ITE prepared you the least for, if any?)
3. How well do you feel that your ITE has helped to prepare you for managing challenging behaviour*?
4. How well do you feel that your ITE has helped to prepare you for meeting the needs of learners with ALN*?
5. How well do you feel that your ITE has helped to prepare you for meeting the needs of more vulnerable learners*?
6. How well do you feel that your ITE has helped to prepare you for managing a teacher's workload?*
7. How well do you feel that your ITE has helped to prepare you for developing good relationships with colleagues and pupils*?

**Ask as appropriate*

8. On reflection, how supportive were your ITEP/placement schools of your well-being? *(Possible prompt(s): What were the most/least helpful things that your ITEP/placement school(s) did to look after your well-being?; On reflection, what (else) might have been (more) helpful?)*
9. If you were taught any strategies to manage your own stress/well-being, have you used any of these? *(Possible prompt(s): How helpful have these strategies been? What (else) might have been (more) helpful?)*
10. What one message or advice would you give to the ITE course in terms of preparing and supporting future PGCE students?

Prompts

- How did your ITE do this?
- Can you explain about...
- Tell me a bit more about that...
- What do you mean by?
- Do you have an example of...?
- What sort of...?
- How did you feel?
- Can you tell me what you were thinking?

Appendix 25: Time 1 Versus Time 2 Comparison Table

Preparedness

Response (%)	Challenging Behaviour			Classroom Management			Learners with ALN			Vulnerable Learners		
	T1	T2	- /+	T1	T2	- /+	T1	T2	- /+	T1	T2	- /+
Strongly Disagree	6	9	+3	5	6	+1	6	18	+12	6	18	+12
Disagree	6	15	+9	3	3	0	8	21	+13	13	18	+5
Somewhat Disagree	5	12	+7	2	6	+4	5	18	+13	10	27	+17
Somewhat Agree	28	44	+16	19	56	+37	40	32	-8	36	32	-4
Agree	46	18	-28	55	21	-34	34	12	-22	29	6	-23
Strongly Agree	9	3	-6	17	9	-8	8	0	-8	6	0	-6

Response (%)	Managing Workload			Achieving a Work-Life Balance			Relationships with Colleagues			Relationships with Pupils		
	T1	T2	- /+	T1	T2	- /+	T1	T2	- /+	T1	T2	- /+
Strongly Disagree	5	18	+12	3	24	+21	2	3	+1	2	9	+7
Disagree	7	9	+2	15	24	+9	6	9	+3	2	3	+1
Somewhat Disagree	10	18	+8	22	21	-1	6	12	+6	5	6	+1
Somewhat Agree	28	21	-7	30	18	-12	27	21	-6	20	15	-5
Agree	37	26	-11	18	15	-3	32	47	+15	37	50	+13
Strongly Agree	14	9	-5	6	0	-6	28	9	-19	34	18	-16

Well-being-Support

Response (%)	Well-being Supported			Able to Communicate Openly			Feeling Listened To (Freedom to Choose)			Coping with Pressures			Self-Management Strategies Taught		
	T1	T2	- /+	T1	T2	- /+	T1	T2	- /+	T1	T2	- /+	T1	T2	- /+
Strongly Disagree	4	6	-2	4	6	+2	2	6	+4	5	15	+10	9	18	+9
Disagree	6	12	+6	4	15	+11	9	6	-3	9	18	+9	17	38	+21
Somewhat Disagree	7	9	+2	10	9	-1	7	15	+8	16	15	-1	17	12	-5
Somewhat Agree	26	30	+4	26	26	0	22	32	+10	26	21	-5	24	26	+2
Agree	32	32	0	35	35	0	39	32	-7	30	29	-1	25	6	-19
Strongly Agree	24	12	-12	22	9	-13	21	9	-12	15	3	-12	8	0	-8

Key

Decrease < 10%	
Decrease ≥ 10%	
Increase < 10%	
Increase ≥ 10%	

Appendix 26: Violation of Sphericity

Preparedness

Mauchly's Test of Sphericity^a

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Preparedness	.113	64.286	27	.000	.581	.676	.143
Time	1.000	.000	0	.	1.000	1.000	1.000
Preparedness * Time	.155	54.965	27	.001	.653	.775	.143

Well-being-Support

Mauchly's Test of Sphericity^a

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
Time	1.000	.000	0	.	1.000	1.000	1.000
Well-being	.560	18.217	9	.033	.759	.844	.250
Time * Well-being	.563	18.023	9	.035	.798	.894	.250

Appendix 27: Two-Way Repeated Measures ANOVA

Preparedness

Tests of Within-Subjects Effects							
Measure: MEASURE_1							
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Preparedness	Sphericity Assumed	153.801	7	21.972	21.156	.000	.398
	Greenhouse-Geisser	153.801	4.064	37.846	21.156	.000	.398
	Huynh-Feldt	153.801	4.729	32.524	21.156	.000	.398
	Lower-bound	153.801	1.000	153.801	21.156	.000	.398
Error (Preparedness)	Sphericity Assumed	232.636	224	1.039			
	Greenhouse-Geisser	232.636	130.044	1.789			
	Huynh-Feldt	232.636	151.325	1.537			
	Lower-bound	232.636	32.000	7.270			
Time	Sphericity Assumed	35.547	1	35.547	10.387	.003	.245
	Greenhouse-Geisser	35.547	1.000	35.547	10.387	.003	.245
	Huynh-Feldt	35.547	1.000	35.547	10.387	.003	.245
	Lower-bound	35.547	1.000	35.547	10.387	.003	.245
Error(Time)	Sphericity Assumed	109.515	32	3.422			
	Greenhouse-Geisser	109.515	32.000	3.422			
	Huynh-Feldt	109.515	32.000	3.422			
	Lower-bound	109.515	32.000	3.422			
Preparedness * Time	Sphericity Assumed	5.831	7	.833	1.498	.169	.045
	Greenhouse-Geisser	5.831	4.569	1.276	1.498	.199	.045
	Huynh-Feldt	5.831	5.423	1.075	1.498	.188	.045
	Lower-bound	5.831	1.000	5.831	1.498	.230	.045
Error (Preparedness*Time)	Sphericity Assumed	124.606	224	.556			
	Greenhouse-Geisser	124.606	146.200	.852			
	Huynh-Feldt	124.606	173.547	.718			
	Lower-bound	124.606	32.000	3.894			

Well-being

Tests of Within-Subjects Effects							
Measure: MEASURE_1							
Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Time	Sphericity Assumed	16.106	1	16.106	6.275	.017	.160
	Greenhouse-Geisser	16.106	1.000	16.106	6.275	.017	.160
	Huynh-Feldt	16.106	1.000	16.106	6.275	.017	.160
	Lower-bound	16.106	1.000	16.106	6.275	.017	.160
Error(Time)	Sphericity Assumed	84.694	33	2.566			
	Greenhouse-Geisser	84.694	33.000	2.566			
	Huynh-Feldt	84.694	33.000	2.566			
	Lower-bound	84.694	33.000	2.566			
Wellbeing	Sphericity Assumed	80.312	4	20.078	19.027	.000	.366
	Greenhouse-Geisser	80.312	3.034	26.469	19.027	.000	.366
	Huynh-Feldt	80.312	3.376	23.790	19.027	.000	.366
	Lower-bound	80.312	1.000	80.312	19.027	.000	.366
Error(Wellbeing)	Sphericity Assumed	139.288	132	1.055			
	Greenhouse-Geisser	139.288	100.127	1.391			
	Huynh-Feldt	139.288	111.404	1.250			
	Lower-bound	139.288	33.000	4.221			
Time * Wellbeing	Sphericity Assumed	2.571	4	.643	.896	.468	.026
	Greenhouse-Geisser	2.571	3.193	.805	.896	.451	.026
	Huynh-Feldt	2.571	3.576	.719	.896	.460	.026
	Lower-bound	2.571	1.000	2.571	.896	.351	.026
Error (Time*Wellbeing)	Sphericity Assumed	94.629	132	.717			
	Greenhouse-Geisser	94.629	105.383	.898			
	Huynh-Feldt	94.629	117.995	.802			
	Lower-bound	94.629	33.000	2.868			

Appendix 28: Pairwise Analyses

Preparedness & Time

Pairwise Comparisons

Measure: MEASURE_1

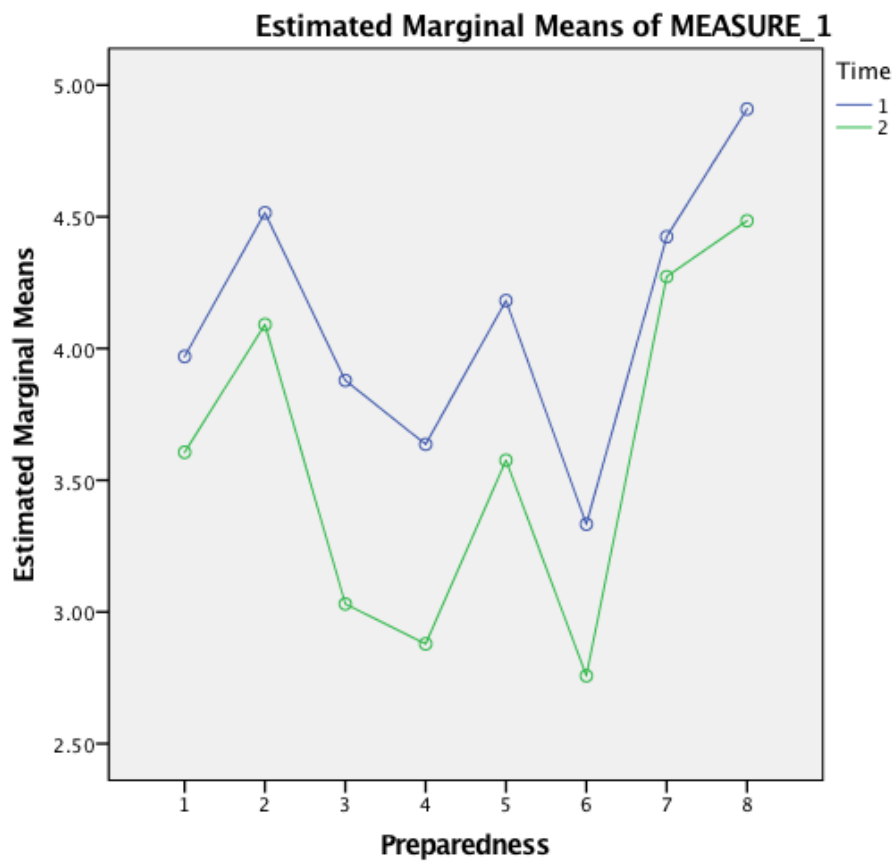
(I) Preparedness	(J) Preparedness	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	-.515*	.135	.016	-.975	-.055
	3	.333	.150	.944	-.179	.845
	4	.530*	.129	.007	.092	.969
	5	-.091	.218	1.000	-.834	.652
	6	.742*	.218	.050	.000	1.484
	7	-.561	.175	.086	-1.157	.036
	8	-.909*	.171	.000	-1.490	-.328
2	1	.515*	.135	.016	.055	.975
	3	.848*	.159	.000	.306	1.391
	4	1.045*	.142	.000	.563	1.528
	5	.424	.162	.368	-.126	.975
	6	1.258*	.159	.000	.717	1.798
	7	-.045	.150	1.000	-.556	.465
	8	-.394	.128	.121	-.831	.043
3	1	-.333	.150	.944	-.845	.179
	2	-.848*	.159	.000	-1.391	-.306
	4	.197	.117	1.000	-.202	.596
	5	-.424	.235	1.000	-1.227	.378
	6	.409	.232	1.000	-.381	1.199
	7	-.894*	.170	.000	-1.472	-.316
	8	-1.242*	.186	.000	-1.876	-.608
4	1	-.530*	.129	.007	-.969	-.092
	2	-1.045*	.142	.000	-1.528	-.563
	3	-.197	.117	1.000	-.596	.202
	5	-.621	.215	.195	-1.355	.113
	6	.212	.208	1.000	-.495	.920
	7	-1.091*	.176	.000	-1.691	-.491
	8	-1.439*	.189	.000	-2.085	-.794
5	1	.091	.218	1.000	-.652	.834
	2	-.424	.162	.368	-.975	.126
	3	.424	.235	1.000	-.378	1.227
	4	.621	.215	.195	-.113	1.355
	6	.833*	.158	.000	.295	1.371
	7	-.470	.211	.927	-1.188	.249
	8	-.818*	.183	.003	-1.442	-.194
6	1	-.742*	.218	.050	-1.484	.000
	2	-1.258*	.159	.000	-1.798	-.717
	3	-.409	.232	1.000	-1.199	.381
	4	-.212	.208	1.000	-.920	.495
	5	-.833*	.158	.000	-1.371	-.295
	7	-1.303*	.195	.000	-1.966	-.640
	8	-1.652*	.189	.000	-2.296	-1.007
7	1	.561	.175	.086	-.036	1.157
	2	.045	.150	1.000	-.465	.556
	3	.894*	.170	.000	.316	1.472
	4	1.091*	.176	.000	.491	1.691
	5	.470	.211	.927	-.249	1.188
	6	1.303*	.195	.000	.640	1.966
	8	-.348	.120	.187	-.758	.061
8	1	.909*	.171	.000	.328	1.490
	2	.394	.128	.121	-.043	.831
	3	1.242*	.186	.000	.608	1.876
	4	1.439*	.189	.000	.794	2.085
	5	.818*	.183	.003	.194	1.442
	6	1.652*	.189	.000	1.007	2.296
	7	.348	.120	.187	-.061	.758

Based on estimated marginal means

*. The mean difference is significant at the

b. Adjustment for multiple comparisons: Bonferroni.

