# Sheffield Hallam University

## A Sheffield Hallam University thesis
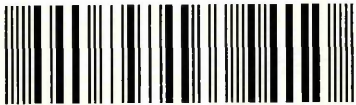
**Return to Learning Centre of issue**
**Fines are charged at 50p per hour**
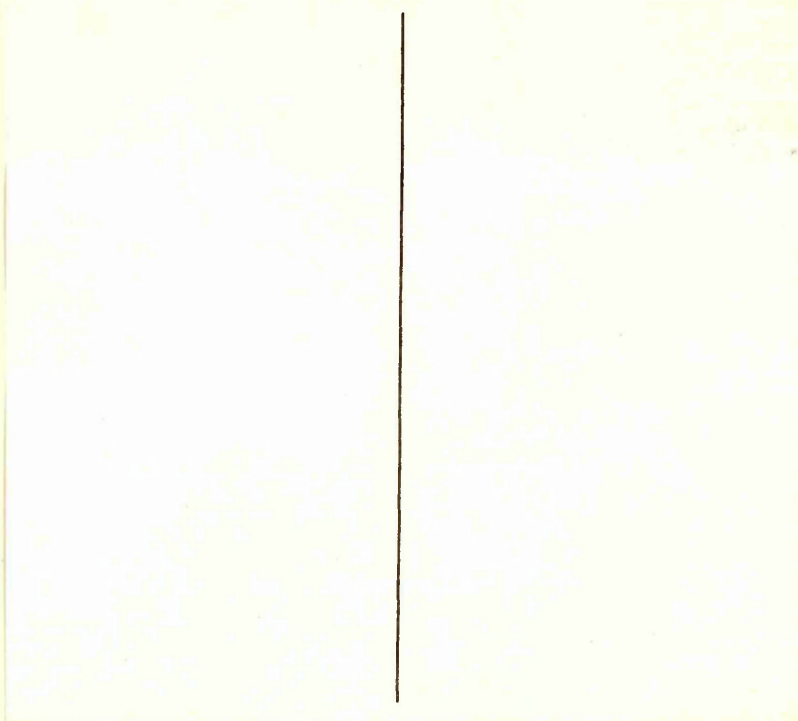
ProQuest Number: 10694091

ProQuest 10694091

# The Impact of a Teaching Practicum on the Selves of Cooperating Teachers

Patrick Joseph Fullam

A Thesis submitted in partial fulfilment of the requirements of Sheffield Hallam University for the degree of Doctorate in Education

February 2007

# Abstract

This study is based on the impact of a five-week teaching practicum on the selves of nine cooperating teachers who voluntarily handed over their classrooms to student teachers. Cooperating teachers in Ireland do not have an official role in either mentoring or assessing their student teachers. Because the study focused on aspects of the self that included identity, role, perspectives, relationships and emotions, I used symbolic intercationism as a theoretical framework. I decided that semi-structured interviewing was the most effective method of accessing the selves of the teachers in allowing them to articulate their experience of the practicum. The teachers were interviewed prior to, during and after the practicum.

The process of literature review and data analysis was iterative in that each of these two components informed the other. Four main themes emerged: defining the situation, negotiation, perspectives and emotions.

A meta-analysis of the data in relation to the theoretical framework revealed how cooperating and student teacher held competing definitions of the same situation and how cooperating teachers used a range of strategies to negotiate the meaning of the practicum. It also showed that the practicum impacted strongly on the self-identities of the teachers. A strong sense of self was evident prior to the practicum. This was followed by a period of mortification arising from an erosion of their self-identities as their role became peripheral in the classroom. In response they had to re-define the situation by assuming other roles, leading to a re-affirmation of self, gaining a better knowledge of their pupils and realising their own competence as teachers.

While the focus of this study is at the micro-interactionist level, there are broader implications. Because of the emotional impact of the practicum, there is an urgent need for the teacher education institution to engage with cooperating teachers and to recognise and support them for the emotional journeys that engagement in the teaching practice involves. There are also structural implications insofar as the design and conducting of any mentoring programme should take cognisance of the self of the cooperating teacher.

# Table of Contents

# List of Figures and Appendices

## Figures

## Appendices

# Chapter One

# Introductory Chapter

## 1.1 Introduction

This is a study based on nine cooperating teachers, each of whom gave over her primary classroom to a student teacher for a five-week teaching practicum. It is a symbolic interactionist study because it focuses on how each teacher interacted with self as a cooperating teacher, how she interacted with the student teacher and the other main role players including the children, the college supervisor who was involved in the practicum and how all of these interactions impacted on the self of the cooperating teacher. A qualitative approach was chosen. Sherman and Webb (1988, pp. 4-5) argue that this would be the preferred choice of a researcher who wants those being studied to speak for themselves. The nine cooperating teachers were each interviewed three times, before, during and after the practicum.

## 1.2 Teaching Practice in Initial Teacher Education – A Brief Overview

According to Kauchak and Eggen (1998, pp.13-14), learning how to teach is a life-long process that:

> requires intelligence, sensitivity, experience, and hard work. It also requires several kinds of knowledge – thorough knowledge of subject matter; knowledge of how to represent abstract ideas in understandable ways; knowledge of learners and how they learn; and an understanding of how teachers can help in this process.

The objective of any teacher-training programme is to initiate this process of helping pre-service teachers acquire these attributes and put these forms of knowledge into actual practice. There is universal agreement that one of the vital elements in the achievement of this objective is the involvement of student teachers in teaching practice. As Stephenson (1999, p.5) succinctly puts it, "the opportunity to practise in a real classroom with real children is seen as an essential part of any training programme for new teachers". The availability of such an opportunity is only made possible by the cooperation and support

of schools and teachers who agree to hand over their classrooms to student teachers. However, the extent of the actual involvement of these classroom teachers depends on how the teaching practice is organised and the approach that is taken to initial teacher education. I will look briefly at three models that dominate the educational agenda and how these impact on the involvement of the classroom teacher in the practicum.

The apprenticeship model, often referred to as "sitting with Nellie" is based on the belief that teaching skills can be acquired by observing an experienced effective teacher and then imitating and practising the activities that have been performed by the "expert" teacher. Undoubtedly, beginning teachers can learn a great deal from observing how an experienced teacher manages, organises and teaches in the classroom. However, Stones and Morris (1972, p.9) argue strongly against this model claiming that it denies the individuality and scope for development of the student teacher and that it promotes imitation rather than an analysis and understanding of teaching.

The conceptualisation of teacher education as the achievement or attainment of a series of competences became established as the main method of teacher training in the USA in the 1970's and in England and Wales during the following decade. These specified competences that students were expected to achieve included subject knowledge, subject application, class management, teaching techniques, teaching and learning styles, curriculum planning, assessment and recording of pupils' progress and further professional development. The progress of student teachers in these areas was monitored by school-based mentors during initial teacher training (Cohen et al., 1996, pp.20-25). This particular model of teacher education was marked by students spending a much longer period of their training in schools, closer collaboration and partnership between Higher Institutes of Education and schools and a much more active role for school-based educators in mentoring and assessing student teachers. Furlong and Maynard (1995, p.36) argue that the competency model is flawed because it is based on the assumption that skills and knowledge are seen as separate entities. Acquiring skills through practical training is the main objective of the model whereas Furlong and Maynard (1995) insist that professional skills must be based on professional knowledge.

5

The concept of the reflective practitioner in teaching is based on Schon's (1995) theories of how professionals cope when faced with new or complex problematic situations. He argues that existing bodies of knowledge may be inadequate when professionals have to deal with unanticipated problems. He distinguishes between "reflection in action" which means that a person may perform a task or find a solution to a problem but may find it difficult to articulate how and why she/he adopted that particular approach. Alternatively, "reflection on action" is a process that attempts to put what is spontaneous or tacit into language. Practising teachers sometimes find it difficult to make their knowledge of teaching explicit to student teachers. Therefore as well as learning from observation it is important that the classroom and student teacher would discuss and explore how children learn and why certain strategies prove effective in facilitating the learning process.

Instead of seeing these three models as competing or mutually exclusive options from which only one may be chosen, it is more realistic to acknowledge that elements of all three exist in the teaching practicum but with an emphasis on a particular model that may vary from country to country or even between Higher Institutes of Education within the same country.

In Ireland, teaching practice is organised along similar lines in all of the Colleges of Education involved in Initial Teacher Education at primary level. Students spend approximately sixteen weeks on teaching practice over the course of the three-year B.Ed programme. The students are supervised and assessed by college staff. Schools are generally chosen because of their proximity to the college and their willingness to accommodate the student teachers. The colleges request the permission of the Board of Management and Principal teacher of the school. The Principal, in turn, requests classroom teachers to hand over their class for the duration of the practicum. These classroom teachers who oblige the colleges and are willing to offer support and guidance to student teachers are not given any official involvement in the practicum. While there have been a number of studies conducted in Ireland on student teachers' experiences of teaching practice there has not been any study carried out that has focused specifically on classroom teachers' experiences of, and involvement, in teaching practice.

My study is an attempt to rectify this situation and is based on a five-week teaching practicum organised and conducted by one College of Education in Ireland to which I have given the pseudonym, St. Paul's. In the following section, I set out the background and rationale and then the purpose and objectives of this study.

## 1.3 Background

St. Paul's College offers both B.A. and B.Ed degrees but the vast majority of the students on campus are in the B.Ed programme which prepares student teachers for a career in primary school teaching. There are four main components in this programme:

(a) The Foundation Disciplines, which include Psychology, Philosophy, Sociology and History of Education
(b) The methodologies of all the subjects on the primary school curriculum
(c) The study of one academic subject to B.A. degree level
(d) Teaching Practice.

Teaching Practice (TP) takes up about one fifth of the B.Ed programme. A student has to obtain at least a Pass in teaching practice in order to qualify as a primary teacher. During first year, students take part in micro-teaching sessions that are conducted on campus and then spend one day per week over an eight-week period in local primary schools teaching standards one to four i.e. children between approximately six and ten years of age. In their second year the students engage in a two-week Infants TP and in their final year the student have a two-week senior TP and a five-week home based TP.

## 1.4 Rationale

My study is devoted to the five-week home-based TP. I have selected this specific TP for a number of reasons. It is the longest practicum of the B.Ed Course and therefore allowed scope for a more in-depth study than any other practicum. Also when I conducted this study, a student had to acquire an overall honours grade in teaching practice in order to graduate with an Honours B.Ed degree. The grade awarded for the home-based TP carried a double weighting and was therefore seen as the most critical teaching practice in

the programme. Grades received in other components of the programme could not be used as compensatory factors to raise a Pass in TP to honours level. This situation has now changed. At the time of writing the pass degree has been converted to a Third Class Honours B.Ed. This is the only practicum where students can select the school and class of their choice. Because it is the final practicum, the cooperating teachers' expectations of their student teachers will be higher than expectations for earlier teaching practices. In addition, it is the only practicum that students spend three days working alongside the classroom teacher and, consequently, have an opportunity to observe the classroom teacher at work.

Vonk (1985, p.311) defines TP periods as:

> Learning situations for prospective teachers in teacher education in which they are systematically confronted with, or can practise concrete activities of teaching and classroom management in schools, supervised by special trained cooperating teachers.