1 = Behaviour management; 2 = Classroom management; 3 = Additional Learning Needs (ALN); 4 = Vulnerable learners; 5 = Workload; 6 = Work-life balance; 7 = Collegial relationships; 8 = Relationships with pupils



1 = Behaviour management; 2 = Classroom management; 3 = Additional Learning Needs (ALN); 4 = Vulnerable learners; 5 = Workload; 6 = Work-life balance; 7 = Collegial relationships; 8 = Relationships with pupils

Well-being & Time

Pairwise Comparisons

Measure: MEASURE_1

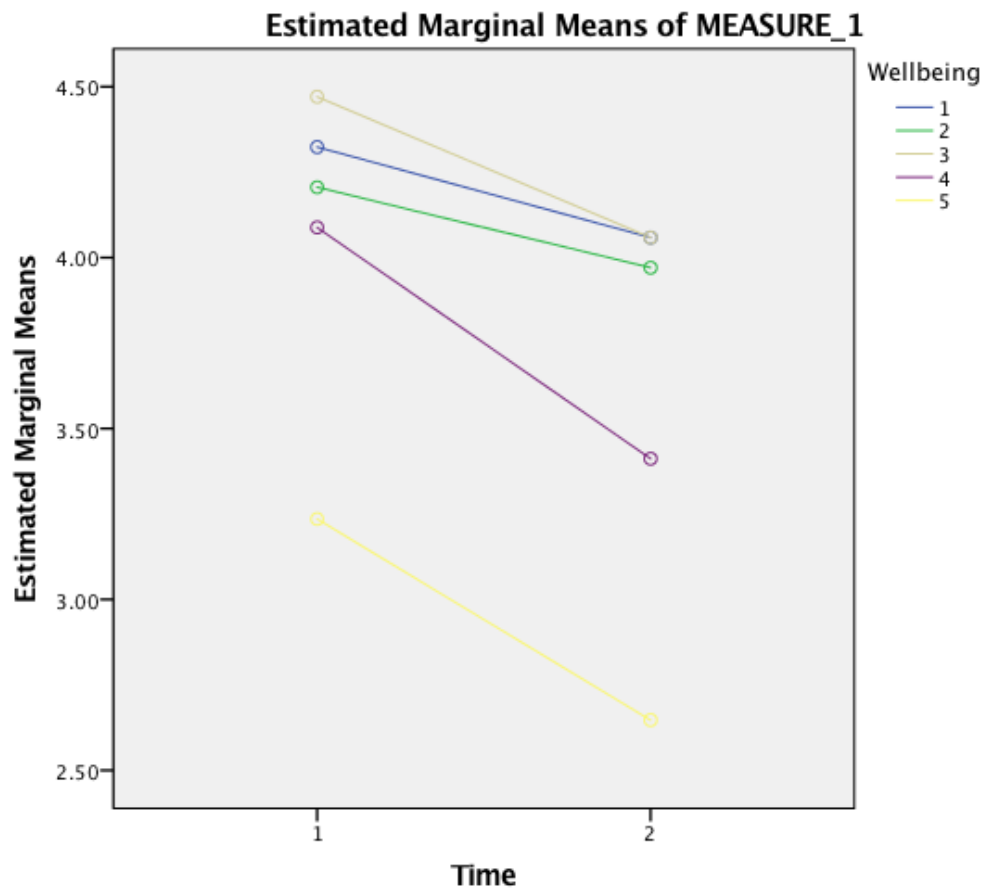
(I) Wellbeing	(J) Wellbeing	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	.103	.135	1.000	-.303	.508
	3	-.074	.130	1.000	-.466	.319
	4	.441	.193	.290	-.140	1.022
	5	1.250 [*]	.165	.000	.753	1.747
2	1	-.103	.135	1.000	-.508	.303
	3	-.176	.154	1.000	-.638	.285
	4	.338	.204	1.000	-.277	.953
	5	1.147 [*]	.188	.000	.581	1.713
3	1	.074	.130	1.000	-.319	.466
	2	.176	.154	1.000	-.285	.638
	4	.515	.209	.194	-.116	1.145
	5	1.324 [*]	.199	.000	.725	1.922
4	1	-.441	.193	.290	-1.022	.140
	2	-.338	.204	1.000	-.953	.277
	3	-.515	.209	.194	-1.145	.116
	5	.809 [*]	.162	.000	.321	1.297
5	1	-1.250 [*]	.165	.000	-1.747	-.753
	2	-1.147 [*]	.188	.000	-1.713	-.581
	3	-1.324 [*]	.199	.000	-1.922	-.725
	4	-.809 [*]	.162	.000	-1.297	-.321

Based on estimated marginal means

*. The mean difference is significant at the

b. Adjustment for multiple comparisons: Bonferroni.

1= Support; 2 = Communication; 3 = Feeling listening to; 4 = Coping with pressure/stress; 5 = Self-management strategies

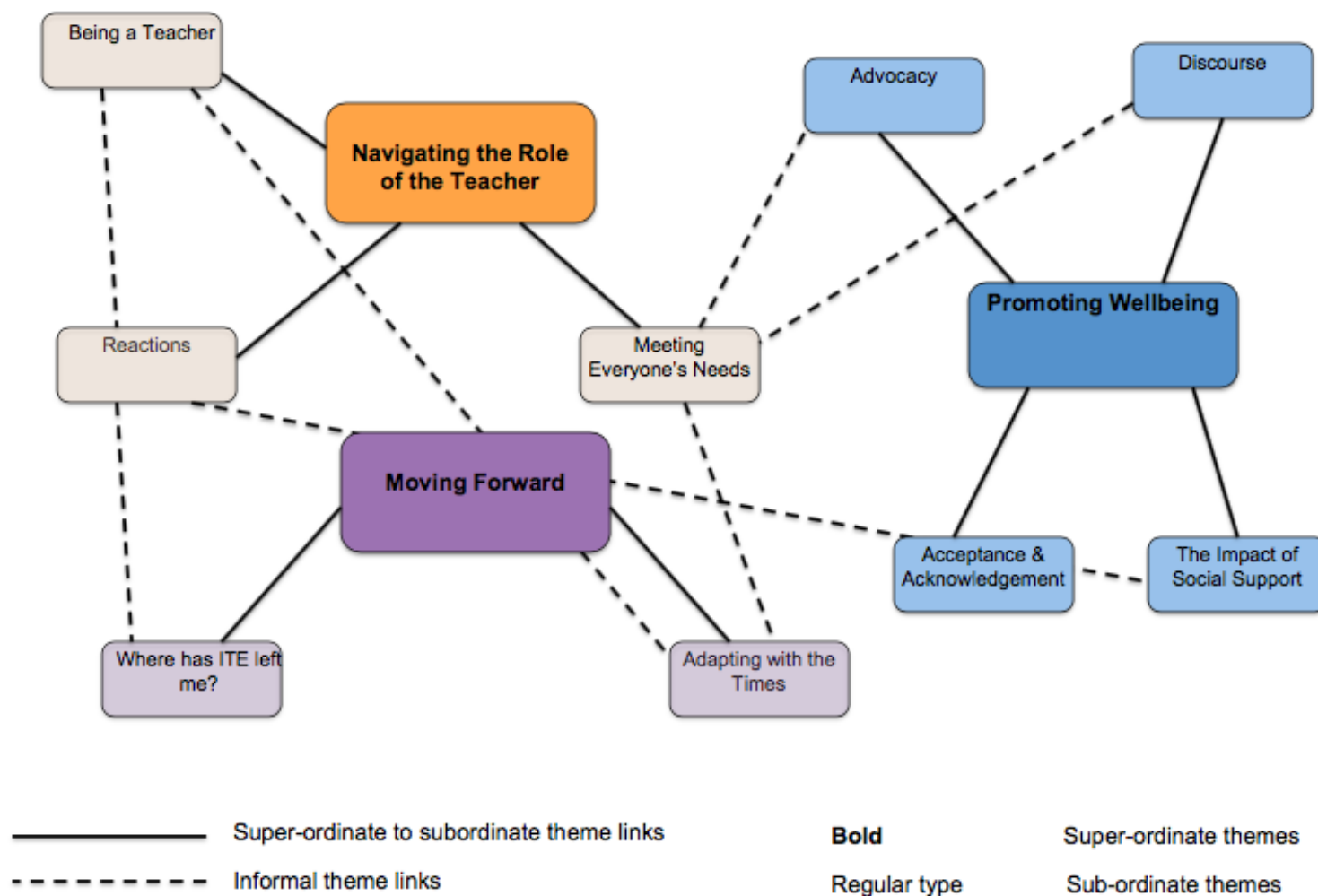


1= Support; 2 = Communication; 3 = Feeling listening to; 4 = Coping with pressure/stress; 5 = Self-management strategies

Appendix 29: Time 2 Wordcloud Supporting Quotations

Word	Supporting Quotations
Behaviour + Management	<p><i>Best aspects of ITE:</i></p> <ol style="list-style-type: none"> 1. "Managing poor behaviour from experiences on teaching practice...A range of behaviour management skills." 2. "A couple of behaviour strategies." <p><i>Areas in need of improvement:</i></p> <ol style="list-style-type: none"> 3. "How to effectively manage behaviour in the classroom (useful strategies)."
Planning + Lesson	<p><i>Best aspects of ITE:</i></p> <ol style="list-style-type: none"> 4. "...planning lessons and the benefits of being prepared." 5. "Delivering exciting lessons." <p><i>Areas in need of improvement:</i></p> <ol style="list-style-type: none"> 6. "How to teach effectively all the time not one off amazing lessons."
Work + Workload	<p><i>Best aspects of ITE:</i></p> <ol style="list-style-type: none"> 7. "It prepared me for how much work I would need to take home evenings and weekends." <p><i>Areas in need of improvement:</i></p> <ol style="list-style-type: none"> 8. "The stress of the workload." 9. "Good work-life balance management."
Pupils	<p><i>Areas in need of improvement:</i></p> <ol style="list-style-type: none"> 10. "More contact with ALN pupils and support in how to effectively support their learning." 11. "The university failed to teach me how to effectively/efficiently assess learning to ensure pupil progress."
School	<p><i>Best aspects of ITE:</i></p> <ol style="list-style-type: none"> 12. "Variation in teaching styles between schools." <p><i>Areas in need of improvement:</i></p> <ol style="list-style-type: none"> 13. "Schools don't want to pay to send us on courses when we have just come out of training we should already know these things." 14. "I'm working in a specialist support high school and have just written an IEP for each child. Course does not teach things you what you need."
Relationships	<p><i>Best aspects of ITE:</i></p> <ol style="list-style-type: none"> 15. "How to develop relationships with local schools." 16. "It showed me the importance of developing relationships with pupils e.g., it will help to control classroom behaviour." <p><i>Areas in need of improvement:</i></p> <ol style="list-style-type: none"> 17. "I was placed in schools where I knew pupils due to family relations, which sometimes made building relationships with other teachers difficult."

Appendix 30: Time 2 Thematic Map



Appendix 31: IPA Analysis Extracted Quotes – Time 1 and 2

Super-Super Ordinate Theme: Communication & the Intercommunication of Expectations

Sam – Time 1	Sam – Time 2
<ul style="list-style-type: none"> • I don't think that they know what we should be able to do. What we should realistically be able to do. They expect too much and it knocks your confidence. Maybe the university need to be clearer with the schools on what they can realistically expect. • I think as well, the standard of the class mentor. I know that they put on mentor training but not all come. So a lot of them don't know what they're doing, or what they should do to be a good mentor. I think they need to ensure that all mentors come to the training so that they know what's expected of them and what's expected of us. • They need to be more motivational...they need to be saying "Yes it is hard but you're all doing well and you'll be fine". • My teacher expected me to know a lot and to be able to deliver a lesson and well, I hadn't had any experience of teaching at all so I was are very overwhelmed. • She was constantly like "Well, you're not doing this right" and I don't think the course makes you feel supported in that way. They just expect you to be able to do it and half the time you can't. • I think the university expects it sometimes too though. They think that they've chosen people to be on the course who will automatically be really good teachers. I'm not sure then how much they feel that they need to do to support us. • They said "Well we can't guarantee that." I don't even think they took it into consideration. I think that's something they should try to do. • They kind of just seemed like they just expected us to get on with it no matter what because "This is what the course is like, it's difficult, so toughen up" basically. If you don't have that kind of mentality where you're quite independent and can just deal with issues yourself then it can get quite difficult. 	<ul style="list-style-type: none"> • If you're struggling then it doesn't help if someone is just like "Man up". I feel like they could have been like "Yes, it's a tough year and there will be times when you feel like you can't do something but you can come and see us if that's the case. We're here to help you. Rather than "Well if you can't manage now then good luck because it's all down hill from here basically."

Kerry – Time 1

- The placement schools...in one, my Year 5 class, she went through the class list with me and we talked about any issues that might affect their engagement in class...So that helped me to know when he react or respond to that pupil. That teacher was really good with helping me with that.
- ...She did always remind me that I was doing more than expected. So I think that was her way of saying don't push myself too much and don't do more than I needed to.

Charlie – Time 1

- In the second school she made me feel at ease. The teacher said "Don't worry it's something that's difficult to know sometimes."
- I'd told her all my concerns about the teacher not being in the class but nothing ever changed. Either there was an attitude from the school of "Well we're not listening" or nothing was ever said.
- With the second tutor I just felt like they had a much calmer attitude, a much more realistic attitude regarding what a trainee teacher should realistically be capable of. He was a lot more approachable.
- Maybe there just could have been more contact between the uni and the schools.

Ashley – Time 1

- It's a big responsibility and we're just expected to know every little thing about being a teacher but we don't.
- On placement, yeah, it was good actually because the mentor told me things like "This child responds well to this" or "This child won't do that but he'll do it this way" so that was quite good having some background information on the children so you could differentiate then according to their needs.
- I think it was just expected that if we had any problems that we'd let them know. Whereas it would have been nice if we'd had more meetings with our

Kerry – Time 2

- I think it would have been nice just to have some more reassurance about taking some time off now and again and that other people have done that in the past and still passed the course.
- I think it was a bit heavy in terms of scaremongering. That sounds awful but when I think back to it, it really was scaremongering. It was all...the first day was very negative...I remember coming home that first day thinking "I can't do this if this is going to be my life for the next year" because it was all very negative and that's not me at all.

Charlie – Time 2

- There should be more of a focus with the PGCE on doing supply teaching. In terms of what's expected of you when you're on supply, or what will be expected of you. Because it's one thing going into the same school, but when you're going into lots of different schools things change.
- I know I can't expect to be an expert on Autism but I did expect to at least feel like I knew a bit more about it...I mean that I expected to feel at least a bit more prepared and confident with how to teach pupils with Autism and I don't.
- There aren't many other jobs where you'd train by spending a few weeks at university then go and get some actual experience and they'd all expect you to be an expert from day one but I feel like that happens in teaching sometimes.
- Negative attitudes or criticism aren't helpful in any situation. I think there needs to be a greater recognition of the fact that it's a training course, especially in terms of schools.

Ashley – Time 2

N/A

tutors.

- I don't know if my senior mentor knew that that could have been her role, or whether she just saw herself as an additional point of contact, so I don't know how well the uni work with senior mentors too. I don't really know whose fault that was.

Morgan – Time 1

- There wasn't an outright "This is what you should do and this is what you shouldn't." It was a bit vague and it depended on the mentor as well. What they would allow you to do and what they would be happy for you to do.
- It was just said "Oh he's got problems, we know he's got problems, don't worry too much about him." It wasn't really talked about. It was a bit frustrating.
- They would just say "He's got his problems." So I didn't press them on it. But it was a bit of an odd situation where they wouldn't talk about it openly.
- They were so vague about what they wanted us to do. It was confusing for us trainees and for the placement schools I think. So there was a bit of miscommunication there between the schools, the course and us. So definitely a lot more communication needed about what was required.
- ...she was very reluctant to talk to me about things. She'd never give time to talk to me about anything. Being able to talk to her about any issues I had just didn't happen. The only formal lines of communication I had with her were after the lesson observations.
- There was an instance where I asked her to look at a lesson and just to tell me what went well and what didn't...a couple of things. But she sat down, got all of her observation sheets out and marked everything and that formality really broke down the communication barrier I think.
- The communication between the tutor, the mentor and whoever is running the course needs to be more uniform and everyone needs to stick to what's being said.
- Communicate more effectively with students, mentors and senior mentors so everyone knows what's expected of them.
- They need to communicate much better and state clearly what students should be doing, what experiences they should have and what best practice for mentors is considered to be. They need to discuss those things with

Morgan – Time 2

- I think it's something that they were expecting you to do on placement. They could have had different ways for us to develop relationships with pupils.
- The communication was quite bad I think...as far as I understand, the senior mentors can come out and do some training at the university in terms of how the university would like them to mentor and that gets passed down to the class mentor.

school. Things like how mentors talk to students about issues outside of the formal observations to support them in other ways. Everyone needs to be clear on their role.

Jude – Time 1

- More discussion with the school so that when students turn up the schools, schools will have structured what they will do with us during the first two observation weeks.

Super-ordinate Theme: Navigating the Teacher Role

Sub-ordinate Theme: Being a Teacher

Sam – Time 1

- I think they're more concerned with you understanding how difficult it is but don't place enough emphasis on making sure that you feel OK. They just plonk you in front of the class and just expect you to be able to teach.
- My teacher expected me to know a lot and to be able to deliver a lesson and well, I hadn't had any experience of teaching at all so I was are very overwhelmed. I think that because of that, the less confident I got.
- Teaching is only one side of the lesson isn't it? It's all the other things to worry about and I think they just throw you in at the deep end.
- When you're on your first placement you don't really want to go to another member of staff or to the head teacher because you feel like you're overstepping the mark a bit.

Sam – Time 2

- I was booked in for one day of supply and I didn't have to do it (Laughs).
- I think when you apply for teaching jobs now, you're up against so many people. People who have had year's worth of supply teaching. As an NQT, I didn't think I was in a very good position to apply for jobs anyway.
- I hear a lot of horror stories from my friends (Laughs) so I'm kind of glad now that I don't have to do it.
- ... just things like you turn up and there's no work for them or getting put in the most horrible classes, not knowing anything about them and just having to crowd control all day.
- I know a few of my friends who have full-time jobs now who are under so much pressure. I just feel like they give NQTs quite a lot of work.
- ...it depends on your class mentor, and how much responsibility they'll give you. Like if on Monday you were allowed to take the register but then for the rest of the week you weren't then you kind of get a taste for it but you're not fully experiencing the teacher role.
- I feel like the range of experiences that they wanted us to get were more like a shallow...I can't really think of the word but like not going deep into teaching itself just like 'Oh you've grazed the surface now' and I think that's maybe why NQTs struggle when they do get jobs because all of a sudden it's like 'Oh my gosh I have so much to do and I didn't realise all of the other pressures that would be placed on me.' That's one of the main issues I think.

<p style="text-align: center;">Kerry – Time 1</p> <ul style="list-style-type: none"> • I feel a bit more in control of the children, like I was on top of things so that was really helpful. • I think maybe that some schools were concerned about confidentiality and students or were worried about how some parents would react to us being there. But then it didn't really seem fair that not everyone could go. • I think it was probably about not being overly friendly or informal too and remembering that we're on a training course and we're not necessarily part of the school team; even though they did say we should try to be part of that too. So I suppose it was a bit...a bit contradictory really now that I think back. • They'd even do silly little things for me like tidy up the class and tell the children to be on their best behaviour because my tutor was coming in. They were really helpful. <p style="text-align: center;">Charlie – Time 1</p> <ul style="list-style-type: none"> • We were included in everything, down to going to lunch, meetings and our views seemed to be considered...me and my colleague who were both students in the school. I said on several occasions throughout, I felt like I had a job there. I felt like I was employed by the school albeit not getting paid. It felt that way. Whereas in the other school it felt very much like "You're just a student. Do what I say." • I didn't feel at all in the second school that there was this "Me master: you student" sort of attitude whereas I did in the first school. I don't know whether that was because of me, because my confidence was dropping down or... but it was difficult for me to voice my concerns in the first school. • How are you supposed to say "I'm not here just to cover your class while you go off and do your other work"? • It's very difficult for anybody unless you're super confident, when you're out in a school for eight or ten weeks, to go on to school staff and say "I don't feel like I'm being adequately supported here." Because you run the 	<ul style="list-style-type: none"> • It would have just been too much for me for someone to say "Right, here's your own class and you're fully responsible for them" <p style="text-align: center;">Kerry – Time 2</p> <ul style="list-style-type: none"> • Luckily for me, my school are really supportive. But there might be schools out there who aren't as supportive and they might expect you to come off a PGCE, being newly-qualified and knowing how to do all of these things? • If anything, in my first few weeks of teaching, I was trying to keep up that PGCE workload, because that's the expectation of teaching I had, and teachers in the school have said 'You don't have to do that much. Now that you've done the PGCE, you can lower the workload.' <p style="text-align: center;">Charlie – Time 2</p> <ul style="list-style-type: none"> • Certainly the people that I've spoken to have said, it's a bit of a right of passage really going through supply teaching. • ... there are other children who have issues going on at home perhaps that we haven't really been prepared for. It's even more of a challenge on supply too when you don't have that knowledge or relationship with the children. It's a case of dealing with it on the hop. • The other thing I don't really think it prepares you for is your inability to switch off from teaching as well. That's something I've found. Even on supply, I'm going around shops thinking 'Oh that would be nice for school'. You don't really ever switch off. How that will affect me going forward, long term, I don't know. It might lead me into some sort of fatigue or something, I don't know. I don't think that's a good thing really. • I also felt like 'How can this poor kid carry on like that? He must be so unhappy with something' but I was at a complete loss as to how I could help in any way.
---	---

risk then of sounding a bit outspoken.

Ashley – Time 1

- But when you have your own class, you're just expected to know exactly what you're doing from day one.
- ...it was almost like I was the teacher rather than the student. But at the same time, I knew she was watching me so if I was doing anything wrong she could come and tell me about it.
- It's a big responsibility and we're just expected to know every little thing about being a teacher but we don't.
- I think classroom management and managing behaviour is an issue for any teacher. It doesn't matter if you're a brilliant teacher, there will always be some children who are challenging.
- I think they just saw me as 'the student teacher' really.

Ashley – Time 2

- I've been doing supply work. I've been quite enjoying it actually, going in and having to not plan or anything. That's been good. It's been so nice leaving at four or half four and not having to take any work home.
- Being a supply teacher is quite good actually, in terms of classroom management things that we've learned. Not so much the university side but the placement side, and seeing techniques other teachers used. I just jotted those down and I just use those now in my classes. So it's been good in terms of that.
- I would say, even without doing the course, apart from classroom management, that most people could go into the course and teach what had been left if the materials were there.
- ... because there's a lot that a supply teacher is expected to cram in during the day anyway, I found that there's been very little time for me to try those relationship building type things anyway. You just have to kind of go in and get on with whatever's been left for you by the class teacher.
- But in general, I've found that schools are a lot nicer to supply teachers than they are to trainee teachers. My friend has said the same thing as well. As a trainee teacher they were a bit frosty with me but as a supply teacher I've found that they're a lot nicer.
- I know teachers are stressed but it's not really the same type of stress.
- I think it's just teaching in general, if there wasn't so much pressure on teachers in general, from the government and things I might think about it. I do like teaching but it's the pressure.
- Just the amount of work you have to do. A lot of teachers have said to me that they used to really enjoy it but now there's so much paper work that they don't enjoy it.
- ...people haven't been warning me not to do it (Laughs) but a lot of teachers don't seem to enjoy it all that much (Laughs). Well they enjoy the teaching part but not the rest that comes with it. I think it depends a lot on the school as well.
- I think it's the profession itself that's put me off teaching, not really to do with the course I guess.

Morgan – Time 1

- Maybe it was my experience but the things we were told to do, it just wasn't like a real teacher's experience...
- There wasn't an outright "This is what you should do and this is what you shouldn't." It was a bit vague and it depended on the mentor as well. What they would allow you to do and what they would be happy for you to do.
- The first placement, it was quite a difficult class to manage. I tried strategies the teacher used which didn't really seem to work when I did them.
- That would have been useful for us and for the schools as well I think. To make them aware of how important it is to make students feel comfortable. Not to be friends with the students but obviously some staff are friendly with each other because they know each other well and I don't think students get the same sort of treatment sometimes.
- That second placement was...the workload was huge. I was up until midnight working sometimes; two o'clock in the morning in some cases. There were some instances where I thought that this just isn't healthy. There was no work life balance.
- My understanding is that, for the first few years of the job that this is what a teacher's life is like. So the course does prepare you for that just because you have that huge amount of work to do. What I'm not so sure about is whether it's a good thing...for a teacher to be so laden with work.