There is a clear recognition by Vonk of the active involvement, at an official level, of the cooperating teacher in the teaching practicum. The situation that currently exists, not only in St. Paul's but also in all other Colleges of Education in the Republic of Ireland, is very different. There is no training for classroom teachers who accept our students into their classrooms and having handed over the class, the teacher has no official involvement in either the supervision or assessment of the student teacher. Therefore, in the Irish context, cooperating teacher simply means a classroom teacher that has obliged the College by agreeing to give over her or his class to the student teacher and thus in my study I will use "classroom teacher" and "cooperating teacher" as interchangeable terms.

Each academic year the College needs the co-operation of over one thousand classroom teachers in order to carry out the required teaching practices. Apart from handing over their classes what is their level of involvement in the practicum? More than a decade ago Burke (1992) suggested that:

> The involvement of these teachers in the overall training programme is usually minimal or less. Because of the lack of adequate in-service education, many of them would readily admit to being out of touch or not up-to-date with current

> thinking and research on learning and teaching. Yet they have much of a
> practical nature to teach student teachers and they are in the best position to do
> so. Ironically, however, it is often the teacher who is trying to learn, "what is
> new" from the student rather than the other way round.
>
> (Burke 1992, p.109)

The most recent official perspective on the involvement of practising teachers shows that there has been no change. A working group set up by the Department of Education and Science to review and make recommendations for pre-service primary teacher education in Ireland reported:

> The extent to which schools and teachers become involved varies, but generally is
> not great. There is reluctance among some schools to accept students and those
> that do tend to have little involvement in teaching practice.

The Report went on to recommend that:

> A redesign of teaching practice should result in a greater and more formal role for
> schools and teachers working in partnership with colleges.
>
> (Report of the Working Group on Primary Pre-service Education in Ireland 2002, pp.
> 120 – 121)

I will discuss the issue of partnership between schools and colleges in the literature review, but the above Report paints a very negative picture in relation to classroom teachers' involvement in the practicum in the Republic of Ireland. Looking at the situation as set out in the Report, one might conclude that the involvement of the cooperating teacher is at worst non-existent and at best peripheral during teaching practice. Yet there is much anecdotal evidence to suggest the contrary. Students frequently praise classroom teachers for the help and advice they receive from them while on teaching practice. In an assignment that I carried out on comparative education I interviewed four students from St. Paul's College who had completed all of their teaching practices and asked them who had been most influential and helped them most in the course of their home-based teaching practice. Three out of the four nominated the classroom teacher, the fourth nominated a college supervisor.

## 1.5 Originality

As is evident in the above Report, the idea of getting classroom teachers more involved in the practicum has been raised officially at national level. However, their involvement is from the perspective of how it would benefit student teachers. This study looks at a specific teaching practicum from the perspective of the cooperating teacher.

According to Murray (2002, p.52), a thesis has to show that the work is in some way original and she lists thirteen examples of how the concept of originality may be defined. My work is original in the sense that the question that has not been addressed at either national or local level is how does a five-week teaching practicum impact on the self of the classroom teacher who agrees to hand over the class, receives no guidelines of any description from the College and is literally left to her/his own devices. Classroom teachers who co-operate with the College have never been given an opportunity to articulate their thoughts on how they are affected by teaching practice and this was the situation that guided me to the need to do empirical work that would give a voice to these teachers.

## 1.6 Audience

I feel that, on a local level this study will be of interest to St. Paul's College and on a national level to all the other Colleges of Education in the Republic of Ireland. Also on a national level it will also be of interest to schools and classroom teachers who co-operate with the Colleges of Education and it will be of interest to the Irish National Teachers' Organisation, the trade union that represents primary teachers in Ireland. On an international level it will be of interest because elucidating the self of the cooperating teacher during a five-week practicum has implications for the selection of pre-service mentors and the design of mentor training programmes for cooperating teachers.

## 1.7 Research Purpose and Objectives

The purpose of this study is to elucidate the self of the cooperating teacher in the context of the social circumstances of the school during a five-week teaching practicum with the

student teacher, pupils, and college supervisor as the main role players. In my study I am looking at self from a symbolic interactionist perspective. Charon (1989, p.65, italics in the original) defines this concept of self as "a *social object which the actor acts toward"*. He goes on to explain that "the individual becomes an object to himself or herself because of others" and concludes that:

> The self, then, is an object, social on origin, and an object that undergoes change like all other objects: in interaction.
> Not only does the self arise in interaction with others, but, like all social objects, it is defined and redefined in interaction...How I view myself, how I define myself, the judgement I have of myself are all highly dependent on the social definitions I encounter throughout my life.
> (Charon 1989, p.65)

The term object requires further clarification. In everyday language we think of an object in terms of a clearly defined thing or even person. We see an object as a substance. However, Mead (1934, p.178) argues that "the self is not so much a substance as a process", and goes on to claim that just as a person is capable of interacting with others, the individual can also interact with her/him self. Blumer (1969/1998) explains the nature of this interaction:

> The human being can designate things to himself – his wants, his pains, his goals, objects around him, the presence of others, their actions, their expected actions, or whatnot. Through further interaction with himself he may judge, analyse and evaluate the things he has designated to himself. And by continuing to interact with himself he may plan and organize his action with regard to what he has designated and evaluated.
> (Blumer 1969/1998, p.62)

The nature of this type of interaction depicts the self as being very proactive. Therefore although the cooperating teachers in my study did not have an official or formal role in teaching practice this did not preclude them from getting actively involved because a person does not just interact with self, a person as a social object will also interact with others. Woods (1995a p.138) in agreement with Mead (1934) suggests that "the self goes on developing, for it is a process, not an entity, formed in interaction with others and with oneself." He then links the personal with the professional as he goes on to argue that "the personal dispositions and experiences accumulated over the years help shape the professional role of teacher as it is subjectively experienced". Nias (1989, p.182)

11

suggests that to adopt the identity of "teacher" is simply to be "yourself" in the classroom. Also in discussing the 'self' of the teacher, Nias (1989, pp. 13-19) argues that "teaching is a personal activity because the manner in which each teacher behaves is unique" and "to emphasise the personal nature of teaching is also to draw attention to the importance of self". However the self is a social product. Teachers have lives outside of their classrooms and schools and tend to separate their teacher selves from other aspects of their lives. Therefore teachers bring their own values, their own personal beliefs, their own experiences with them from a range of aspects of their lives as they interact with others involved in the teaching practicum. They also interact with themselves as they make decisions on what they might, could or should do now that they are present in the classroom but somebody else is doing the actual teaching.

The self of the classroom teacher during the practicum may be seen at three levels. The major focus of my study is at the micro-interactionist level of the classroom. However there are implications at the institutional level relating to the exclusion of classroom teachers in the organisation and conducting of teaching practice by all of the Colleges of Education in Ireland including St. Paul's College. My findings also have implications at the more macro-structural level of policy-making or indeed lack of policy-making in relation to establishing training programmes for school-based educators in initial primary teaching education.

In the context of this five week teaching practicum, the interaction that takes place at a micro level in the classroom cannot be separated from the institutional organisation of teaching practice as set out by the College. Therefore I investigated how the manner in which the College conducts this teaching practice impacts on the self of the cooperating teachers who hand over their classrooms and who are then left to their own devices.

Hargreaves (1984, p.64) argues that "structural questions and interactionist questions should no longer be dealt with as separate issues each to be covered in their respective fields". At a micro level there is the crucial question of how teachers defined themselves during the practicum and how they defined themselves was a consequence of how they

saw their identity. A classroom teacher engaging in the daily routine of teaching the children would have no difficulty in identifying her/himself at that particular time as "the classroom teacher". They may also identify themselves by their particular roles or responsibilities within the school for example as a teaching principal etc. However I wanted to find out what happened to their identities and how this impacted on their re-definition of selves during the practicum. At a macro level, how teachers defined themselves during the practicum has implications for policy-makers in relation to classroom teachers mentoring student teachers.

In order to achieve the stated purpose of my study I set out some specific objectives at the micro-interactionist level:

(a) To discuss with the teachers their own experiences of teaching practice and their hopes, expectations, concerns and anxieties prior to the TP and then how these were unfolding during and after the practicum

(b) To find out how they dealt with interactional contingencies if and when they arose

(c) To establish their priorities in relation to classroom work and how they negotiated what the student teacher should or should not do

(d) To explore the personal and professional relationships they established with their student teachers and with the college supervisor

(e) To get their perspective on their current role in relation to mentoring and assessing the student teacher and to explore what might be their potential role

(f) To explore interactionist concepts such as role conflict, role uncertainty as possible issues

(g) To discuss the positive and negative emotional effects of the practicum on themselves

(h) At an institutional level to explore how their exclusion from any official involvement in the practicum impacted on the selves of the cooperating teachers and the implications of this for St. Paul's College and all of the Colleges of Education in Ireland that are involved in initial primary teaching education.

(i) At a macro-structural level to examine the implications of my findings for the establishment of training programmes for school-based teacher educators in pre-service primary teacher education.

## 1.8 Structure of the Dissertation

Because the teaching practicum is internationally recognised as a core element in the preparation of students for the teaching profession, in this first chapter I have looked at the practicum in terms of three paradigms of initial teacher education. This introductory chapter also focused on how the practicum is conducted in one College of Education in Ireland and I set out the purpose, rationale and objectives of the study. I also looked as self from a symbolic interactionist perspective. Chapter Two is devoted to self as researcher and a justification for symbolic interactionism as the chosen theoretical methodology for this study. In Chapter Three, I look at partnerships in international contexts between Higher Institutes of Education and schools, and explore a comprehensive range of studies that have been conducted on cooperating teachers in schools. This is the first such study to be conducted on cooperating primary teachers in Ireland.

Chapters Four, Five and Six comprise the main body of the dissertation. In Chapter Four I set out in detail how my data was collected and analysed. I outline the steps taken from open-coding, to the formulation of categories and to the emergence of four main themes. The findings related to the four themes are presented in Chapter Five and this is followed by a meta-analysis of the data in relation to the theoretical framework in Chapter Six.