Jude – Time 1

- It's an always-learning career though; I'm aware. You'll never know everything.
- It was like "This is your job and you've got to plan yourself to make sure you get it all done." It wasn't as focused on a work-life balance. It was more about the work and getting everything done no matter what.
- But there was nothing that I could do because the class teacher was happy with the system that they already had, so then I just didn't know what else to do. So I just left it and kept quiet and thought "Ok, I'll just

Morgan – Time 2

- I've been able to find out what they've been doing from another teacher. There was someone to go to work that out.
- I'm imagining having my own class would be a lot worse. Dealing with parents and children with additional needs...if you have very weak children in your class or very strong children as well.
- ...on paper they did prepare you for ways you might differentiate but it sounds easy like it would all just go to plan wouldn't it but that's not guaranteed to be the case. You'd have to have a very well established system with your class which would take time and would depend on them all being ready to learn too.
- As a supply teacher, it's different. You don't know the children so if something does need extra differentiation from the work that's been left you have to do that on the hoof.
- I've been in one class and I found myself really out of my depth. I was very unfamiliar with leading a class that young.
- I was asking for resources that would enable me to free up some time and I was told 'Oh no, you shouldn't be doing that. You should be getting your own resources, making your own resources' and I just thought 'Ok, I won't ask for anything again then'.
- I don't know how that would be with a full-time job, with the stress...what the effect would be on my relationship with the pupils. Personally, I don't flourish under huge amounts of stress.
- I think all teachers...that's their aim, to manage the class as best as possible, to get the learning done and the curriculum covered. Because they're under pressure, I think that's the main focus or the crux of the job...to be able to manage the class to enable them to learn and to get them to do what you want them to do as it were.
- I've been told that teachers are quite supportive of each other, that they'll help each other out, but not so much for students in my experience, half of the time.

<p>know next time to gain more control at the start.”</p> <ul style="list-style-type: none"> • I don't think there was anything intentional in it. It just felt like they hadn't considered me, which felt a bit...not very nice. • ...they were very much like, “You're only learning to teach, you're not a fully fledged teacher yet. We don't expect you to be doing everything perfectly and don't be too hard on yourself if things go wrong.” • It was very nerve wracking. You know that the tutor is there purely to observe you and you have to do well really. So yeah, it was very nerve wracking, as you'd be stressed enough anyway and then you'd have that observation on top of you. 	
<p style="text-align: center;">Sub-ordinate Theme: BT's Needs</p>	
<p style="text-align: center;">Sam – Time 1</p> <ul style="list-style-type: none"> • I just think that they worry too much about how they look and how good their teaching is...rather than how we're progressing and how we feel. • Obviously literacy and numeracy standards are very important and if people are struggling then there is the support here for that, but I think they just focus too much on the subject side of it. Maybe they've been told “You need to focus on subject knowledge more”, but in terms of the other aspects like behaviour management, or doing teaching as a career, there's not that much preparation. • More strategies so like, attention grabbing strategies, or scenarios like “What would you do if a child threw a chair across the classroom?” Even now, if a child did that I would deal with it but I wouldn't know if that was the correct way to deal with it. • If you go into someone else's class, you don't really have the freedom to just implement everything that you want, especially if the teacher is quite restrictive or set in their ways. • In terms of our well-being, I don't really think they care about how well we're doing in ourselves. I think they mainly care about how good our results are. • It's frustrating when you're trying to balance everything and you're feeling stressed, to come in and think that what you're doing...that not a lot of thought has been put into whether it will actually be useful or helpful. It's just so that you're there and they've ticked a box. You're just there for a long lecture and you have so many other things to do. 	<p style="text-align: center;">Sam – Time 2</p> <ul style="list-style-type: none"> • I feel like they could give you more opportunities to assume the role of the teacher more. • Maybe they could be more consistent across schools in how much responsibility you're given, and maybe do it a bit earlier on in the course. • We could have had more workshops, training, speakers or even just asking us to work together to share examples and ideas of good lessons. That would have made us more well rounded as practitioners I think. • They place a lot of emphasis on literacy and numeracy, which is important but then sometimes if you had to teach a geography lesson you wouldn't know what to do because we hadn't had as much time on that. • I feel like they could give you more opportunities to assume the role of the teacher more. • If I'd been doing it for a longer period of time then I would have felt more confident in myself that I'd made that difference and they made that progress because I was teaching them. So yeah, if they'd made that final placement longer then I would have felt a lot more confident. • Taking assemblies is important and that's good practise, but I think there are other things we could have been given more responsibility for. Like if we'd had to assess pupils over a longer period, or just the things that you can't really plan for. That would have been a better use of our time. • I think like interacting with pupils more, or just spending as much time with them as possible because that's how you learn. The more time you spend with pupils, the wider your experiences become.

Kerry – Time 1

- We didn't really get any practical strategies or any information on how to deal with it. I think that would have been useful.
- It was really good to have video examples and things so we could see it working in real life.
- That was quite challenging because I wasn't really told how to deal with him necessarily. It was something I had to work out on my own as the weeks went on.
- I think maybe with deadlines they could have been a bit more appreciative of our stress levels. It just wasn't spoken about.
- They said to us that we should always have free time and we should always make free time but I don't think it was always...like, there was no time really. Actions speak louder than words and I don't think they were always aware, or always acted on that.
- We had a lecture, I think, before we went into schools, which was very brief. We didn't actually get a detailed lecture until the last few weeks of university after the placements had finished, which was a bit confusing.
- The course should think a bit more about that so that they're covering all bases really and making sure we get enough coverage on everything or even pointing us to where we can get more information or support should we need it.

Charlie – Time 1

- She just left me to it so it was almost like I was the teacher rather than the student. But at the same time, I knew she was watching me so if I was doing anything wrong she could come and tell me about it.
- ... just this sort of attitude about involving parents in children's learning and how they can support them...there could have been a bit more but I think the general idea was there. I think that's a really valuable thing and it's something that my second placement has prepared me well for. Especially being a parent myself.
- ...perhaps an over-emphasis on some of the modules...especially the literacy and the numeracy sessions.
- But lots of it was very dated, there were things that I just wouldn't use at all. To use a bit of slang, it was a bit of a waste of time really. There

- ... give us a wider range of opportunities to gain experience.

Kerry – Time 2

- ...it would have been helpful if they'd spoken to us more, obviously they can't cover every single additional learning need, but spoken to us more about the signs to look out for and different strategies we can use to help them to progress. We didn't get much of that at all in uni.
- I think it would be better if they'd talked more about the people who done PGCEs and gone on and got jobs or done something else good out of it so there's more of a positive approach. Like saying 'It may seem tough but all of these people have done it and all of these people are teachers so you can do it too.'
- ... lots of ways it was just too little, too late. We'd already been on placement and we could have already missed things that we might have been aware of if we'd had the lectures at the right time.

Charlie – Time 2

- I also think there could be more emphasis on...not so much SEN but the emotional well-being of some of the children. I've come across that a few times already on supply... I had an issue like that just before half term and I was thinking, 'I'm not prepared for this sort of thing. How am I going to deal with it?'
- There's this thing about inclusion that the course continuously mention, but I don't think they do enough to support us in achieving inclusion. It's not just an attitude. You can have the inclusive attitude but if you don't have the skills or knowledge behind you it can fall to pieces. Then you haven't got inclusion.
- There was a workshop I could have gone on to do with ALN, but I wanted to go on a different workshop which was happening at the same time,

were things that they were getting us to make and I just thought “I don’t really think this type of thing would engage children.”

- I thought yes well I get that these children need to be included, I understand that, but how do I do it? The ‘how’ seemed to be forgotten about.

Ashley – Time 1

- ...we didn’t have a lot on how we would go from being a student to being an actual teacher.
- It might have been nice to have had something on what to do in a new school. All about classroom displays or something like that. Because I’d feel really nervous about what to do if I went into a new school now. How to set everything up. I wouldn’t know where to start.
- ...if I start a job...I don’t know if we still have a mentor, actually? But it would be nice to have one to ease us in.
- I’d want to make sure that I’m covering the right things and doing things correctly. I wouldn’t want to make any mistakes.
- I think if I’d have said things I’d been finding difficult that week, maybe classroom management. Then if she had listed a few strategies I could have tried them out and we could have spoken about them the next time around. I would have been much happier.
- I also think it would have been helpful for us to have the opportunity to try out different strategies and then to reflect upon them, maybe in an essay, about what worked or what didn’t work and to think about why.
- So if we were tasked with trying different ones and then having to come back as a group maybe and think about them and reflect on what worked,

because it fitted in with what I thought was important to me as a teacher at the time, but I think there should be an opportunity for everyone to go on the two day ALN workshop.

- I think there could have been, for want of a better phrase, some more tips on it really. Some pupils, some pupils are naturally easier to get on with than others. I am finding that some pupils are withdrawn and quiet and we could have had more preparation on that sort of thing...
- I think more on that would be really helpful. On engaging children like that even if it’s to build up the relationship, build some trust as opposed to getting him working flat out. It was clear that was an emotional thing but I didn’t know how to handle that at all.
- Maybe it would have helped if I’d let the class teacher deal with those issues but then had a conversation with her afterwards about what was going on, what could I do to be a bit more proactive in supporting the pupil in the classroom. Rather than just ‘Leave it with me’.

Ashley – Time 2

- We sort of had a few days on that (ALN) at the end of placement last year but I think there needs to be more on that, more of a focus on it throughout the whole year.
- Perhaps just giving us tips. Like if there is a difficult child in the class, ways to speak to them and get them involved and what we should do. Or show us something, even if was a short video or something of a teacher who had a positive relationship with a pupil.

or what didn't, then that could have reinforced it more maybe.

- It would be nice to be eased in somehow because I don't feel like I know what I'm doing yet.
- ... in uni we only got taught about classroom management in April, which was quite late. In uni we only got lessons on SEN children in about April too. So that would have been better earlier on in the year too.
- I think maybe we could have been told about more games and things that we could play with them; just anything that we could use to engage those children more. The classroom management ideas we were given were just general...
- I didn't actually teach any dyslexic or autistic children but in uni they gave us good ideas but it wasn't until April so it was too late.
-

Morgan – Time 1

- In that instance, the class teacher sat down with me and we thought about "Ok, how can we incorporate him more into the lesson?" and things like that. In that instance it was useful. He wasn't sure what to do about it either because this boy wasn't producing any work for him either so we had to think about something together.
- The second school could have done a lot more. It could have started with just talking more about children with ALN, being more open about it. It was a surreal experience.
- ...in that ALN week we had, there was a day on different strategies you would use to manage a class...the class as a whole...classroom management. That was useful because they gave us these booklets.
- He would get me to reflect on it rather than telling me critically what I needed to work on...
- ... we could have done it more informally and chatted about what worked and what didn't and had more of a chat about it. That's what I wanted.
- The other trainee, he was ok and was getting much more support and more help. He would get...well his mentor wouldn't check his work. Mine, she would check my work, all of my work from the previous day and make sure there weren't any spelling mistakes and things like that. He would just get "Yeah that's fine, you'll just get assessed on the observations." So he could make more use of the time with his mentor on

Morgan – Time 2

- Workload...the course does prepare you to deal with the workload. What it doesn't do is teach you how to deal with that efficiently or very well. I think we need tips to try to circumnavigate all of the menial jobs that teachers have to do, that aren't essential but they are there.
- They didn't shy away from it but they didn't go in-depth as to how you might manage a wide variety of needs.
- I think something needs to be put in place where we do have a broader understanding of the whole (school) year. Like we could build it up.
- There's a big chunk of time in schools that we miss out on on the course, which is probably, the key time.
- But that's a big weakness of the course I think, we only did...last year they did more than the previous year where there was very little, or maybe nothing at all, so we went in to other year groups and asked questions and taught one lesson at the beginning of the second placement, in your favourite subject...
- I don't feel like there's any focus on that on the course. There's no...they even discourage collaboration for formal work like lesson plans because that's 'cheating' or something (Laughs).
- They did talk about it in the university but they didn't really give you any skills to do that. I think it's something that they were expecting you to do on placement. They could have had different ways for us to develop relationships with pupils.

other things then I suppose like how to develop his teaching rather than the only contact time being about evaluation. He was having quite a good time then, quite a relaxed time, but still getting the right support.

- Those things, how you be a tutor and how you be a mentor, they need to be uniform and consistent.