In Chapter Seven, I carry out an evaluation of the study. This study is focused on the cooperating teacher at a micro level. However in the Chapter Eight I also look at the implications of the study at an institutional and also at a more macro structural level when I discuss the importance of considering the self of the cooperating teacher in the design and conducting of mentoring programmes. I conclude by making both long and short-term recommendations in Chapter Eight.

```
┌─────────────────────────────────────────────┐
│                 Chapter One                 │
│             Introductory Chapter            │
│                                             │
└─────────────────────────────────────────────┘
                       │
                       ▼
┌─────────────────────────────────────────────────────────────┐
│                       Chapter Two                           │
│   The Self of the Researcher and Choice of Theoretical Paradigm │
└─────────────────────────────────────────────────────────────┘
                       │
                       ▼
        ┌─────────────────────────────────────┐
        │             Chapter Three           │
        │           Literature Review         │
        └─────────────────────────────────────┘
                       │
                       ▼
┌───────────────────────────────────────────────────────────────────┐
│                          Data Chapters                            │
├─────────────────────┬─────────────────────┬───────────────────────┤
│    Chapter Four     │    Chapter Five     │     Chapter Six       │
│ Collection and      │  Themes from the    │  Synthesis of Themes in the │
│ Analysis of Data    │       Data          │ Context of Professional Practice │
└─────────────────────┴─────────────────────┴───────────────────────┘
                       │
                       ▼
        ┌─────────────────────────────────────┐
        │           Chapter Seven             │
        │        Evaluation of the Study      │
        └─────────────────────────────────────┘
                       │
                       ▼
        ┌─────────────────────────────────────┐
        │           Chapter Eight             │
        │  Implications and Recommendations   │
        └─────────────────────────────────────┘
```
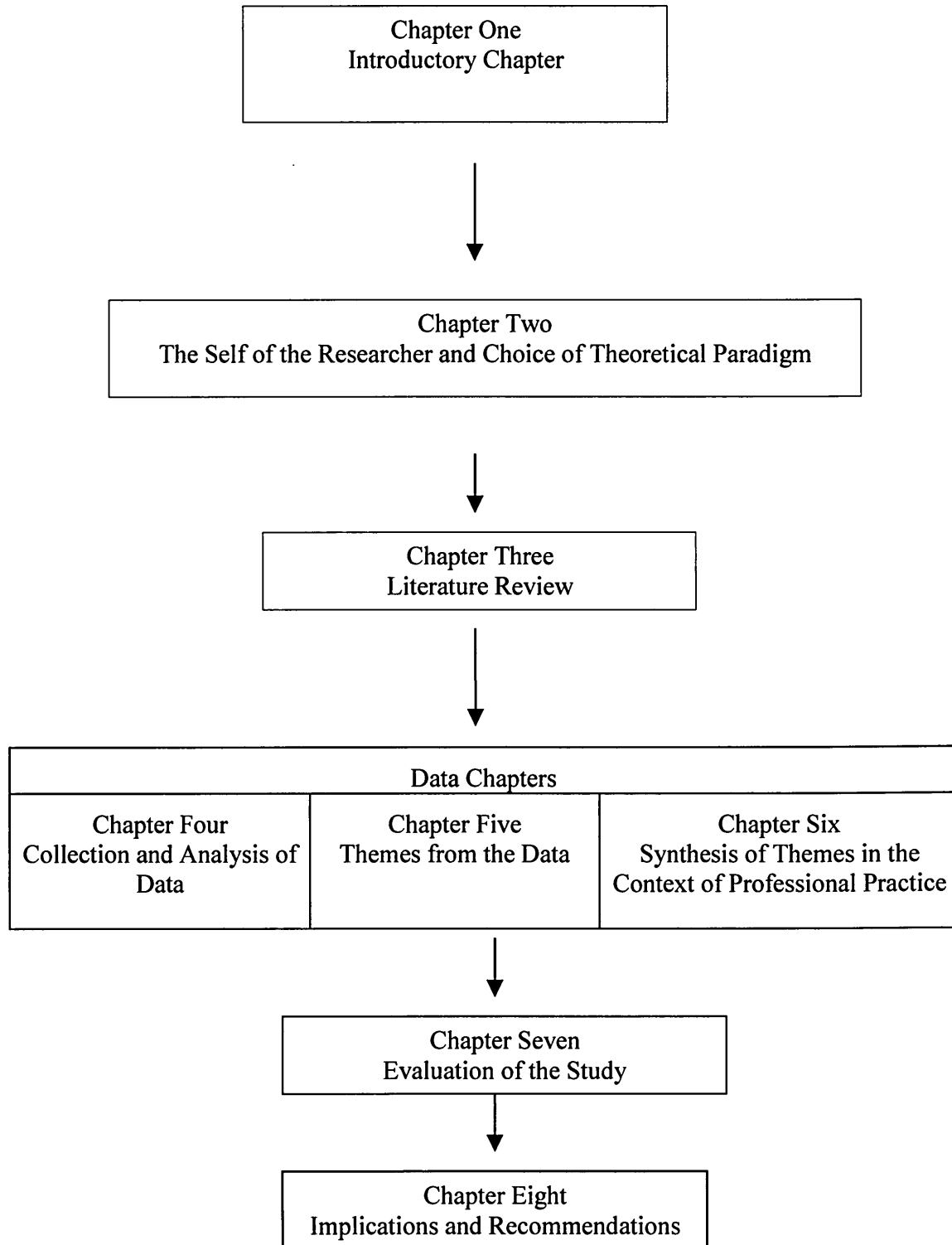
**Figure 1.1 Structure of the Dissertation**

# Chapter 2

# The Self of the Researcher and Choice of Theoretical Paradigm

## 2.1 Introduction

In my attempt to seek out the knowledge that would elucidate the selves of cooperating teachers, I agreed with Denzin and Lincoln's (1994) contention that:

> There is no clear window into the inner life of an individual. Any gaze is always filtered through the lenses of language, gender, social class, race and ethnicity. There are no objective observations, only observations socially situated in the worlds of the observer and observed.
>
> (Denzin & Lincoln 1994, p.12)

Therefore as I tried to elucidate the selves of the cooperating teachers in my study I had to deal with the epistemological issue of my relationship with the study I was conducting and my relationship and interaction with the cooperating teachers in that study (Cresswell 1998, p.76). My epistemological position is that knowledge is socially constructed. This in effect means that individuals, in trying to understand the world in which they live, develop subjective meanings of their experiences which "are varied and multiple, leading the researcher to look for a complexity of views rather than the narrow meanings into a few categories or ideas. The goal of research, then, is to rely as much as possible on the participants' views of the situation being studied" (Cresswell 2003, p.8). I had to adopt an etic perspective to try and understand how they saw themselves, and also an emic perspective to consider not only how I saw myself but also how others would see me (Anderson 1998, p.125). I have had twenty seven years' experience as a primary school principal and eighteen years working as a lecturer in Teacher Training Colleges, eight of those spent in Kenya. I can make some claim to having had considerable experience in both primary teaching and the education of primary teachers. However, I may also have subconscious biases and prejudices of which I am not aware. I am also very conscious of how classroom teachers may now view me. Despite my previous role as a primary school principal, I am now a College supervisor of students on teaching practice and would

therefore be seen as an agent of the College. I could be viewed as an "outsider" seeking "insider" information and, as such, I had to reflect on whether this view might influence how much my interviewees were prepared to open up to me. My epistemological position therefore, as self as researcher, was an acceptance of the knowledge that findings would be created as the study proceeded. I also had to explore the epistemological positions of the selves of my respondents especially in relation to their own priorities related to teaching and learning and how their beliefs impacted on themselves as cooperating teachers prior to, during and after the practicum.

In conjunction with my epistemological position I also had to reflect on my ontological stance. I share Cresswell's (1998, p.76) view that "reality is constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of the individuals being investigated, and those of the reader or audience interpreting a study". There is the possibility that no two people will see the same situation in exactly the same way. They may hold similar but not identical views, or they may hold very different and contrasting views of the situation because each person constructs a subjective reality of the situation in which she/he is placed, and each person brings her/his own life history to bear on the situation. However, I am also conscious of the fact that we have inter-subjectively constituted symbol systems and shared definitions of the situation. Therefore, I had to try and construct my reality of the situation as my interviewees presented the reality of the teaching practicum situation from their perspectives as cooperating teachers.

Also in relation to my own ontological stance I had to consider the reality that I was the person who prepared, conducted and analysed the interviews and therefore it was necessary to question to what extent I was influencing the outcomes of the interview and whether I was, as researcher, coming between the cooperating teachers and the reader. I believe it is inevitable that the researcher will come between those who are being studied and the reader because the researcher's own judgement is brought to bear on the analysis of the data. Hence I acknowledge that as sole data collector and analyst I see myself as a fallible instrument attempting to understand how others saw their own realities and then

presenting my understanding of these realities to the reader who may, in turn, interpret them in a different way.

Two other issues that I was aware of while conducting my study were, firstly, the maintenance of a balance between developing a rapport with my interviewees so they would willingly confide in me, and, at the same time, cultivating some social distance to avoid the 'going native' syndrome (Woods 1992, pp.375-376). I suggest that I was successful here because the teachers were indeed most willing to talk to me and actually welcomed the opportunity to confide in me, and as the interviews proceeded we built up a warm, friendly and trusting relationship. Despite this I never had a sense that my perspective as researcher was being taken over by my respondents. Secondly, in relation to interpreting the data Kvale (1996) compares biased subjectivity with perspectival subjectivity.

> A *biased subjectivity* simply means sloppy and unreliable work; researchers noticing only their evidence that supports their opinions, selectively interpreting and reporting statements justifying their own conclusions, overlooking any counterevidence. A *perspectival subjectivity* appears when researchers who adopt different perspectives and pose different questions to the same text come up with different interpretations of the meaning. A subjectivity in this sense of multiple perspectival interpretations is a specific strength of interview research.
>
> (Kvale 1996, p.212)

I agree with Kvale (1996) that an interview text needs close scrutiny and must be questioned to check for different interpretations of its meaning. However as a lone researcher having kept an open mind and carried out the validity checks as set out in Chapter Five, I had to make my own judgements, reach conclusions and then present the reader with a carefully considered interpretation of the meanings of my data.

## 2.2 Theoretical Paradigm, Choosing a Methodology

This is a qualitative study on cooperating teachers who handed over their classrooms and pupils for a five-week period to St. Paul's third year B.Ed students. Cresswell (1998) defines qualitative research as:

> an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a

complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting.

(Cresswell 1998, p.15)

This study is clearly located within the qualitative paradigm. Guba (1990, p.17) defines a paradigm as "the net that contains the researcher's epistemological, ontological and methodological premises". I have already outlined my position in relation to epistemology and ontology and in accordance with Cresswell's definition of qualitative research I had to decide on which methodological tradition my enquiry was based. According to Denzin and Lincoln (1994, p.13), four major interpretive paradigms structure qualitative research: positivism, postpositivism, critical theory and related ideological positions and constructivism - interpretivism. Denzin and Lincoln (1994) and Cresswell (2003) combine constructivism with interpretivism and although Schwandt (1994, p.119) sees them as two separate approaches he concedes that "there is a risk in drawing too fine a distinction between interpretivist and constructivist perspectives that share a common intellectual heritage."

Following Guba and Lincoln (1994, pp. 110-111) the four methodological premises of these four paradigms may be summarised as follows:

Positivism: Hypotheses are stated and then subjected to empirical testing for verification.

Postpositivism: Here the emphasis is on attempting to falsify rather than verify hypotheses. Inquiry is conducted in a natural setting and qualitative techniques are used to determine the meanings and purposes people ascribe to their actions.

Critical Theory: This methodology requires a dialogue between the investigator and the subjects of the inquiry in order to uncover knowledge that points to experiences of suffering, conflict and collective struggle.

Constructivism-Interpretivism: "Individual constructions can be elicited and refined only through interaction *between and among* investigator and respondents.

## 2.3 Symbolic Interactionism:

The constructivism-interpretivism methodology was very much in line with my epistemological and ontological beliefs, coupled with the fact that I was studying the self of the cooperating teacher, directed me towards the specific interpretivist theory of symbolic interactionism. Schwandt (1994) identifies symbolic interactionism as a social psychological theory and as an interpretative science in search of portraying and understanding the process of meaning-making. However, he goes on to state that "this approach to the study of human action is difficult to summarise briefly because of the many theoretical and methodological variants of the position" (Schwandt 1994, p. 123).

This observation is in line with the earlier statement by Wood's (1983, p.1) that "interactionism by its nature is a rather diffuse set of ideas rather than a highly integrated body of theory, and it has spanned a correspondingly diffuse range of studies". More recently, Ritzer and Goodman (2003, p.351) argue that it is not easy to characterise the theory in general terms because it has "a deliberately constructed vagueness and a resistance to systemisation". This lack of consensus on reaching a precise definition may be due to what Fine (1993, p.64) describes as the fragmentation of symbolic interactionism. He claims that, "the dissipation of the institutional centres of interactionist training – Iowa, and Chicago, and later San Diego militated against a wide agreement on a core set of concepts beyond broad premises". However, there is a broad acceptance of the Blumer-Mead model of symbolic interactionism. First, human beings act toward the physical objects and other beings in their environment on the basis of the meanings that these things have for them. Second, these meanings derive from the social interaction or communication between and among individuals. This interaction is symbolic because we communicate mostly though not exclusively through language which is made up of symbols. Third, these meanings are established and modified through an interpretative process in which "the actor selects, checks, suspends, regroups, and transforms the

21

meanings in light of the situation in which he is placed and the direction of his action" (Blumer 1969/1998, p.5; Schwandt 1994, pp.123-124).


## 2.4 The Concept of Self: A Symbolic Interactionist Perspective for the Purpose of This study

I have already referred to the concept of the self of the cooperating teacher in Chapter One, and how it should be seen at the micro interactionist level of the classroom, at the institutional level in relation to the manner in which the College organises the practicum and at the structural level regarding national and international policy-making for pre-service teacher mentoring. There are some further points I will make in relation to self that are pertinent to my study. Firstly, Blumer's (1969/1998) model of symbolic interactionism is predominantly based on the situational self i.e. how the self defines, communicates, interprets and acts in specific situations.

The manner in which the individual interacts with self can be divided into three categories. "We can talk to it, we can see it, and we can direct it" (Charon 1989, p.72).

Just as we use language as a symbolic means of communicating with others, we also use language to communicate with ourselves. Normally, this is a silent language that Mead (1934, p.173) refers to as "the internalised conversation of gestures which constitutes thinking". When we are thinking we are in fact speaking to ourselves. Sometimes people speak aloud to themselves but this may be seen as being socially eccentric.

We also have the ability to see ourselves in a given situation. But as well as seeing ourselves we also begin to develop a picture of how others see us in that same situation. We think about ourselves as we appear to others and begin to make judgements about ourselves. These judgements that we make about ourselves affect our sense of self-image, self-esteem and self-identity. Working within a symbolic interactionist framework and based on narrative biographical work with teachers, Kelchtermans (2005, pp.1000 –1001) sets out how these aspects of self are constructed. He sees self-image as "the descriptive

component, the way teachers typify themselves as teachers". He describes self-esteem as the evaluative component. It refers to "the teacher's appreciation of his/her actual job performances". Kelchtermans (2005) argues that a teacher's sense of self-identity comes from a sense of:

> Both the understanding one has of one's 'self' at a certain moment in time (*product*), as well as to the fact that this product results from an ongoing *process* of making sense of one's experiences and their impact on the 'self'.
> (Kelchtermans 2005, p.1000)

I found this idea of self-identity being constructed over time very useful for my study as I elucidated the selves of cooperating teachers at different stages of the practicum and explored the impact of the process of the teaching practicum on the self. However, self-identity is not based solely on a person's interaction with self. Berger (1970, p.116) argues that identities are "socially bestowed, socially maintained, and socially transformed". Therefore we identify ourselves in interaction with others. Referring to children, Pollard (1996, p.84) saw "settings of home, playground and classroom as politico-cultural contexts in which interactions take place and relationships and identities form". Therefore in my study I explored how the interaction with the self and with others involved in the practicum impacted on the self-identities of the cooperating teachers.

We can direct the self to take appropriate action. Blumer (1969, 1998, p.63) argues that a person does not respond unthinkingly to a situation but rather, "he acts toward his world, interpreting what confronts him and organising his action on the basis of the interpretation". However, this does not mean that a person has total autonomy in deciding what course of action to take. Hammersley (a) (1980, p.199) is critical of "the presupposition that actors are free to define and construct the world in any way they wish". He insists that "it is not true that interactionist work treats the actor as completely autonomous. The situations actors faced are assigned a considerable role in shaping their perspectives and thus their actions".

The word "role" is open to a number of different interpretations. Hammersley's (1980) use of role in the above quote is synonymous with influence insofar as he argues that the situation influences the actions that a person may take. My use of the term "role" may be

functionalist or interactionist depending on the context in which it is used e.g. I use the word "role" to signify function i.e. what a person *does* in a situation such as taking on a mentoring role. However, I also use the term "role" from the interactionist position of taking the role of the other. "Taking the role of the other is central to the development of selfhood, it is probably the most important mind activity, and it is necessary for both the acquisition and use of symbols" (Charon 1989, p.101). Obviously, taking the role of the other in this context does not mean taking over the functions that are being performed by another person. Instead, from an interactionist position, taking the role of the other means that we try to see the world from the other person's perspective. We now tell ourselves how others see themselves and why they operate as they do. This internalising process is having symbolic interaction with self through the use of silent language. Finally having seen things from the other's perspective, an appropriate course of action may be considered. The arrival of a student teacher in the classroom introduces an additional person with whom the cooperating teacher will interact. For this interaction to be successful it will be necessary for the cooperating teacher to understand how she herself and the classroom situation are seen from the perspective of the student teacher and then make decisions as to what she should or should not do. However, as I found in my study, taking on the role of the other is not as simplistic or straightforward as it sounds. Situations arise when it becomes difficult to see things from another's perspective and failure to do so has serious implications for interaction and relationships.

Finally, being an observer of teaching rather than being involved in the act of teaching provides an opportunity for reflecting on self as teacher. In addition being able to observe the pupils being taught and how they respond to the student teacher may give the cooperating teacher a new perspective on these pupils.

## 2.5 Conclusions

Attempting to acquire knowledge of the selves of my respondents caused me to reflect on my own epistemological assumptions. There were some crucial questions I had to confront. How successfully can one ever elucidate the self of another? How much of the self is a person willing to reveal? Does a person reveal only the positive aspects of self or

reveal those aspects which she/he thinks are being looked for by the researcher? Is there a divergence between what the self says and the self does? To what extent, if any, would my position as College supervisor influence what the cooperating teachers were prepared to confide in me? To what extent am I influenced by my own values, beliefs, lived experiences and life history? I had no definitive answers to these questions but at least I did have an awareness of the challenges they posed. I decided that the best way for me to acquire knowledge of the selves of teachers in my study was through dialogue. My knowledge of the selves of others would be socially constructed through interviewing as my data collecting method. This epistemological approach positioned my study in the interpretivist paradigm of qualitative research and the focus on elucidating the selves of my respondents suggested symbolic interactionism as the most appropriate methodology.

Defining self proved somewhat problematic with Charon (1989) describing it as an *object* the actor acts towards and Mead (1934) and Woods (1995a) both insisting that the self was a *process*. Rather than getting swamped in semantics I decided that the important point for me was the understanding that just as a person can communicate with others, see others and decide on the appropriate action to take towards others, a person can do all of these things with the self. Therefore, we can communicate with the self by thinking or having an internalised conversation, we can define our self-identity in a given situation, and having made judgements we can decide on the appropriate action to take in relation to self.

How we define ourselves also depends on the assumptions we make about how others see us. We take on the role of the other when we see self from the perspective of others and I will discuss this in more detail in the following literature review.

I had less difficulty with my ontological position. I am frequently reminded in everyday life of the fact that multiple realities exist for people who are in the same place at the same time. Listening to the accounts of rival supporters that have attended the same match provides ample proof that perceived reality is not alone subjective but may also be quite biased. Therefore I am acutely conscious that my respondents were sharing the

reality of the teaching practicum as experienced by *themselves* and in turn I am presenting *my* interpretation of that reality to the reader.


Having decided on the methodological position most appropriate to my research I now faced the challenges of finding out what information was available, what studies had been conducted and what the findings had been in relation to the selves of cooperating teachers. These are explored in the following literature review.

# Chapter 3

# Literature Review

## 3.1 Introduction

According to Bruce (1994, p.218), the purpose of a literature review is to provide a background to and justification for the research undertaken. Murray (2002, p.103) elaborates on what is involved in justifying the research by suggesting that the purpose of the review "is to show the 'gap', to show that there is a need for your work. Your research will take the field or topic forward in some way". My study addressed a very large gap in that there has not been any study conducted to date that has focused exclusively on cooperating primary teachers in Ireland in pre-service teacher education. I faced the formidable challenge of actually breaking new ground. Furthermore the studies in the literature that had been carried out in other jurisdictions were based on teachers that had a formal and official role in the teaching practicum, therefore ruling out the possibility of comparing like with like. In addition, the studies looked at roles, responsibilities, what constituted good mentoring practices and were therefore frequently putting the emphasis on what mentors did or should do rather than on the self of the cooperating teacher. Whereas I had now to look at these studies from an interactionist perspective to see what they were telling me about the self of the cooperating teacher.

## 3.2 Defining terms associated with teaching practice

There are a number of terms associated with teaching practice that need to be defined in the context of my study. Stanulis and Russell (2000, p.65) point out that in relation to teaching practice, "classroom teachers have been referred to as supervisors, cooperating teachers, coaches, guides or mentors as if these are interchangeable terms". However these terms are open to different interpretations. For example, in the UK, classroom teachers accept student teachers into their classrooms to carry out teaching practice. There is, however, one particular classroom teacher in the school who has the role of designated student mentor and whose responsibilities include attending to the students'

pastoral needs, observing the students teach and providing feedback to them, and discussing their progress with the class-teacher, link tutor and head teacher (Cross 1999, p.6). Since the classroom teachers co-operate with the student mentor in evaluating the student teachers' progress and in making a final assessment on student teachers, both classroom teachers and student mentor may be seen as cooperating teachers from the perspective of the Higher Institute of Education. At the time of writing there is no corresponding student mentor role in primary schools in Ireland. In some of the larger schools a teacher may be given responsibility for looking after the needs of student teachers on teaching practice. However this is an exclusively internal matter for the school. There is no official or formal liaison between the college supervisor and this teacher.

The terms "mentoring" and "assessing" also have different meanings. In a study of pre-service teachers engaged in an extended mentoring programme paper in Finland, Vaisanen (2000, pp.586-587) defines mentoring in terms of functions and suggests that "mentoring is accomplished through the functions of socialising, teaching, providing opportunity, sponsoring, coaching, guiding, protecting, advising and counselling, encouraging, inspiring, challenging, role-modelling, supporting and befriending". Fletcher (2000, p.1) defines mentoring in UK schools as "a combination of coaching, counselling and assessment, where a classroom teacher in a school is delegated responsibility for assisting pre-service or newly qualified teachers in their professional development". There is a difference of opinion here as to whether or not assessing is one of the functions of a mentoring process. Because classroom teachers in Ireland are prepared to mentor student teachers on a voluntary basis but have no input into the assessment of student teachers, for the purposes of my study I use the terms "mentoring" and "assessing" as two separate functions with mentoring as the potential domain of the cooperating teacher and assessment being in the sole domain of the college supervisor. Vonk (1993, p. 32) also makes a clear distinction between the terms mentor and supervisor arguing that "a mentor is a person assigned only to guide the novice, a supervisor combines guidance and assessment". Having clarified the terms classroom teacher, cooperating teacher, mentoring, assessing and supervising in the Irish context, it

is important to bear in mind that the definition of terms and the distinction between roles and functions have implications for the type of partnership that exists between colleges and primary schools and between college tutors and cooperating teachers.