Jude – Time 1

- Just more information on it really, especially SEN. More information on what you can do...on the different aspects of it and how to differentiate effectively. Just more input and information on it really.
- Just like, when they talked about Autism for instance, they could have gone into more depth on it and talked about the best ways that you can teach children with Autism or strategies that you can use.
- I wasn't talked through exactly how to deal with issues it was just "Send them to their safe place." It was no...there was no "Include them in your teaching plans and you've tried one way, this is maybe a better way." There wasn't the support there almost.
- We had an hour and a half lecture on SEN altogether. So that's not enough time to go into it. It was broad, very broad.
- I feel, from the university perspective, as I said, we only had one lecture, which isn't enough to cover even the basics of it.
- You're dealing with behaviour management and SEN for the first time and differentiation. I feel that a sharing of resources, not spoon-feeding, would have been welcomed.
- I couldn't really teach effectively when I'd just offloaded about this incident that had happened. She did come back, and it was all fine in the end, but maybe it would have been better if that situation could have been discussed in a separate session with the tutor. But there wasn't time for things like that. It had to be done as part of the observation visit which wasn't ideal.
- She'd give me positive feedback and things to improve almost like 'Two Stars and a Wish' like we do for the pupils. I felt good then and we'd normally agree on what she said. I'd tend to focus on the negative so when she'd say "This was good and that was good" it made me feel like "Good, I am on the right track." If it had all been negative I'd have probably have felt very disheartened.
- ...It's the other things that you need for being a teacher like

- I don't think we went in that deeply about how their backgrounds might affect how they behave in class and what we could do about that. It was more about what type of background they might come from and why children might be taken into care.
- To get an experience of all aspects of school life throughout the entire year rather than having blocks.
- ...to have as broad experience as possible in terms of dealing with children with additional needs, exceptionally talented children.

<p>differentiation, like SEN, like behaviour management that I just feel wasn't... You know, it was brushed over</p> <ul style="list-style-type: none"> • Although subject knowledge is fine, and you can research that yourself anyway, it's the other things that go on in a classroom that, you know, aren't so subject specific that we needed more preparation with. • We did get lots of strategies and information. However, it was half way through the placement. We were all, at this point, busy planning lessons and trying to plan and work out what we were doing. • I feel that the university, although they mentioned it, didn't really give us any strategies or information that we could use. It was just said, "Sometimes you might have an EAL pupil." • I also feel like the mindfulness stuff, the meditation stuff that they had that they could bring it in whilst the PGCE students were there too as opposed to it happening when we just weren't there. 	
Super-ordinate Theme: Looking Backwards & Moving Forwards	
Sub-ordinate Theme: Where has ITE Left Me?	
<p style="text-align: center;">Sam – Time 1</p> <ul style="list-style-type: none"> • My placement before Christmas... I didn't really feel that confident about teaching and I was very wary about standing in front of the class and delivering the lesson. • I think that once I, once I was on my second placement I felt a lot more confident and I felt a lot more prepared. But I wouldn't necessarily say that was due to the course; that was just because I felt like I could do it myself. • I know it must be difficult trying to please everybody in schools but I don't really feel like I've experience being a primary school teacher; I feel like I've experienced been a teacher of six to eight year olds. 	<p style="text-align: center;">Sam – Time 2</p> <ul style="list-style-type: none"> • I am actually doing a tiny bit of teaching now because the project that my boss does is trying to give 16 to 18 year olds more life skills, more employable skills, so I do workshops with them sometimes but it's not the same sort of teaching. I still work with young people obviously but not in the same way as I was trained to do. • I think, when I was originally going to do supply, that was the only option for me because...umm...there are so little teaching jobs out there. • I felt like even though I'd have two long-term placements in schools over the PGCE...I felt like I still wasn't really ready to have a full-time teaching job. • So that put me off applying for full-time teaching jobs at the end of the PGCE as well as the fact that when job adverts were coming up, it was towards the end of our second placement and I just felt like I had too much going on to apply at that point... To be applying for jobs that I probably wouldn't get anyway. So that put me off getting a full-time job. • I didn't actually get into the swing of being a teacher until I was at the end of my second placement because then I was teaching a full-time timetable. Before that I'd only really taught hour lessons here and there.

Kerry – Time 1

- The thing that I don't really feel that prepared for, and this is purely because I didn't have a chance for this on my placements, is teaching children with English as an additional language. This might be an issue now because when I start my job there's a real high rate of that in my classroom. So that's quite scary because I don't feel as prepared for that as I thought.
- I feel sort of...I feel really prepared in terms of behaviour management. I had a lot of lectures on that...easily fifty different ways to deal with children with different learning styles in terms of behaviour management.
- I think I feel quite prepared for Autism, ADHD, that kind of thing. I think I might struggle with dyslexia. I haven't really seen that myself.
- The uni sorted out professional interest days for us. I chose the additional learning needs one so I got to visit a special school which helped a lot. It was really helpful. To see it in practice as well was much more beneficial than a lecture.
- Some people probably got a lot more preparation for working with EAL learners than I did because they were in schools with high EAL rates, but I wasn't. So that's kind of annoying but I know they can't second-guess everything.

So by the time I felt like I had control and I could teach a class full-time that was towards the end of my second placement anyway. I just think that if that was the end of my placement and I'd gone in to a full-time job in September, it would have been a huge jump and personally I felt like I wouldn't have been able to cope.

- I do really miss teaching sometimes now.
- I tutor once or twice a week and that's nice to still have interactions with students and to use the skills I've learned on the PGCE.
- ... they cram so much in to the year anyway and that by the time the end of the year comes around, you're only just finding your feet then it ends.
- I feel like if I was placed in a school where there were really affluent pupils, or pupils who were really deprived then I wouldn't feel as confident as I would if I was in a school that had a similar intake of pupils as I was used to.

Kerry – Time 2

- It's going really well. The last time I spoke to you, it was only meant to be for six weeks but on the last day of term they asked me to stay until July. So yeah, it's going really well and I'm loving it.
- Because my placements were in the same local authority that I've started teaching in, everyone follows the same schemes and uses the same schemes of work that I've been used to so they definitely help me when it comes to things like Big Maths. But if I'd been thrown in to this job without having any prior experience of that then that would have been really...it would have thrown me.
- They taught us so many different strategies and they were so well taught as well that they are adaptable for any sort of situation. Any class and any age. I think that's the best that they could have taught me.
- When they taught us about different teaching styles, and ones that I probably wouldn't have thought about, I've actually realised that what they've said is true and that everyone does have a different teaching style. I think it definitely helped me to develop my own teaching style.
- ...if anything, it definitely prepared me for the workload, in a good way, because I know if I can get through a PGCE workload, the marking and the teaching that I'm doing now is nothing compared to that.
- ...the uni did stress to us that if a kid ever says 'I need to talk to you' that

- I wouldn't say I was more aware of her than the other children but I was more aware perhaps that when she did something good, of the need to praise her to keep building her confidence. That she needed it a bit more. I think I thought of that on my own though, like common sense, rather than the university telling us we should do that.

Charlie – Time 1

- There were a few times where children wanted to play up and things but she gave me enough rope to try to sort it out myself before stepping in. That increased my confidence.
- The course as a whole has showed me what I need to be a good teacher.
- I'd say my confidence in standing up in front of a class is there. Particularly because I'm going to be doing supply next year. I feel like I could walk into any classroom.
- I've got this awareness of praising children as well. It's all too easy to shout...well not shout, but to correct a little one all the time. From one or two lecturers I got the picture of the value of praise. That's something I overlooked before as a real motivator.
- I feel a little bit underprepared for the difficulties I might face when teaching children with additional needs. I think that's because...well the PGCE is a short course so you can't cover everything, but it was a little bit like the university were beating a drum about inclusion... But there wasn't much about how.

it was ok to drop everything and focus on the child. Which was good actually because I've had that happen. I think if the uni hadn't said it was ok to do that then I probably wouldn't have thought it was ok to do that. Maybe before the PGCE I would have just brushed it under the carpet and carried on with my lesson and come back to it at a later time.

Charlie – Time 2

- In the schools that I've been in, the behaviour management strategies that they gave us, I think have worked.
- It's opened my eyes really to that sort of aspect of behaviour management... Whether it would work in more challenging schools I'm not sure.
- I think having spoke to other people, and seen what's going on in schools, that there could have been more on workload.
- I don't think the course is long enough to prepare you for everything. The primary phase is so vast, from Nursery to Year 6. I haven't taught in Nursery and it's not something I'm looking forward to.
- Although he's got a one to one, if the one to one wasn't there, I would find it extremely challenging I think to teach him and to know how to meet his needs along with the rest of the class.
- I've spoken to a few of the boys from the course and they've got full-time jobs, with children in their class who've come from Poland or even with one, a child who's come from Syria, and if that was me teaching those pupils I would honestly not have a clue about what to do. I wouldn't have a clue. I really would feel quite vulnerable myself there, a bit hapless perhaps.
- Now, being put into that environment makes it clear, makes it stand out that we haven't had any preparation for that sort of thing as I'm sure it would have come back to me and I'd have gone to my notes and read up what we'd discussed in that lecture on engaging children because it would have been really useful to me in teaching this kid.
- I think one thing about having the class teacher around all of the time is that you miss out on a lot of opportunities to deal with issues independently... It's helpful in terms of protecting student teachers I

<p style="text-align: center;">Ashley – Time 1</p> <ul style="list-style-type: none"> • I feel quite prepared if I was to be a teacher...a supply teacher. If I was just going in and working with the children. But I think to have my own class... I don't really feel prepared at all. • I feel prepared for some aspects like classroom management and for teaching certain things but I'd be really nervous about having my own class. • I feel like the university prepared us well in that they gave us lots of ideas for certain lessons we could teach. • The teachers would say that I should differentiate three or four ways but it was me who found the ways. I think it was just about being thrown in there and having to get on with it and do it. That's what's helped me feel so prepared. Not necessarily because I had any support with it or anything. • I don't feel that prepared about some things about supply teaching. I won't know the children and I won't know what works with them. • I feel more confident now about singing and chanting, having done it and seen it work. • At the time I wanted more support but looking back now I'm glad because I did it on my own. 	<p>guess and ensuring you're not completely overwhelmed but I've realised now that it means you don't get the opportunity. You're too protected almost.</p> <ul style="list-style-type: none"> • ...the first school...for me, it was disastrous. It was disastrous for my confidence. I can honestly admit to you that there were times when I wanted to cry, a grown man wanting to cry because you're in a situation where you're not getting any support. • I can say that I felt woefully unprepared after that first placement. Gone backwards even. Less prepared than when I was volunteering because of the effect it had on my confidence and my self-esteem. <p style="text-align: center;">Ashley – Time 2</p> <ul style="list-style-type: none"> • Being a supply teacher is quite good actually, in terms of classroom management things that we've learned. Not so much the university side but the placement side, and seeing techniques other teachers used. I just jotted those down and I just use those now in my classes. So it's been good in terms of that. • ...that's probably the main thing that stands out, the classroom management techniques. Things that I've seen on placement and I've adopted now in my practice. • Apart from that, I haven't had any experiences so far of teaching Autistic children, children with dyslexia and if I did, I wouldn't know how to deal with them. • I walked into a class and the teacher said 'That pupil is Autistic' I wouldn't feel confident in teaching that child. I wouldn't feel like I'd know what to do. • Like if I had to go to special school on supply...I probably would go to be honest because then I'd learn from that experience then because we didn't get things like that on the course. • On my first placement, because they weren't that friendly, I go into schools and I'm not sure how they're going to act towards me. So I'm a bit wary. • Now, because I don't have that same amount of work to do it's quite refreshing to not have as high a workload as on the PGCE and to be able to leave the school at half past four. • Last year it really put me off applying for jobs and I know a few of my
---	---

Morgan – Time 1

- I felt like you weren't prepared for the whole responsibility of a teacher. The class teacher tended to want to keep the control.
- On the first placement I had I felt like I was given a lot more responsibility so that prepared me more but on the second placement not so much. I felt like it should have been the other way around.
- If I was dropped in a class and got a job, I don't feel like I'm completely prepared for everything that a classroom can throw at me.
- ...On one occasion this boy was quite down, quite sad and the mentor took over and went to talk to him. I thought that perhaps I could have had the experience of doing that because it might be something that I have to do as a teacher.
- In some ways I think the PGCE prepares you to depend too much on other people, to rely on your mentor. Then you might not know what to do when you're a teacher and you don't have someone to take over when you've got a difficult situation.
- I was anxious because I have a baby at home and stressed, as you are on a PGCE course anyway.
- Throughout that placement I think I had a sore throat nearly every week and it was stress. I was stressed to the hilt.
- The second school had high standards for the students and for the staff as well and that overrode, slightly, how you were developing as a

friends haven't applied for jobs either. It's not really realistic.

- The course...they shouldn't make it as intense because it's put a lot of people off from teaching.
- I think for us, because we had so much to do during the PGCE, when you come to the end you just think 'I don't want a job with that much work for the rest of my life' so it stops you from going into teaching full time I think.
- When I applied for the PGCE, I was toying between the two. I just thought...primary school teachers, you get good holidays and it's a good career path and things like that. But now I just want to go abroad. I was speaking to some people who do it and it sounds a lot less stressful and they really enjoy it so...
- I do feel like, having placements has helped me because I'm quite confident in going in and working in a new school with new colleagues and new pupils a lot of the time.

Morgan – Time 2

- As a supply teacher, it's prepared me pretty well because you're not dealing with parents...you're just in the class teaching whatever the class teacher wants you to teach.
- As a supply teacher, it's prepared me pretty well so far. Just to be able to run and class and manage behaviour and yeah...find resources quickly to get the children working pretty quickly. If I had my own class...I think it would be...definitely more of a workload because you're trying to prepare all lessons.
- I'm imagining having my own class would be a lot worse. Dealing with parents and children with additional needs...if you have very weak children in your class or very strong children as well. That's definitely lacking from the course.
- I guess there are some things that the course prepares you for more maybe if you're going to have a class of your own. I don't think it sets out to prepare you for supply teaching but there are bits that you can apply that are still relevant to supply teaching.
- I don't feel at my best as a teacher, don't get me wrong, but I can manage a class.
- I've been in one class and I found myself really out of my depth. I was very unfamiliar with leading a class that young.

<p>teacher.</p> <p style="text-align: center;">Jude – Time 1</p> <ul style="list-style-type: none"> • I feel like we've been given a realistic picture of the extent of planning and marking that you need to do. • I feel at the moment like I'd be confident to go and do supply teaching in any class. • ...we had this behaviour management day that the NUT put on for us, which was good, but again it was just too...I don't know, not too fast paced, but it was just spread out quite a lot. It didn't really cover much. They wanted to cover a lot but ended up not covering in enough detail then. • The same for other types of SEN. We weren't fully prepared. I don't feel like we had the information needed to go off and teach children with different types of SEN effectively. • Subject knowledge, as I said, is a thing that they did well. It wasn't just about subject knowledge in each lecture too. They gave different strategies and games that you could play with the children too. • I did my own research on it. I found that you gain the most knowledge about things like this from your placement, as this was a very big multi-cultural school with lots of EAL pupils so I feel like I gained a lot of information. But if you weren't in a school like that then that could be quite a tricky thing. • By the second placement I felt more confident and able to say, "No, this is how I want to run this classroom." The first placement, we were only teaching 50% so it didn't really feel like my classroom. On the second placement, we were teaching 70%, sometimes more, so I felt like "Yes this is my classroom and I can go in and this is what I want you to do." 	<ul style="list-style-type: none"> • So one hour throughout the whole...I don't know how many weeks. And it was your favourite subject. So that does not prepare you at all for being in class as a teacher with children who need to do Maths or English in a Foundation Phase way. • I don't know if the course prepares you very well...The thing is, if you're teaching 70% of the classes, all the lesson plans and marking the work then...the placements, you do not get the time to build a relationship with other members of staff at the school...I don't feel. • I definitely feel much more skilled in developing relationships with children now having done supply. Not necessarily through the course. With supply, there's less stress so you have more time. • I definitely feel like that's an area I've improved in from the first placement to the second and to now (Building relationships with pupils). • They did a whole day on different ways of managing behaviour, different techniques for managing behaviour and gave you a booklet. So I think that was very good. In school, you had your mentor to act as a model for how you'd manage behaviour within that particular class and you'd observe other teachers managing their class. I think that was a huge focus. • I think that was a big part of the skill-set that I've left the course with. There was a build up. You'd build that up over the first term and talk about it a bit more after the first placement and you go back to your second placement with another year group and see what the differences are.
Sub-ordinate Theme: Adapting ITE through Awareness	
<p style="text-align: center;">Sam – Time 1</p> <p style="text-align: center;">N/A</p>	<p style="text-align: center;">Sam – Time 2</p> <ul style="list-style-type: none"> • I just think the course takes on way too many students. It's just not viable for all of us to get jobs. Half the time I think they take on too many students just because it's more money for them and they know, feasibly, we're not all going to get jobs and they just don't care about that part.

Kerry – Time 1

- The thing that I don't really feel that prepared for, and this is purely because I didn't have a chance for this on my placements, is teaching children with English as an additional language. This might be an issue now because when I start my job there's a real high rate of that in my classroom. So that's quite scary because I don't feel as prepared for that as I thought.
- I think the PE aspect was helpful. We had a few on PE which were really helpful. Just about how it can help to build confidence in children and help their well-being rather than making children into athletes. Helping children who are quite quiet in the classroom or maybe not being very academic, but when it comes to PE they might get that chance to excel and be the best that they can be.
- ... we never really spoke about teachers. Which is probably a big issue actually because I know that mental health in teaching is a really big issue now in the media and stuff. So it would have been good to have more information on that.

Charlie – Time 1

- ...lots of it probably was common sense I suppose, but at the same time that's quite an important issue in education so we definitely needed more preparation on how to include learners with ALN...
- It can't be like knowing how to address the needs of learners with ALN is optional or a particular skill that only some teachers will be adept in because they have a particular interest in it. It should be all teachers.
- The school were very, very good at explaining things and opening my eyes to how those types of issues affect children's learning.

Kerry – Time 2

- I think it would have been helpful for the university to go through that kind of thing with it. So we're not thrown in the deep-end. So yeah definitely, EAL we could have been prepared a lot better for.
- I definitely think that there needs to be more on ALN and more of a focus on it really.
- I think maybe they could have focussed a bit more on children coming in from other countries. We were made aware of refugees or asylum seekers but I think, with the current situation as it is, that that would have been really beneficial.

Charlie – Time 2

- Perhaps I will say that there should be more of a focus with the PGCE on doing supply teaching. In terms of what's expected of you when you're on supply, or what will be expected of you. Because it's one thing going into the same school, but when you're going into lots of different schools things change.
- Maybe that could be looked at in terms of ensuring the placements that we do have are sufficiently broad. Realistically, I don't think focussing on a particular key stage works in this climate.
- I don't think you can afford to be that choosy with the way that jobs are so ensuring you've had a broad enough range of experiences, so that you're not scared to teach in Nursery or in Year 6, or even if secondary if supply teaching comes up there, is really important. They need to look a bit more at that I think and plan how it can be worked out more effectively given that it's only a year.
- ... it's not just about covering certain things, it's about preparing us for our future careers. If we don't feel that we could teach a particular year group, and a job comes out and we don't feel prepared to apply then I think that says a lot really. It's almost like the rest of your career depends

<p style="text-align: center;">Ashley – Time 1</p> <ul style="list-style-type: none"> • Again, I think it's just dealing with certain children. It would be nicer to have, not just on behaviour management, but more on, not naughty children, because I don't like saying that, but children who don't want to learn. Ways to make lessons more exciting for them perhaps and different ways to teach them. • ...more on children from vulnerable backgrounds to know exactly what to do to support them. <p style="text-align: center;">Morgan – Time 1</p> <ul style="list-style-type: none"> • Maybe they could look at it every week. If you had an English lesson, 	<p>on it.</p> <ul style="list-style-type: none"> • Looking back, I think it would have been more beneficial...now that I understand more about the role of other professionals, behaviour support teachers, educational psychologists, things like that, I think it would have been useful for other professionals to sometimes come in and talk to us about things like children's well-being rather than the majority of the content being delivered by former teachers now working on the course. • It would have been useful to have an external point of view too and someone who was perhaps...fresher to the classroom and things move on quite quickly...the landscape of teaching. It's all well and good someone coming in and telling you how to do it but if they haven't had to do it themselves for years then it comes across a bit empty or hollow really. Having someone in at the coal-face, if you like would have made a difference. • There's something quite inspiring sometimes about hearing it from someone who works in that area and knows a lot about it. I read something about a school in a local authority who'd had workshops with the community and brought in translators and brought in different key member of the ethnic minority community to the school to speak with parents and try to engage them. It would have been nice to have someone actually come in and have say 'This is how we went about it in reality'. <p style="text-align: center;">Ashley – Time 2</p> <ul style="list-style-type: none"> • I think even we could have had something on being a supply teacher, because we had nothing on that and it's a different model of teaching I think. <p style="text-align: center;">Morgan – Time 2</p> <ul style="list-style-type: none"> • The course doesn't prepare you for that...because I don't think they set out with the idea that you're going to be a supply teacher. But the reality
--	---

<p>how you'd change things to incorporate children with dyslexia rather than just doing a discrete ALN week. I would say that ALN was given time but it should have been incorporated into the regular lectures too.</p> <ul style="list-style-type: none"> • He needed a bit more than the general strategies you'd use with the whole class so the class teacher would help me to think about ways to support him sometimes. But in terms of the course, those weren't things that were discussed. There was no mention of that sort of level of challenging behaviour, or why it could be happening. No depth to it. • What might have been useful actually is to have had something on when families break down. I had a few instances where a child wasn't engaging because his mind was elsewhere and the mentor said that his parents were going through a divorce... That's something that could be discussed more at the university because it's bound to happen more and more often. • The PGCE is only a year-long course and you have to fit a lot in but something that the university could do that would be useful is something on getting to know pupils and their parents better. That would be useful I think. It would help with a lot of other issues. That experience would give you more confidence with dealing with situations where there are children with additional needs that aren't obvious, perhaps family issues. It's a professional course so obviously you're going to have to be speaking to parents when you're teaching so I think more preparation for that type of thing would have been helpful. • I've discussed it with other people before about children needing to be relaxed in the classroom because if they're stressed they won't be ready to learn. But that aspect of psychology was missing a lot from the course I felt. They touched on things, touched on names of people and then expected you to go and find out more. • I think some instances we could have been introduced to some ways of managing the workload more effectively to reduce the burden but still keeping standards quite high. • They need to incorporate a lot more psychology and theory into lectures. I think they need to talk about effective research more in the lectures to make it more relevant so then, as students, we can go into schools and someone might say "This is really good practice" and we can go "Ok, yes I've read about that and this is good too." So that we'd understand the 	<p>it that lots of people on the course will become a supply teacher, at least at the beginning maybe, so perhaps they need to prepare people for that more.</p> <ul style="list-style-type: none"> • I know it's not your chosen age range but if a job...like a recently now...all the jobs that seem to have come out seem to be in the Foundation Phase. I can apply for them but I'm reluctant to because I don't feel like I've got enough experience in that age range. I don't feel like I'd get the job anyway. I don't feel like I've got experience in that and I don't feel confident enough. That could improve on the course a lot.... • I think that aspect needs to improve. You wouldn't be working at a school, with a TA and then struggle doing it all on your own. So some aspects to do with working with others definitely needs to improve on the course. To be more realistic. • The only area where they didn't focus on I don't feel is where children want...they want attention maybe because there's a lack of it at home. That sort of reason for challenging behaviour.... I think there may need to be more on perhaps understanding the behaviour of certain children and not just applying techniques to manage the class. • I think more psychology in that area would help teachers definitely. How you can manage certain types of behaviour for certain types of children and the ways to manage that where the normal approaches don't work for whatever reason like telling them off. There needs to be more done with understanding children's behaviour definitely. • They're so emotionally torn up with different things that their behaviour might be aggressive or not very likeable and you need to be able to understand why that might be as a teacher. But you also need to be able to understand that in the context of a class of 30 other children who all want your attention too. You need to know how to go about dealing with that. I don't think we were prepared very well for that no. I've had a child like that on supply. I think there needs to be more on that. More psychological framing of questions and how you behave as a teacher when you're in class with a child like that is needed for trainee teachers. As trainee teacher you only cover the basic stuff and that's quite a deep issue. • Focusing on how to work with others in the school rather than trying to develop independent skills in students as much as possible because
--	---

<p>theory and the research more behind different practices and understand more about why we're doing what we're doing or why that technique is useful.</p> <p style="text-align: center;">Jude – Time 1</p> <ul style="list-style-type: none"> • ...maybe doing a bit before we went and then a bit afterwards or doing a set of lectures throughout the year and expanding our knowledge each time and getting us to think about strategies we'd been using, if they'd worked or not and why this might be. It's all well and good sitting in a lecture theatre talking about strategies but you need to be putting them into practice and having time to think about things afterwards too. 	<p>that's not realistic. No one can do everything by themselves. You need to be able to ask 'Do you know where I can get this information?'.</p>
<p>Super-ordinate Theme: Protecting BTs</p>	
<p>Sub-ordinate Theme: A Supportive Environment</p>	
<p style="text-align: center;">Sam – Time 1</p> <ul style="list-style-type: none"> • I don't think the course does enough to give you a sense of confidence or to encourage you as much as it should. • I think maybe a bit of one-to-one and a bit of group sessions with other students. I think both would be useful. Groups of students would be good because then you'd all realise that you're in the same situation. I think individually would be important as well because then you can get that one-to-one support from somebody. • In the first class I was in, the teacher was very critical and it didn't really make me feel that supported. She would just let me get on with it and then criticise what I did. Whereas in the second class that I was in the teacher seemed like she wanted me to do well and supported me more and said things like "This is what you did well and this is what you need to do to improve." • I think that the level of support your mentor gave you had a massive impact on your experience and confidence. This kind of goes without saying but I think it should just be more standardised across-the-board. • There's too many of us and when people have issues you're treated like, "Oh well you can drop out if you want, or you can stay it's up to you." But there is no support given. • You couldn't be like "Can we meet up for coffee?" or "Do you mind if we email back and forth to discuss something?" because they're really busy commuting that they don't really have the time for that contact either. A 	<p style="text-align: center;">Sam – Time 2</p> <ul style="list-style-type: none"> • More shadowing and then gradual passing on of responsibilities, discussing things through with your mentor. So it's not just 'Here you go, you wanted the full experience so deal with all of this' but that you do get that depth of experience in a highly supported way. • I feel like my school would have, well my class teacher would have been supportive if I'd had any issues. I feel like the university and some other colleagues within my placement schools would not really have had the time to deal with any issues that I might have had. I think it all depended on who your tutor was half of the time.

lot of the time it's enforced on you that they don't really have the time.