### 3.3 Partnership between Third Level Institutions and Primary Schools in a European Context

In attempting to elucidate the self of the cooperating teacher during a teaching practicum, it is necessary, firstly, to explore the broader context of the partnership between higher educational institutions and the school in which the practicum is undertaken, and then look at the cooperating teacher in the context of teaching practice. From a European perspective, this issue is addressed in the *Thematic Network on Teacher Education in Europe* (TNTEE) Journal (Vol. 1 No.1, 1999) which sets out papers in relation to fifteen institutions in seven countries; Spain, Portugal, Austria, Denmark, Sweden, the UK and Ireland. As well as looking at a variety of relationships and partnerships between institutions and educational providers, the main focus was on the partnership between the institution and the schools in which the student teachers undertook their teaching practice. Stephenson (1999, p.3-5) described teaching practice as "the most unifying feature" in the context of initial teacher training throughout the institutions as a whole, however she goes on to point out that the manner in which teaching practice is organised varies greatly from country to country and sometimes even within the one country. It was evident from the papers presented that the role of the cooperating teacher differed quite a lot over the various jurisdictions. In the UK, Austria, Denmark, and Sweden the cooperating teacher played a significant and influential official and formal role in the practicum. This was true to a lesser extent in Spain and Portugal where the cooperating teachers were given some responsibilities but Ireland was unique in that the classroom teacher had no official role. Buchberger et al. (2000, p.11) arrived at the same conclusion, pointing out that different member states of the EU frequently stress the *uniqueness* of their particular system of teacher education and its *incomparability* to other systems and despite OECD efforts to stimulate a trend towards convergence, teacher education in the member states of the European Union is organised in systems and models of a highly heterogeneous nature. One of the issues in initial teacher training related to teaching

practice is the relative power between the education institution and college supervisor on the one hand, and the school and cooperating teacher on the other.

In the shifting of power from the colleges to the schools, Vonk (1993, p.31) claimed that "for different reasons, in recent years various European countries have renewed their interest in a greater involvement of practitioners in the education and training of teachers. As a consequence, in many countries the balance of control and influence in the relation between training institutions and schools is changing".

In a study conducted at the IVLOS Institute of Education at Utrecht University on the partnership arrangement for teaching practice, Koetsier et al. (1997) explained how the balance of power had been deliberately shifted to favour the cooperating teacher:

> We have taken one special measure to give the cooperating teacher power in the relationship: in the assessment of student teachers the university supervisor and the cooperating teacher have an equal say, but if there is disagreement the final decision is with the cooperating teacher.
>
> (Koetsier et al. 1997, p.308)

The study also found that "one of the most important factors is that both teachers and university staff feel that *the partnership enriches their professional life and the quality of their teaching*" (Koetsier et al. 1997, p.309 italics in the original).

## 3.4 Partnership in the UK context

Partnership arrangements in Scotland are different to those that operate in England, Wales and Northern Ireland. School staffs in Scotland "while extensively involved in working with student teachers on placements, have so far resisted any formalising of enhanced roles and responsibilities (on assessment of student teachers on placement for instance). Therefore schools' involvement in ITE remains on a goodwill basis in Scotland" (Brisard et al. 2006, p.51). In England, Wales and Northern Ireland, "by the later 1980s, it would have been difficult to find an institution which was responsible for initial teacher training that did not claim that it was engaged in some form of partnership with its associated schools" (Wilkin 1990, p.3). While DES Circulars 3/84 and 3/24/89

30

made partnership between colleges and schools a mandatory requirement, Wilkin (1990, p.3) argues that these Circulars were in fact "confirming a professional trend which had been gaining in strength and robustness for many years". On the other hand, Crozier et al. (1990, p.51-54) contend that this mandatory partnership was "somewhat slippery and imprecise" and "reflected the tension between academic study of education and development of practical classroom competence." The authors suggest that partnership was a term used "to obscure muddled thinking and unwillingness to face basic issues such as power and values in the relationship between teacher educators and teachers". The balance of power between the university and school and between the college tutor and cooperating teacher was one of the issues addressed by Dunne et al. (1996) in a study conducted in the UK. Looking at the situation prior to the implementation of Circular 9/92 the part played by the cooperating teacher is described as follows:

> The role of the teacher was restricted to one of a supportive, supervisory nature providing students with the opportunity to practise what they had 'learnt' at the university, helping the student as a friend. Teachers working most closely with the students were given no training for their role, had minimal information about the course, no clearly defined roles or responsibilities and played a limited part in the assessment of the students.
>
> (Dunne et al. 1996, pp 43-44)

To meet the terms of Circular 9/92 cooperating teachers were to be given the leading role in the supervision and assessment of student teachers thus theoretically moving the balance of power from the university tutor to the cooperating teacher. However in the study conducted by Dunne et al. (1996) one of the cooperating teachers who had the technical authority to assess the student teacher and therefore would appear to be in a position to challenge the tutor's position described the situation:

> At the end of the day the university gives the qualification and selects the students and spends more time on them. Although I felt responsible as a mentor, I am remote from other parts of the initial teacher training course and so I'm the junior partner. The ultimate responsibility is with the university.
>
> (Dunne et al. 1996, p.51)

As far as this individual was concerned, rather than a shift of the balance of power from the college tutor to the teacher, or even an equality of power between both, instead the cooperating teacher felt like "the junior partner".

While the study by Koetsier et al. (1997) showed the cooperating teacher's partnership role in a positive light and Dunne's et al. (1996) study showed the cooperating teacher's role in a more negative light it would be unwise to make generalisations from either study. Where a partnership exists, each higher educational institution has its own unique relationship with cooperating teachers and this partnership arrangement has the potential to enhance or disillusion the self of the cooperating teacher. But in the absence of any form of meaningful partnership between a college and cooperating teachers how does the practicum impact on the self of the cooperating teacher?

## 3.5 Partnership in the Republic of Ireland context

O'Brien (1999) looks briefly at partnership from the perspective of post-primary cooperating teachers in an Irish context.

> These cooperating teachers may or may not take an active part in the support of the student teacher. This support will vary from school to school and from teacher to teacher. The support may consist of the cooperating teacher sitting in with the student while teaching or allowing the student teacher to observe the cooperating teacher during the course of his/her lessons. Frequently they will advise in relation to how to approach a topic or will give advice on particular pupils who may need special attention. It is not unusual for the cooperating teacher to support the student from the perspective that the university tutor is an "inspector" or "assessor" only. The cooperating teacher may not be very aware of the teacher education theory context within which the student teacher is required to operate.
>
> (O'Brien 1999, p.72)

Three important points are being made here. Firstly, the cooperating teacher can determine the level of assistance she/he will give the student teacher. Secondly, the one reason given for this support is that the cooperating teachers see the role of the college tutor as being that of an assessor only. Thirdly, there is an obvious lack of communication between the university and cooperating teacher. But this description of the situation also raised a number of key points that were not addressed. Are there other reasons why the cooperating teacher is prepared to provide unofficial mentoring? How does the student respond to this support from the perspective of the teacher? How does the lack of communication between the university and teacher impact on the self of the cooperating teacher? Although these questions were in relation to post primary teachers they pointed to the 'gap' that exists concerning primary cooperating teachers. Primary teachers who accept student teachers from St. Paul's College have no involvement in the

planning and timing of teaching practice. They have no input into the preparation of student teachers for teaching practice. There is no correspondence between the college and the cooperating teachers in relation to what is expected of them in the course of the practicum. They may or may not be asked for any feedback by the college supervisor. Despite this they continue to oblige the College and support the student teachers in the classroom and the voices of the selves of these teachers have not been heard in the literature. This is the gap that is addressed in my study.

## 3.6 The Cooperating Teacher and the Teaching Practicum

In researching the perspective of the cooperating teacher on teaching practice there were a number of issues that posed a challenge. According to Koernier (1992, p.46) "although the cooperating teacher is vital to student teaching, little has appeared in the professional literature about being a cooperating teacher". More recently, Goodfellow and Sumsion (2000, p.245) agree claiming that "the perspectives of field-based teacher educators have been overlooked in much of the research literature about pre-service teacher education" and Clark and Jarvis-Selinger (2005 p.66) argue that "substantive consideration of cooperating teachers' work contexts and influence of their teaching perspectives on supervisory practices are conspicuous by their absence". I was also aware that the literature deals exclusively with cooperating teachers who have an official function in the practicum, whereas the teachers in my study were prepared to support their student teachers on an unofficial, voluntary basis, hence there is a potentially significant difference. Nonetheless, I felt it was essential that I compare the findings of those who had carried out studies on cooperating teachers with official mentoring roles to my own findings on cooperating teachers who did not have any official role. While not all of the studies I refer to are explicitly labelled as being symbolic interactionist, I have looked at them to see what they were telling me about the selves of cooperating teachers. It is important to emphasise at this stage that the literature review and the collection and analysis of data was an iterative process with each element of the study informing the other. In the following chapter I show how the four main themes – defining the situation, negotiation, perspectives and emotions – were mined from the data. As I analysed the

data, I continued to go back to the literature and carry out a more in-depth exploration and more focused study of these themes in relation to cooperating teachers.

## 3.7 Defining the Situation

The term "defining the situation" was first coined by W.I. Thomas (1928, p.571) who tells how a warden of a prison refused a court order to allow a prisoner outside the walls on the grounds that this prisoner had killed several people who had the unfortunate habit of talking to themselves on the street. He believed that they were saying vile things about him and he acted as if this were true. "If men define situations as real, they are real in their consequences". This famous dictum is elaborated on by Woods (1983, p.7) "no matter what the objective circumstances are, or the prevailing official definition, if a person defines a situation in a certain way, that will be the context in which his plans for actions are formed". It is not an easy concept to understand because definitions range from very broad to quite specific. For example, according to Berger (1970, p.100), "it means that a social situation *is* what it is defined to be by its participants". Charon (1989 pp.73 -80) is more specific in defining this concept. He equates "defining the situation" with analysing the situation. One aspect of this analysis involves people looking at themselves in the situation they are in, making judgements about themselves and, at the same time, trying to imagine how others may be judging them. A second aspect of the analysis is trying to define ourselves by giving ourselves an identity. In the previous chapter I suggested that identity is formed through interaction with self (Kelchtermans 2005) and with others (Berger 1970; Pollard 1996). I will now elaborate further on what is meant by self-identity in the context of this dissertation. Beijard (1995, p.282 cited in Day et al. 2006, p.605) defines the concept of identity as "who or what someone is, the various meanings someone can attach to oneself or the meanings attributed to oneself by others". This raises the question of whether who or what someone is, or how people view themselves, or consider how others view them, may all be subject to change. Day et al. (2006, p.610) argue that "for all teachers, identity will be affected by external (policy) and internal (organisational) and personal experiences past and present, and so is not always stable". This supports the assertion by Zembylas (2003, p.109) that "identity is not a pre-existing, stable element" but rather that it is "something that is constituted

through power relations". According to Day et al. (2006, p.611) "a further consideration in the discussion of teacher identity is that of emotional factors". In his ethnographic study of Catherine, the science teacher, Zembylas (2003, 2004) shows how emotions are related to power. Catherine taught science in a way that deviated from the norm and she was criticised and reprimanded for being "different". "Her prevailing feeling was a sense of powerlessness and personal inadequacy, precisely what has been defined as shame" (Zembylas 2003, p.121).

Before the arrival of the student teachers, my respondents were virtually autonomous in their own classroom but now being denied any official role, I discussed with them how they defined themselves during the practicum as they became spectators of teaching in their own classrooms, and my findings bear out the suggestions presented by Day et al. (2006) and Zembylas (2003) that the self-identities of teachers are unstable and subject to change.

In the previous chapter I pointed out the difficulty in defining and being consistent in the usage of the term "role". This complexity is further exacerbated by disagreement among authors as to whether "role" is part of "identity". Castells (1997, pp.6-7 cited in Day et al. (2006, p.610) argues that "identity must be distinguished from what, traditionally, sociologists have called roles". However, Day et al. (2006, p.610) claim that one aspect of their lives through which teachers define themselves is their current roles. Woods (1983, p.73) provides the succinct definition of teacher role as "the pattern of behaviour that others expect from teachers". If we see identity as the meanings that teachers themselves or others may attach to these patterns of behaviour then there is a close link between role and identity. Plummer (1975, p.18) uses the term role-identity to define people "imaginatively viewing themselves as they like to think of themselves being and acting in a given position". In my study I found that the cooperating teachers found it difficult to separate role from identity. Not having a clearly defined role over a five-week period certainly impacted on their sense of self-identity.

In his discussion on "defining the situation", Woods (1992, pp.342 – 344) argues that when people engage in social interaction there is a process that involves the actors interpreting the situation in which they find themselves. He then goes on to argue that "for smooth interaction to occur, it is necessary that all interpret situations in the same way" although actors may also have conflicting definitions of a situation that may actually lead to conflict.

In this study, how cooperating teachers and their student teachers constructed their own individual realities of the same situation is shown. While these conflicting definitions of the situation did not lead to conflict, they did lead to what I termed "interactional contingencies" in that the cooperating teachers became annoyed when certain situations developed, and responded to them in a manner that led to feelings of anger, embarrassment, and shame for the selves of the cooperating teachers.

## 3.8 Negotiation

According to Hammersley (1980b, p.63), "a core element of the concept of negotiation is the idea that there is some kind of (often implicit) arrangement or contract between participants about what can and cannot 'reasonably' be done." The problem that may arise here of course is the subjective nature of what is considered reasonable. If the participants are in agreement about what is reasonable then the product of these negotiated understandings may be defined as a working consensus. Pollard (1996, p.90) defines a working consensus as the product of a negotiated understanding between people who interact with each other. He goes on to point out that "some will have more power and influence than others but each has a set of interests-at-hand which will inform their strategic actions as they cope with, adapt to and come to understand the situations they face". In the teaching practicum situation, a successfully negotiated working consensus should help in bringing about "a dynamic, reciprocal relationship in a work environment between a career incumbent (mentor) and a beginner (protégé) aimed at promoting a career development of both" (Healy & Weichert 1990, p17). A U.S. study by Allen et al. (2003) on the impact of mentoring relationships on eleven classroom teachers and on their pre-service mentees concluded that the mentoring experience fostered growth for

both pre-service and in-service teachers. On the other hand, reaching a working consensus may be fraught with difficulties.

> Firstly negotiations are not always peaceful, marked with good will and agreement to find common ground. They are often conflictual, marked by rancour, and bad feeling, not only concerned to optimise one's own concerns, but to belittle the other's. Second in view of this, one is led to investigate the relative power of the parties to the interaction
>
> (Woods 1983, p.11).

There are two issues here. The first deals with the possibility that the negotiating parties may have priorities that are in conflict with each other. While it may be unlikely that a cooperating teacher would intentionally optimise her/his concerns in order to belittle the concerns or objectives of a student teacher, the following studies indicate that the concerns of the self of cooperating teacher may give rise to tensions in negotiating the work that the student teacher is expected to complete. One potential source of this tension is trying to meet both the needs of the school and the needs of the student teacher.

In an Australian study of 129 field-based teacher educators involved in pre-service teacher education, Goodfellow and Sumsion (2000, p. 248) concluded that these teachers "tried to create a caring and respectful climate that provided an appropriate balance of challenge and support". However, Williams (1993, pp.409-410) argues that conflict can arise in finding a balance between a school centred approach that "emphasises the importance of the student adopting the culture and practices of the school and of the teacher with whom s/he has contact" and a student centred approach that is "analysing the individual needs of the beginning teacher so that training may be devised to meet their needs". Therefore, trying to ensure that the children's education will not be disrupted and at the same time be prepared to help the student teacher may be a source of tension for the self of the cooperating teacher.

Concern for their pupils is very much part of the selves of classroom teachers. The pupils in the classroom are the teacher's priority (Nias 1989; Woods 1995). In negotiating the material to be taught by the student teacher, the cooperating teacher has the children's educational well-being very much in mind. In her paper on student teachers' experiences

of learning to teach in English primary schools, Edwards (1998, p.53) found that interviews with mentors revealed their belief "that their major role was to provide safe sites for the trial and error learning of pupils. The dilemma for mentors centred on their prime responsibility to the pupils in the classrooms. They had to do all they could to prevent student teachers' errors". Such an approach is hardly conducive to student teachers feeling encouraged to become risk-takers, to see mistakes as learning opportunities and to help them in the pursuit of becoming reflective practitioners.

Another reason that may be put forward for cooperating teachers guiding their student teachers towards low risk activities is the assertion by Kennedy (1991, p.16) "that mentors may not be qualified to teach *teachers* even if they are very good at teaching children. Their knowledge of teaching may be tacit, so they don't know how to explain their own practices to guide novices". Feiman-Nemser (1998) is very explicit when she asserts,

> I have found that teachers who serve as cooperating teachers or mentor teachers,
> or whatever the local title happens to be, rarely see themselves as school-based
> teacher educators, responsible for helping novices learn to teach.
>                                       (Feiman-Nemser 1998, p.64)

A more recent study by Braund (2001) would seem to bear out this assertion. In this study, student teachers were expected to teach science using the constructivist approach and then enter into discussion with their mentor on how this approach had actually worked. However, out of a total of 109 students, a quarter of the sample said that "no interaction with mentors took place". Braund concluded that this absence of interaction may have been due to lack of time on the mentors' part but could also be explained by the fact that "being a good practitioner doesn't necessarily mean that you are good at passing on what you know and understand about your craft" (Braund 2001, p192 -194). The findings of the above studies appear to vindicate the view that cooperating teachers, although willing to assist and guide their student teachers do not see themselves as teacher educators.

The second issue addressed by Woods (1983) is the relative powers of those involved in negotiating a working relationship. According to Hargreaves (1986, p.140),

interactionists have been accused of neglecting the notion of power in their analyses but he strongly counters this allegation, arguing that "interactionists have made an important contribution to the study of power by showing how power is frequently *negotiated* in interpersonal encounters". There were two issues related to power that emerged in my study. Firstly, having handed over the class where did the balance of power lay between the cooperating teacher and the student teacher? Secondly, on a micro level, the student teacher is in the rather vulnerable position of trying to please the cooperating teacher and at the same time secure the best possible grade from the College supervisor. At an institutional level, the supervisor has the power to award a grade without reference to the cooperating teacher's opinion and this situation stems from the macro level of national government that gives complete autonomy to Colleges of Education in relation to how teaching practice is conducted. In the context of my study this raised the complex question of whether or not cooperating teachers wanted an input into the assessment procedure.

Jones (2001) conducted a comparative study to investigate mentors' perceptions of their respective roles in England and Germany. The mentors in England were involved in assessing their student teachers while their German counterparts had no say in assessment. The majority of the English mentors welcomed their direct involvement in the assessment of trainees. They felt there was an increased status and influence associated with the assessment aspect of mentoring which gave them a sense of importance. These mentors were engaging in self-judgement that Charon (1989, p.75) equates with self-esteem. However, one mentor said she would like to disassociate herself from this responsibility and would prefer if visiting tutors did "the dirty work" (Jones 2001, p.87). The German mentors saw disadvantages if they were given an assessment role arguing that such a role would have a detrimental effect on the mentor/trainee relationship and, in addition, that it would restrict trainees in developing their own teaching style and thus stifle creativity on the part of the students. On the other hand, they also saw disadvantages in not being involved arguing that the College tutor awarded the final grade and in their view this was based on a "snapshot" impression obtained on the day of the examination. Although the German mentors were obliged to provide feedback

on their trainees' overall performance their comments were not guaranteed to have any influence on the final grade and provoked the following comment from Jones (2001, p.86): "ironically, it is the mentor who could provide detailed information on a trainee's typical performance and enhance the consistency of evidence that is excluded from the assessment process". There was no clear-cut answer to the question "to assess or not to assess?" The study conducted by Jones (2001) confirmed the findings of an earlier study by Watt (1995) who found that some cooperating teachers saw assessment as a priority while others regarded their uncritical support as important. As I will show later, my interviewees also had mixed views on what their role should be in the assessment of their student teachers.

Personal and professional relationships also have to be negotiated and these relationships have the potential to have positive or negative effects on the selves of cooperating teachers. A U.S. study conducted by Wildman et al. (1992) and a UK study conducted by Williams (1993) identified time as a major constraint for mentors who were trying to establish a working relationship with their mentees. Lack of time compromised the opportunity for interaction. A more recent UK study by Cross (1999) examined the time constraints he faced taking on the dual role of mentoring two student teachers in his school and have full-time teaching duties at the same time. These two students were not in his own classroom and he questioned if he could meet his own class teaching commitments and at the same time provide the necessary support to both of his mentees. He advanced three possible solutions. The first was that the mentor should not have responsibility for any class while mentoring student teachers. The second option and the one he considered best for resolving the difficulties related to time was for mentors to work in pairs. "Both would have a student teaching their own class but would act as mentor to the student teaching the class of the partner" (Cross 1999, p.19). The third was that the classroom teacher should mentor the student teacher in her/his classroom. However, he pointed out the potential danger of differences arising between classroom teacher and student teacher and "should the relationship deteriorate still further, the consequences could be disastrous, affecting not only both parties but the education of the pupils as well" (ibid, p.19).

A Canadian study (Duquette, 1994) on cooperating teachers who had the official role of on-site advisors to student teachers, reported two major concerns of these cooperating teachers. The first dealt with time management where "they were experiencing role conflict and role overload and coped by spending longer hours at school and by working weekends and in the evening." The second dealt with students "who do not respond to suggestions made by supervisors and those who do not make adequate progress" (Duquette 1994, p.350). Cooperating teachers found such examples of behaviour by the student teachers especially annoying and the non-cooperative attitude of their student teachers had a very negative effect on the selves of the cooperating teachers. The researcher concluded that for individual advisors, "most feel much satisfaction at the end of the program. However, if the practice teaching session does not work out well, the advisor may count days till the program is over and may feel a great sense of frustration and failure" (ibid, p. 351).