Kerry – Time 1

- She (LSA) was brilliant. It was my first week of teaching, we hadn't worked together before but we had a chat at the end of the first day, because the class teacher was actually off sick sorry, I forgot to say, and she was so supportive.
- On my second placement when the teacher was off, they (school staff) came to ask me several times how I was doing and if I was still ok to cover the class because obviously I hadn't been there long.
- She would imply "This is great but it might not be sustainable to continue with this level of working." So that was her way of checking that I wasn't pushing myself too far or burning myself out.
- Both senior mentors couldn't do enough for me. They'd go through my file and photocopy things that they thought would be useful for me. They could never do enough. They were so helpful.
- Not that I think they should wrap us up in cotton wool and then when we become teachers we don't know what's hit us, but I think there are ways that they probably could have supported us a bit more and set us off on a good foot I guess.

Charlie – Time 1

- The lecturer in charge was really supportive and said "Don't worry about it."
- Without wanting to sound really, really harsh...I don't think there was anything in the first school and I don't think the university really recognised the need for it (well-being support)...
- Just from that particular incident which happened to me I don't think the well-being support was really there. But I appreciate that that was a unique incident.
- They should think about perhaps how they were supporting me and putting an emphasis on what they could do to help bring me up.
- I didn't feel like I could approach her at all and say that I needed her support in the classroom. In the second school I didn't need to ask because there was never the issue...she was always here.
- Some were just more compassionate I think, just nice people that you

Kerry – Time 2

- I've had really good experiences, everyone's been really lovely and supportive.

Charlie – Time 2

- I can't honestly say, hand on heart, that they cared about my well-being at all. They weren't supportive. I could get hold of my...my first teacher that I had for love nor money really.
- On the flip side, during the second placement, they couldn't do enough for me. If there was anything I needed, they were quite happy.
- I couldn't get any support out of them no matter how much I asked, there always seemed to be something more important on their agenda. It took me a long time then with the second placement to come back up.
- ...the second placement, I couldn't have asked for a better placement because they did really help to build me up. The university mentor too, that time around, was really supportive.
- ... the first school...for me, it was disastrous. It was disastrous for my confidence. I can honestly admit to you that there were times when I wanted to cry, a grown man wanting to cry because you're in a situation

could go to and talk to. I felt supported then. They didn't have this academic institutionalisation really where the attitude was "You've got to do your work whatever the case may be." They were still more...you could still speak to them.

- Just more welcoming really. We were included in everything, down to going to lunch, meetings and our views seemed to be considered...me and my colleague who were both students in the school. I said on several occasions throughout, I felt like I had a job there. I felt like I was employed by the school albeit not getting paid. It felt that way.

Ashley – Time 1

- On my second placement the mentor wasn't really that supportive so I was a bit on my own.
- I think it was the more like personal side of it...I think that, in my first placement because I didn't really go into the staffroom, because they said that there wasn't any room, I didn't really feel welcome or at home there.
- My second school was a bit smaller and I could see that some staff just didn't get on as well as in the first school. Then I didn't really know what to do in that situation where certain people didn't get on and what you should do if that's happening to make things better because I could see how it affected the atmosphere.
- In terms of how I was supported...the school staff were all supportive towards me, asking if I was ok. My mentor in my first school was really good like that. She was always making sure that I was ok. My second

where you're not getting any support.

- Looking back, I don't want to use this word, but I was, I was getting quite depressed about it all really. Because I wasn't getting any support. There always seemed to be something more important going on. That lack of support in terms of how I was actually doing the teaching job, began to affect my self-esteem quite a lot.
- I don't think. It might not mean a lot to them, but when you're meant to be hosting a student and they're being put in a situation where it's not just their teaching performance that's being affected, but their own state of mind, then that's really not fair.
- Other schools could show the others 'This is what we do here' or 'This is how we support student teachers and build up their confidence.'
- ...there are bad points to the course but there are a lot of good ones too and I think the second placement I had really got my inspired again about teaching. That's the type of support you need. Negative attitudes or criticism aren't helpful in any situation.
- In the second school, if things went wrong it was like it wasn't the end of the world. I knew it had gone wrong, but I felt better about it than it being made out I was an awful teacher because something hadn't gone to plan.

Ashley – Time 2

- I think the university staff were supportive. Both my tutors said that if I needed to email them I could and when they came into school they were asking how it was going and being very supportive.
- My first mentor, she was also very supportive and couldn't do enough for me. My second one, not as supportive but I think that's because the teacher had never had a student and maybe she didn't know how intensive it was because she said she did the four year course... and the mentor...well I don't really think she cared that much either to be honest (Laughs).
- I think it depends a lot on the school as well. Like one school I went to last week asked me to come back for all of this week. I couldn't because I'm doing my uni course for two days a week anyway, but even if I could have I would have said no because I didn't like it there at all. So I think the school environment is a big factor. If I found a school I really liked,

<p>mentor, I didn't really see her but it would have been quite nice if perhaps she would have said "On a Tuesday lunch times we will have a catch up" because I only saw her in the staffroom or when she observed me so I didn't really have any support in that sense.</p> <ul style="list-style-type: none"> • I had support from people asking me if I was ok, but not really anyone to chat to on my second placement. I did want to say something to the university but I felt a bit bad. • My senior mentor, I would have liked them to be there to check that I was ok and make the time to, even if it was just ten minutes during a lunch time, say "How's it going?" just for my mental state of mind more than my teaching specifically. • Even just knowing that someone was worrying about me or thinking about me in that school would have made me feel a lot more supported. • All the TAs were amazing. They were really...because they were all older than me, I felt really nervous going in and saying "Can you do this or can you do that?" but all the teaching support staff really made me feel at home in the school and they couldn't have done more for me. Other teachers as well, some were really lovely. So it was nice to feel like they supported me as well. • I think that because we're in school and we're not crying then we must be ok but it would be nice to have a chat every week. Then we could tell them about the little things that we're struggling with because I wouldn't go up to my mentor and tell her these things because she wasn't asking. But if she'd asked, and it had been on the agenda for part of our chat, then I would have opened up to her. It would have felt more...acceptable then. • I feel that they should have...said, first of all, "You're more than welcome to sit in the staffroom. Help yourself to tea or coffee" Or just made us feel more a part of the teaching staff rather than just being some student. We weren't made to feel part of the staff. So just little things like that. <p style="text-align: center;">Morgan – Time 1</p> <ul style="list-style-type: none"> • She (class mentor) was very reluctant to talk to me about things. She'd never give time to talk to me about anything. Being able to talk to her about any issues I had just didn't happen. 	<p>maybe I'd change my mind but I don't know, I don't think I will.</p> <p style="text-align: center;">Morgan – Time 2</p> <ul style="list-style-type: none"> • I've been able to find out what they've been doing from another teacher. There was someone to go to work that out. • The first placement I had I had a good relationship with the mentor. The
---	--

- Once she (university tutor) did ring me and ask if everything was ok with me, because I was struggling and finding it stressful. So that was caring. She tried to contact me but I think, at the time, I wasn't getting on with anybody at the school so I didn't explain to anybody that I was struggling.
- I think it was that thing of "Yes we're a team, we help each other out here." And then the actual experience of it which was a complete contradiction.
- She took over as my mentor during the placement. When I entered her class as a trainee then things changed. She was quite sombre, quite serious and not jokey at all anymore. That was a bit jarring and there were no lines of communication.

Jude – Time 1

- They (university tutors) were just available too if you needed to talk about anything by email.
- It was a really small school so I did feel like I fitted in in that respect because there just wasn't many staff there...They'd all be supportive and all ask about how you were getting on.
- On my second placement, it was just yeah...full of well-being. I had to miss a couple of days and they phoned me up and asked if everything was ok. They were a very caring bunch.
- There was no support really from the mentor on that aspect on placement one. Placement two was slightly different. I did get to see the IEPs and there was the support there.
- They were all just really helpful. They'd say, "Make sure you don't stay late. We only stay late on Tuesdays and Thursdays." So there was more emphasis on the importance of that work-life balance and they were very much like, "You're only learning to teach, you're not a fully fledged teacher yet. We don't expect you to be doing everything perfectly and don't be too hard on yourself if things go wrong." So they were very supportive in that sense too.
- It could have been that they didn't realise that things like that made things that little bit harder when things are already tough enough when you're learning to be a teacher, without your mentor making things even harder on top by being difficult or just not being very forthcoming with support. I don't expect them to do it for me but just little things they could have

second placement...I don't know, maybe it was just the mentor's way of doing things...I wasn't encouraged to collaborate.

- Like the relationship wasn't there. I didn't feel like I could ask from that point. I think it depends a lot on the school that you're in...the working together side.
- Sometimes I think they were trying to look after me, ask how I was, ask if everything was ok and then other times I was thinking that there were opportunities where my tutor at the university could have talked to me more, the mentor could have talked with me...
- I feel like at heart they did but some of the practices they went about...it didn't appear that they cared enough. It seemed like they didn't have the time to sit down with me and talk to me about things.
- I felt my mentor was supportive so he would tell me not to over-stretch myself or he gave me time to do things.

<p>done, like I've mentioned, would have been helpful and would have made me feel that little bit more supported.</p> <ul style="list-style-type: none"> • Nobody came down at the end of the day to check if I was ok. I just felt like I didn't know what to do. • On the second placement though, it felt more like a proper school community... There were lots more opportunities to get involved in things like extra curricular activities at that sort of thing in the school too. 	
<p style="text-align: center;">Sub-ordinate Theme: Promoting BT Inclusion and Acceptance</p>	
<p style="text-align: center;">Sam – Time 1</p> <ul style="list-style-type: none"> • Even though you can contact them by email, you feel a lot more supported if someone says "I'm here from four until five if you want to call in." That would have made me feel more confident. • My second teacher was more... well she was a just a little bit nicer and made me feel a bit more at ease. She would say "Well you are just learning." • I don't think they particularly listen to students' views or opinions across the board. • It felt like we were isolated in school for a long time. Maybe that could change too... It's quite easy to get isolated on placement. Then you get preoccupied with your own issues and you forget everyone else is in the same boat too. Maybe even if they did after-school sessions where you could come along and say, "Look, I'm finding this really hard can you help me?" • I think maybe a bit of one-to-one and a bit of group sessions with other students. I think both would be useful. Groups of students would be good because then you'd all realise that you're in the same situation. • We were asked to give general feedback on the course but not about what would have been useful or what would we have liked to have learned. I think that would be useful and it would have shown that they were willing to take our views seriously. <p style="text-align: center;">Kerry – Time 1</p> <ul style="list-style-type: none"> • Just strategies to cope with stress and maybe workload stuff. My one friend gets really, really stressed. That would have been so helpful for 	<p style="text-align: center;">Sam – Time 2</p> <ul style="list-style-type: none"> • I think they could have offered us workshops or drop-in sessions to support us because you're isolated on the course as it is. • I feel like they just think 'Oh it is a hard year but we've all been there and you've just got to power through it' which is fine, because some people just deal with issues in that way but some people don't and that's not a helpful thing for everyone to hear. It could make some people feel worse I suppose like you're being told to just deal with it and if you are genuinely struggling and just dealing with it is not working, and you ask for more support, then you could feel like you're a failure? • ...they could have done more drop in sessions which we could have gone to if we felt stressed or had an issue so that we felt better in ourselves emotionally, rather than just focusing purely on the academic side. <p style="text-align: center;">Kerry – Time 2</p> <ul style="list-style-type: none"> • I think my placement schools were a lot more aware of my well-being, and always checking I was ok. Especially my senior mentors in both

her.

- ...we had two really intense days on the importance of children's well-being but we never had anything teacher-wise. They mentioned student services at the beginning of the year but that was more like a passing comment at the beginning of the year rather than an issue that they were taking seriously.
- Then I went in the day after I'd finished my antibiotics and my senior mentor, she didn't have a go at me but she was like "Oh my gosh what are you doing back? You should be off resting!" So I always felt like they were putting our well-being first.

Charlie – Time 1

- As for what the university could have done better...maybe just show a little bit more compassion? A little bit more understanding. I almost felt like I was made out to be a bit of a liar to be honest, like I was making excuses or just making it up.
- I didn't feel at all in the second school that there was this "Me master: you student" sort of attitude whereas I did in the first school.
- It would have been nice if our tutors sent us an email too every few weeks to check that we were ok. I would have said "Yeah I'm fine, but I'm not getting a lot of support."

Ashley – Time 1

- Because she had a lot of experience she could have given me some helpful advice or even just been a shoulder to cry on and say "It's ok to feel like this at this stage" just some reassurance from her. I think because I looked ok, that she assumed that I was ok.
- I think the uni maybe should have been asking us more often if everything was going ok. We obviously had our university tutors and they were both great and said I could email them with concerns and things. But I wouldn't have emailed them and said "Actually..." but if they'd asked me if everything was going ok with how the school were supporting me then I would have felt more able to say "I don't feel like I'm getting much support."

schools.

- It was mentioned in uni during the first week that if we ever needed to talk to someone about our health or well-being then to contact someone, and there was a card with a number on, but that was that the uni ever said about it.
- When I was in schools the teachers would always say 'Bear in mind that you've got to have your own life as well' and I think it would have been a real comfort for the university to give the same message sometimes.

Charlie – Time 2

- Listen to the students who are on the course. It certainly wasn't only mean who felt a bit underprepared I think. I've spoken with other people who said that they've really struggled too.
- ...as well as listening to what the schools are saying about students, they need to listen equally to the student about the schools too.
- I think there needs to be a greater recognition of the fact that it's a training course, especially in terms of schools. There aren't many other jobs where you'd train by spending a few weeks at university then go and get some actual experience and they'd all expect you to be an expert from day one but I feel like that happens in teaching sometimes.

Ashley – Time 2

- I think, with the second mentor, maybe if she had arranged for us to meet for 20 minutes after school or something every week to see how everything was going. The class teacher just could have asked a bit more about how I was doing I think. I think because I looked ok she assumed everything was ok and I didn't want to go up to her and say.
- If they'd asked quite casually then it's not as big a deal then and you feel like you can say 'Well actually, I'm struggling a bit with such and such.'
- I think maybe they could have put some other things in place too...some things you could do if you were feeling stressed out. If it was something they'd recommended you wouldn't feel so guilty about taking the time off

- Me and a few of my friends said in the end how hard we were finding it. No one wanted to say at first because we didn't want to be the weak one. Whereas if we'd had, say, every Friday afternoon to come in and talk about those types of things. Or even just once a month or something like that, then it would have been better because we felt quite alone on placement.

Morgan – Time 1

- The team ethos...I never found that I was a part of the team.
- There were instances as well with team meetings where it was said, "You don't need to be here." I felt quite ostracised and like "You're not important, you're not part of the team." The funny thing was that the head teacher would say things like "Oh we're a team here. We work together. We share resources and things." I thought "Ok great." It just never happened.
- I feel a mixed response about the university and well-being. They could have just extended a bit of courtesy and tried to chat with me because she knew I was struggling but I think she wanted to devolve the responsibility of the situation to the school or to me.
- I forgot to tell you but the university tutor did chat to the senior mentor and the mentor about me, but never with me about them. So having that same level of respect I suppose for students that they have for the schools providing the placements. Give the same status to everybody, especially the students.
- There was some stuff on well-being but I think it could have been a lot more thought out and a lot more effective rather than just having a caring sort of tutor by chance.

Jude – Time 1

- They (planned university sessions) were about your well-being. I think meaningful meditation was one and mindfulness too. Just talking about different strategies that you could use really at the end of the day like taking ten minutes to relax. We had one introductory session then it was up to us if we wanted to go to the other sessions.
- We did have a well-being lecture, which was very good and did talk about

to do it then like going for a walk.

- I think also if the tutors had maybe emailed us a bit more...every couple of weeks to ask if we were ok...rather than just to chase up and to check on our progress, that would have been quite nice too. I think it would have taken the stigma off us feeling stressed...without feeling like we were only doing things like going for walks because we're stressed, it could have been helpful for everybody. So promoting that type of thing a bit more would have been helpful.

Morgan – Time 2

- The second placement...no. I look back at it sometimes and I think empathy was missing in a lot of aspects. The people I was dealing with empathy was missing a lot of the time. Sympathy is ok but you need to be able to remember as a mentor how to put yourself in the trainee's shoes.
- I think their experiences... remember once talking to my mentor and she said she was teaching 90% of the lessons when she did her PGCE and she loved it. She loved doing all the lessons, she loved being up 'til, I don't know, God knows what hour in the morning working, and I don't know...I didn't say anything to her but I was just thinking 'Well you haven't got children getting you up at five o'clock in the morning as well'. Those other aspects, I don't think, I don't think she understood that part of it for me.
- There was once when I was feeling quite stressed and so I wasn't performing at my best, I don't think. I was making mistakes in my lessons and things and it was the stress at the time. I was asked 'Do you practice mindfulness?' by the school.
- (On mindfulness) I've done that off my own back because I was feeling stressed, there was no one on the course supporting that or delivering any training so that would be an area...a very worthwhile area or skill to have. Whatever work life you lead after the course, to be able to manage stress is beneficial for everybody.
- I definitely think some new mentors need more support with what should be the focus and...especially if it's the second placement and what...not technically what you need to know, not assessment, but...well-being and how the student is and how they're dealing with the pressure and how the

<p>work-life balance. However, I feel like when you're on placement, and you haven't got the university right next to you, I just feel like that goes out of the window. This is your workload and this is what you've just got to do.</p> <ul style="list-style-type: none"> • The placements...a mixed bag. I had that first placement where well-being wasn't supported throughout the school. I don't think they quite understood the relevance of it and were too focused on me just getting everything I needed to be doing done. • I also feel like the mindfulness stuff, the meditation stuff that they had that they could bring it in whilst the PGCE students were there too as opposed to it happening when we just weren't there. 	<p>mentor could go about supporting that rather than just being an assessor and assessing the student's work.</p> <ul style="list-style-type: none"> • ... for mentors to know how to look after a student and how to talk to them as a human being, as a professional but as a human being as well who is learning a new trade. • I'm slightly traumatised...I'm alright but I still get times when I get flashbacks to times on placement and I think 'That was awful' so the course needs to listen more to students and actively try to do something if there's a problem...and not just listen to the school and try to pander to the school because they need placements for next year.
---	---

Appendix 32: Final Debrief

Beginning Teachers' Experiences of Preparation and Additional Well-being-Support throughout Initial Teacher Education

Many thanks for your participation in this project

The purpose of the project was to explore the perceptions of beginning teachers (BTs) in relation to their perceived preparedness for aspects of teaching that have been linked to teacher well-being and any additional well-being-support that they may have received.

In June/July 2016, 109 BTs from across Wales, completing a Primary PGCE, were invited to complete an online questionnaire to explore their views of initial teacher education (ITE). In October/November 2016, 6-8 weeks into their new teaching career, 34 of these participants completed a follow-up questionnaire to re-explore their perceptions ITE since entering the teaching profession. A small selection of participants also attended an interview with the researcher in order to explore their perceptions of ITE in more depth.

The results of the study indicated that, throughout ITE, BTs may benefit from more in-depth preparation in areas that have been associated with negative teacher well-being such as: managing challenging behaviour, supporting the needs of vulnerable learners, meeting the needs of learners with Additional Learning Needs (ALN) and workload management. BTs also commented on the timing of such preparation and felt that it was best delivered prior to school placements.

Some BTs also felt that there needed to have a more significant focus within ITE on supporting BTs' well-being, starting with addressing the stigmatised views that are often associated with requiring well-being support. It was also found that ITEs should ensure that universal, proactive well-being-management programmes are available for all BTs and should not only be targeted reactively at those whose well-being has already been negatively affected.

One key factor in ensuring BT well-being throughout ITE seemed to be the relationship that BTs have with their mentor. In addition to requiring practical or instructional support, it was noted that mentors should receive training to enable them to provide well-being-support to BTs and to increase their positive communication-style. ITEs may wish to consider differentiating the role of senior mentors and class mentors.

Another key issue identified was the need for expectations of BTs to be communicated clearly by ITE staff to placement school staff. Similarly, BTs felt that expectations for good mentoring practice should be shared with partnership schools.

There also appeared to be a more general need for channels of communication to be kept open, enabling BTs, ITE staff and schools to share their views in a respectful platform that gives all stakeholders an equal opportunity be heard and have their needs addressed.

The potential role that educational psychologists (EPs) could have in enhancing BT well-being through contributing towards ITE in future was identified.

This research will be published in accordance with Cardiff University procedures. All published reports will be fully anonymised i.e., no individuals, schools, local authorities or Initial Teacher Education Providers (ITEPs) will be identified. Cardiff University may retain the anonymised data indefinitely. It is hoped that the findings of this research may be useful to ITEPs when reviewing developments for Primary PGCE students in future. However, ITEPs will **not** be obligated or expected to carry out any of the actions/recommendations arising from this research.

If you would like any further information please contact the researcher or research supervisor on the contact details provided below.

Kind regards,

Laura Cook.

Laura Cook
Trainee Educational Psychologist
School of Psychology
Cardiff University
Tower Building
30 Park Place
CF10 3AT
02920 876497
COOKLL@cardiff.ac.uk

Andrea Higgins
Professional Tutor/Supervisor/Research Support
School of Psychology
Cardiff University
Tower Building
30 Park Place
CF10 3AT
02920 876497
HIGGINSA2@cardiff.ac.uk

Thank you once again for your participation

If you have any complaints please use the contact details below:

Secretary of the Ethics Committee
School of Psychology
Cardiff University
Tower Building
30 Park Place
Cardiff
CF10 3AT
Tel: 02920 870360

Appendix 33: Table of Search Terms & Sources

Stress & Well-being Literature		
Database	Search Term(s)	Total Returns
British Education Index (BEI)	Stress	1852
	Well-being	1895
	Stress AND Teacher	639
	Well-being AND Teacher	587
	Stress AND Beginning Teacher	20
	Well-being AND Beginning Teacher	15
ERIC	Stress	30194
	Well-being	13915
	Stress AND Teacher	7843
	Well-being AND Teacher	2413
	Stress AND Beginning Teacher	253
	Well-being AND Beginning Teacher	59
PsycINFO	Stress	47293
	Well-being	11179
	Stress AND Teacher	215
	Well-being AND Teacher	81
	Stress AND Beginning Teacher	0
	Well-being AND Beginning Teacher	0
Education Source	Stress	53481
	Well-being	24177
	Stress AND Teacher	8747
	Well-being AND Teacher	2810
	Stress AND Beginning Teacher	162
	Well-being AND Beginning Teacher	36
ProQuest Dissertations & Theses UK & Ireland	Stress AND Teacher	1547
	Well-being AND Teacher	909
	Stress AND Beginning Teacher	31
	Well-being AND Beginning Teacher	17
Miscellaneous	Searching reference lists of journals, book publications, government websites and teaching union websites	37

Initial Teacher Education & Well-being & Educational Psychology Literature		
Database	Search Term(s)	Total Returns
British Education Index (BEI)	Well-being AND Teacher Training OR Teacher Education	143
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology	284
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Well-being	13
ERIC	Well-being AND Teacher Training OR Teacher Education	544
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology	1201
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Well-being	16
PsycINFO	Well-being AND Teacher Training OR Teacher Education	379
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology	378
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Well-being	0
Education Source	Well-being AND Teacher Training OR Teacher Education	621
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology	2004
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Well-being	29
ProQuest Dissertations & Theses UK & Ireland	Well-being AND Teacher Training OR Teacher Education	0
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology	0
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Well-being	0
Miscellaneous	Searching reference lists of journals, book publications, government websites and teaching union websites	8

Initial Teacher Education & Preparation & Educational Psychology Literature		
Database	Search Term(s)	Total Returns
British Education Index (BEI)	Preparation OR Readiness AND Teacher Training OR Teacher Education	7482
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Preparation OR Readiness	128
ERIC	Preparation OR Readiness AND Teacher Training OR Teacher Education	55442
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Preparation OR Readiness	537
PsycINFO	Preparation OR Readiness AND Teacher Training OR Teacher Education	174
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Preparation OR Readiness	10
Education Source	Preparation OR Readiness AND Teacher Training OR Teacher Education	87715
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Preparation OR Readiness	1134
ProQuest Dissertations & Theses UK & Ireland	Preparation OR Readiness AND Teacher Training OR Teacher Education	3837
	Teacher Training OR Teacher Education AND Educational Psychologist OR Educational Psychology AND Preparation OR Readiness	949
Miscellaneous	Searching reference lists of journals, book publications, government websites and teaching union websites	32