Duquette's (1994) study also showed that while there was disappointment for some, there were also benefits for the selves of the cooperating teachers. Firstly, it provided an opportunity for professional self-development. They felt they had learned from the student teachers. Secondly, having another adult in the classroom freed up time to plan their own work, to get to know their pupils better and to give assistance to special needs pupils. Child and Merrill (2003) came to a similar conclusion that having competent trainees in the classroom freed up time for cooperating teachers to complete management or administrative tasks. A third benefit was getting to know new people entering the profession and a final benefit was one of feeling a sense of professional satisfaction watching the student teacher develop (Duquette 1994, p.349). A more recent study in England conducted by Price and Willett added the further advantage that "the overwhelming majority of responses reported that involvement with Initial Teacher Training resulted in teachers being more reflective about their own practice" (Price & Willett 2006, p.39).

The studies indicate that mentoring for some was a positive and enjoyable experience but for others it proved to be the exact opposite. Wildman et al. (1992, p.212) concluded that

"because mentoring involves highly personal interactions, conducted under different circumstances in different schools, the roles of mentoring cannot be rigidly specified". Instead, "mentoring, like good teaching, should be defined by those who will carry it out". Although the cooperating teachers in my study were not seen as official mentors they did all engage in negotiating work to be carried out by the student teachers and all of them held their own personal views on the assessment of their student teachers.

## 3.9 Perspectives

Woods defines perspective as:

> the framework through which people make sense of the world. People do not see one objective reality with a universal mental template. Rather, their view of reality is through a screen, or an interpretational code which they employ to understand the world.
>
> (Woods 1983, p.7)

Clarke and Jarvis-Selinger (2005) conducted a large scale Canadian study involving 778 cooperating teachers that explored the teaching perspectives of cooperating teachers and the significance of these perspectives in their work with student teachers. They define a teaching perspective as "the beliefs, actions, motivations, and intentions in relation to the manner in which one conceives the context of learning. Teaching perspectives give shape and meaning to educational practices including supervisory practices" (Clarke & Jarvis-Selinger 2005, p.66). The study was carried out using a self-administered instrument called the Teaching Perspectives Inventory (Pratt & Collins 1998). The Inventory comprises five perspectives on teaching. These may be summarised as follows:

*Transmission perspective:* The focus is on content learning.

*Developmental perspective:* Teachers must understand how learners think and reason about content and will anchor new knowledge to a learner's prior knowledge.

*Apprenticeship perspective:* The emphasis is on doing the work rather than talking about it and learning how to do the work by imitating the actions of others.

*Nurturing perspective:* Those that exemplify this perspective believe that learning has a significant emotional component. Educators need to engage both the head and the heart for good teaching to occur and will create a climate of caring and trust.

*Social Reform Perspective:* Educational practices should be examined to determine whose interests are being served and for what purpose. Educators with a social reform perspective emphasise that teaching is inherently political and that any discussion of teaching should not be isolated from the social milieu in which it occurs (Clarke & Jarvis-Selinger 2005, pp.67-68).

The researchers argue that "it is likely that all five perspectives may be evident in the beliefs, understandings, motivations and practices of cooperating teachers but that often one or two perspectives are more usually dominant" (ibid, p.68) and furthermore that "no perspective is either good or bad and excellent or poor forms of teaching can occur regardless of the perspective(s) that shapes one's practice (ibid, p.67). However, the authors do not address the question of whether one perspective is better than another. Charon (1989, p.7) insists that "some perspectives are 'better' than others. All are not equal". So is one perspective on teaching better than another? One of the most significant findings of the research by Clarke and Jarvis-Selinger was that out of 301 respondents, 256 i.e. 52% reported nurturing as their single most dominant perspective which was at one extreme while at the other end, a mere 2 i.e. 0.6% claimed social reform as their single most dominant teaching perspective. While one cannot claim from these findings that a nurturing perspective is superior to a social reform perspective one can argue that for the majority of the respondents in this study, a nurturing perspective was best for *themselves* as cooperating teachers. The authors did agree the "given the intensely personal nature of the cooperating teacher and student teacher relationship this finding is particularly important" (Clarke & Jarvis-Selinger 2005, p.70).

However the research above does not make any connection between the perspectives of the self as teacher and the perspectives of the self as mentor or if one impacted in any way on the other e.g. would a nurturing perspective on self as teacher enable self as

mentor to more easily take on the role of the other in the mentor/mentee relationship? A Canadian study conducted by Martin (1997) on two mentors and their primary student teachers established a direct connection between the teaching and mentoring style of both mentors. "How they taught so they mentored" (Martin 1997, p.195). This finding raises the issue of what might happen if a mentor and mentee held quite different or even opposing views on how children should be taught. McIntyre and Hagger (1993) warn of the dangers of entrusting into the hands of one person the power to mentor and assess the student teacher because of the obvious dangers of arbitrariness and idiosyncrasy (McIntyre & Hagger, 1993).

A small scale U.S. study (Stanulis and Russell 2000) on two pairs of mentors/student teachers across a six-month period revealed two starkly contrasting sets of relationships. In one classroom, Diane the classroom teacher and mentor, and Jane the student teacher

> interacted with open expressions of warm emotion. Because they had so much in common, their learning soon rose to a critical level where resources and ideas were mutually shared, where feedback was welcomed and cherished, and a deep respect had developed between the two.
> (Stanulis & Russell 2000, p.72)

Both Diane and Jane were obviously successful in seeing things from the other's perspective and each could take on the role of the other. However in the other classroom, the relationship between Andrea, the mentor and Julie, the student teacher, was described as "a storm that was brewing (or already raging)" because of a breakdown in trust and communication between mentor and mentee (ibid. p.73). When Andrea and Julie met with one of the researchers, Andrea refused to look at Julie and spoke of her in the third person even though they were sitting at the same table. This negative interaction could be interpreted as a relationship where there was either an inability or an unwillingness to take on the role of the other. Despite the researchers' attempts to act as mediators, the relationship continued to deteriorate and Julie was unable to form a trusting relationship with her mentor.

Although Stanulis and Russell (2000) make no mention of mentoring models, it was evident from the description of the different behaviours and subsequent impact on

relationships that different models of mentoring were being used in the two classrooms. Jane and Diane were in continuous communication that focused on the children's learning and how that could be made more effective and during feedback sessions Jane tried to access Diane's implicit knowledge of teaching This exemplified the type of mentoring model that Maynard and Furlong (1993) described as the reflective model – from teaching to learning and similar to the developed mentoring model of McIntyre & Hagger (1993). However, Andrea and Julie failed to reach this model of mentoring. During the initial phase of the mentoring, Andrea the experienced practitioner modelled teaching techniques while Julie the student teacher observed. In order to get Julie more involved in classroom work Andrea invited Julie to "jump right in" but when Julie began to question Andrea about the basics of teaching, Andrea admitted, "...one of the hardest things for me, is to answer those kinds of questions" (Stanulis & Russell (2000, p.70). Therefore their mentoring relationship never really got beyond the apprenticeship model. Maynard and Furlong (1993) concede that although an apprenticeship model of mentoring has its merits, it is far more beneficial for the trainee teacher to work alongside the mentor who can explain the significance of what is happening in the classroom.

The nature of the relationship between the cooperating teacher and the student teacher and to a lesser extent the relationship between the cooperating teacher and the college supervisor would inevitably affect the emotional well-being of the cooperating teachers. In the following section I focus on emotions.

## 3.10 The Emotional Dimension

> Research in the field of **emotions** in relation to teaching is relatively new, and as yet there is still silence in the literature addressing the emotional dimension of pre-service teacher education, particularly with respect to the role of school (or centre)- based teacher educators.
>
> (Hastings 2004a, p.1)

Before discussing emotions in the specific context of pre-service teacher education I will address emotions from a wider symbolic interactionist perspective.

Do emotions cause us to act in unthinking, unreflective manner or do we define our emotions and then decide on a specific course of action? Charon (1989) provides an answer from a symbolic interactionist perspective:

> Human beings *feel,* and that is important. Emotions enter our stream of action, and much of the time, they are important reasons for action. Do we then say that emotions *cause* what we do, and that we do not define our situation when emotions are involved, and that emotions stand in the way of definition? No. instead we must see that emotions, like all else human, are important primarily because we see, define, and use them in situations. Emotions are *social objects* within our stream of action – we label them, define them, control them, use them, and perhaps alter them in situations.
>
> (Charon 1989, p.132)

The above reply is very much in line with the interactionist claim that humans do not act in accordance with an unthinking stimulus-response conception of human behaviour. Instead, humans choose their response after interaction with self and with others. Therefore, when we deal with our emotions we may choose to express them, we may repress them, or we may decide to manage them differently depending on the situation (ibid pp. 132-135).

According to Plummer (2002, p.204), "in the late 1970's interactionism was accused of neglecting emotion but such a claim can no longer be made". He then goes on to argue that "emotion is no longer something which happens autonomously within us, as the province of the psychologist; it is rather something that emerged in interaction". Because the classroom is a place of continuous interaction, Dobbert and Kurth-Schai (1992, p.103) claim that "emotions make the classroom-go-around" and that if we omit this aspect of classroom life to concentrate on curricular materials, new teaching methods, etc. we will never be able to discover how and why classrooms really work, especially from the perspectives of their resident populations. Nias (1989 pp. 192-203) agrees, pointing out that an examination of teachers' experiences would be incomplete if it did not include a discussion on teachers' emotions.

Zembylas (2004, p.187) suggests that "developing a conceptual framework that analyzes emotions in teaching is challenging, because in Western philosophy, science and culture, emotion has been traditionally opposed to reason, truth, and the pursuit of objective

knowledge". However in a deconstruction of this traditional dichotomy of reason/emotion, he argues that:

> Emotion and reason are interdependent because reason presupposes emotion – what is rational depends on emotional preferences – and emotion presupposes reason – our emotions require rational interpretation, if they are to come above ground.
>
> (Zembylas 2004, p.187)

In his ethnographic study of Catherine, an elementary teacher, Zembylas (2004, p.199) found that negative emotions do not necessarily have to produce negative results. In rationalising her emotions, Catherine "tried to reduce the effects of negative emotions by focusing on positive experiences" and revealed "the power of emotions to transform one's experiences". The author then presents a conceptual framework for Catherine's emotions:

1. They constitute an *evaluation* of her teaching world.

2. Her emotions are about *relationships*.

3. Her emotions are affected by the *emotional rules* i.e. the "the possibilities, constraints, and conventions of the school context in which she teaches" and how she constructs her *teacher-self*.

In Chapters Four and Five, I show how these three elements are frequently inter-related and how they impacted on the selves of the cooperating teachers in my study.

Moving on to the specific issue of emotions in the context of pre-service teacher education, Chubbuck et al. (2001, p.371), in a U.S. study that explored that novice teachers' needs, found that novice teachers placed a high priority on the emotional support they received from meeting with other novice teachers and "being able to express their frustration and emotions remedied their sense of isolation". Graham (1997) focused on divisive patterns of tension within the mentor, student teacher relationship. She described one particular incident when Michael, the student teacher, told a pupil she was

wrong because her interpretation of a text did not agree with the critics' interpretation. The cooperating teacher, Sandy, who encouraged her students to be independent learners and to question the opinions and interpretations of others was alarmed by this development. The episode resulted in both dropping their polite sparring and they confronted their differences in an emotional face-to-face meeting (Graham 1997, p.519). However Graham does not recount what was actually said during this emotional encounter.

In relation to the teaching practicum, Hastings (2004, p.144) asserts that "undoubtedly, the practicum is not an emotion-free zone and it was never imagined that it could be." In her study, Hastings (2004) found that "feelings of guilt, responsibility, disappointment, relief, frustration, sympathy, anxiety and satisfaction were prevalent" and she concluded "positive social emotions have less of an impact on the sense of self than do the negative social emotions" (ibid p.138). One of the main reasons why negative emotions have a greater impact than positive motions on the self of the cooperating teacher is because negative emotions have to be more carefully managed than positive ones.

> These emotions become *emotional labour* when teachers engage in efforts to modify and control negative emotions for the purpose of expressing only those emotions that are socially acceptable. In other words, emotional labour is what teachers perform when they engage in caring relationships but they have to induce, neutralize or inhibit their emotions so as to render them appropriate to situations.
> (Isenbarger & Zembylas 2006, pp.123-124)

In my study I show how some of the cooperating teachers experienced and responded to emotional labour.

In dealing with emotions there is an area of difficulty I have to consider. Silverman (2001 citing Gubrium & Holstein 1997, p.74, emphasis in original) poses the following questions:

> Do we have any evidence of emotion other than its expression? Can researchers give us access to 'real' emotion simply by re-presenting or re-enacting subjects' *expressions* of these emotions? Do emotions exist apart from culturally available modes of expression?
> (Silverman 2001, p.94)

I am conscious that I have had the benefit of not just listening to my interviewees, but also of seeing their body language, watching the facial expressions and noting the changes of intonation in their voices as they expressed their emotions. Now I have to present these expressions of emotion relying on the written words alone. Despite the doubts expressed by Silverman, I believe that words are powerful symbols and the challenge for me is to use them in such a way that they will have the potential to convey even the most deeply felt emotions.

## 3.11 Conclusions

A necessary starting point in exploring the self of the cooperating teacher is to see that self in the wider context of the relationship between the Higher Institute of Education and the school in which the practicum is conducted. Ireland is unique within the EU because of the non-involvement of school-based teachers, in any official capacity, in either mentoring or assessing student teachers during the practicum. For the purposes of my study I differentiate between mentoring, which I define as guiding, coaching, supporting, counselling, and assessing, which I define as making a judgement and awarding a grade.

The justification for this study is based on the fact that mine is the first study that has been carried out in Ireland on cooperating teachers. This situation posed specific challenges for the literature review. Firstly, there was no body of work available on this aspect of teacher training in Ireland. Therefore, I had to rely on studies that had been conducted in other jurisdictions. Despite the assertions of Koernier (1992), Goodfellow and Sumsion (2000) and Clarke and Jarvis-Selinger (2005) that little had appeared in the literature which focused on cooperating teachers, I did find studies that had been conducted in the UK, USA, Canada, Australia, the Netherlands and Germany that were very helpful but posed a second problem in that the emphasis was more on the functions rather than on the selves of cooperating teachers so the findings had to be interpreted from an interactionist perspective on the self of the teacher. Thirdly, all of these studies dealt with cooperating teachers that had official roles and responsibilities leading to the previously mentioned lack of possibility to compare and contrast like with like. Despite

these limitations, the previous research was crucial in allowing me to contextualise the selves of the cooperating teachers in my study.

It is important to reiterate that my readings became more focused on questions being posed to me by my data as the collection and analysis proceeded so that each element was actually informing the other. I have set out the four themes in separate sections for presentation purposes but in the reality of the teaching practicum, all four themes namely defining the situation, negotiation, perspectives and emotions that deal with the self of the cooperating teacher are interwoven and closely inter-related.

The cooperating teachers in the literature defined their self-identities in terms of their official roles. However they also defined themselves by looking at themselves from the perspective of other role players. Thus, Cross (1999, p.5) in a study of self as mentor begins his narrative with the school secretary's announcement "Your students are here Mr. Cross" which is an affirmation of his role and responsibilities as student mentor. One of the cooperating teachers in Dunne's (1996) study saw himself as "the junior partner" from the perspective of the university supervisor. How they defined their self-identity impacted on their negotiation with their student teachers in the distribution of power between the main role players. The researchers Stanulis and Russell (2000) were very conscious of the problematic situation that had developed between Andrea, the mentor, and Julie, her student teacher. After some soul-searching they decided to intervene by interviewing Andrea and Julie separately to find a way forward in improving communication and trust between them. However the interview with Julie resulted in her being reduced to tears and causing the researcher Dee Russell to reflect:

> We had moved to keep Julie in her place. We had manoeuvred her into crying, into exposing her weak places, while Andrea and I remained safe. I continued to wonder how power is enacted by the unsuspecting in day-to-day life...I wonder how university bullied school; and how experienced teachers bullied the inexperienced.
>
> (Stanulis & Russell 2000, p.74)

However, in Hastings' (2004b) study of a similar situation it was the cooperating teacher who felt she was being bullied by her student teacher whose behaviour she found

50

"appalling" and his attitude to her as an older person "arrogant". As a consequence she feels diminished by his behaviour but when eventually he is removed from the practicum she ends up feeling guilty.

The wielding of power then is not necessarily a matter of role, although undoubtedly this has an influential part to play; it is more a matter of the self, making the conscious decision to assume and wield power.

This processing by the self of the cooperating teacher in defining self-identity, seeing oneself from the perspectives of others and negotiating power leads to powerful emotional feelings. Although strong negative emotions may result in emotional labour (Isenbarger & Zembylas 2006) they also have the potential for self transformation (Zembylas 2003). How the self of the cooperating teacher deals with emotions, especially negative ones, may help to confirm or re-define self-identity and thus the four themes are in a constant cyclical process.

# Chapter Four

# Methods – Collection and Analysis of Data

## 4.1 Collecting the Data

Woods (1983, p.16) refers to two methods of interactionist research used to collect data: firstly, participant observation which he describes as "the key method" but "is not an easy role and is fraught with dangers of going native", and secondly, non-participant observation combined with interviewing. Wolcott (1992, p.25) adopts a different stance. Rather than combining observation and interviewing he sees these as two major forks in the tree of qualitative inquiry and advises the researcher to choose between the two taking into consideration "whose problem (or personality) is best suited to emphasising observer *or* interview strategies rather than trying to blend the two". To enable me to elucidate the selves of the cooperating teachers in my study I decided that interviewing them was the most effective means of achieving my objective. As Patton (1990) argues:

> We cannot observe feelings, thoughts, and intentions. We cannot observe behaviours that took place at some previous point in time...we cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective.
> (Patton 1990, p.196)

Nias (1989, p.6) explained how she used semi-structured interviews to collect data and only visited the schools of her interviewees "to provide a background against which I could interpret subsequent interview data and not to undertake any formal observations". Hastings (2004b, p.137) relied on data collected from semi-structured interviews conducted with secondary school teachers in Australia before, during after a teaching practicum to address "each cooperating teacher's individual perceptions of their role, their expectations and possible professional needs in relation to the role".

There were other reasons for choosing interviews as the data collection instrument. There was a pragmatic reason in that I had lecturing commitments in the College as well as a unit of eight student teachers to supervise so it would not have been possible to observe my sample of cooperating teachers and their student teachers within a five-week timeframe. There was also the ethical consideration of whether my presence in the classroom would put extra pressure on the student teachers who were already under the very considerable strain of being in an examination situation. Finally, I had to reflect on the extent to which my presence as an observer would impact on the interaction between the classroom teachers and others involved in the practicum. Therefore, when interviewing the teachers I looked upon my respondents as participant observers of their own experience.

When all of the interviews were concluded I asked each of my respondents to write a note reflecting on the effects, if any, that the interviews had on how they felt about themselves in relation to the teaching practicum.

## 4.2 Study Sample

The sample consisted of nine cooperating teachers. Choosing the number posed the usual dilemmas for me as a lone qualitative researcher. I was mindful of Kvale's (1996) advice that:

> Qualitatively, the focus on single cases made it possible to investigate in detail the relationship of a specific behaviour to its context, to work out the logic of the relationship between the individual and the situation.

And also that:

> a general impression from current interview studies is that many of them would have profited from having fewer interviews in the study, and from taking more time to prepare the interviews and to analyze them.
>
> (Kvale 1996, p.103)

With over four hundred classroom teachers involved in the practicum it would have been impossible to conduct in-depth interviews with a statistically representative sample. My most limiting issue was the time available to me over a five week period in which to conduct the during TP interviews. Taking into consideration my own work commitments

and also those of teachers who had busy lives of their own I decided that nine was an appropriate number for my study. I also had to consider the geographical locations of the schools in which the student teachers were carrying out the five-week teaching practicum to ensure that I would be able to access these teachers over a five-week period. I selected four schools within a radius of twenty miles of my home and the College. All nine cooperating teachers were female. This is indicative of the primary teaching profession in Ireland which is predominantly female. All of the teachers have been given pseudonyms.

| Name | School | | No. of Years Teaching Experience | No. of Previous Students on Home Based TP. |
|---|---|---|---|---|
| Laura | School A | Classroom teacher | 2 years | None |
| Denise | School A | Classroom teacher | 7 years | One |
| Sarah | School A | Classroom teacher | 10 years | None |
| Eileen | School B | Teaching Principal Full-time teaching duties | 27 years | Four |
| Patricia | School B | Classroom teacher | 31 years | Three |
| Nuala | School B | Classroom teacher | 25 years | Two |
| Kathleen | School C | Classroom teacher | 5 years | None |
| Fiona | School C | Acting Principal Full-time teaching duties | 23 years | One |
| Orla | School D | Classroom teacher | 25 years | One |

**Figure 4.1 Sample of Cooperating Teachers in the Study**

School A was a large all-girls' school situated within a busy expanding town. The school was run by an administrative principal. The school had an all-female teaching staff and was a popular choice for student teachers in which to carry out their home-based teaching practice. I interviewed three classroom teachers in School A. Laura was the youngest

teacher in the study. This was her first experience of being a cooperating teacher. She had known her student on a personal level prior to the practicum. By the end of the practicum she was emphatic that this was a situation not to be repeated because she believed that the student had taken advantage of her because she knew the student personally and she felt constrained in terms of what actions she could take. Denise had prior experience of a student in her classroom. She had a very nurturing attitude towards her pupils and hoped the student teacher would adopt a similar approach. However, her attitude towards the student teacher had more of a focus on content learning, as she was determined that the children's learning would continue as before. This was Sarah's first time having a student on a five-week practicum. She had a very maternal outlook towards her pupils and also towards her student. She worried about the workload, especially the written preparation that was expected of the student. She argued that if practising teachers had to prepare as thoroughly as the student teachers that they would have no social or family life.

School B was also an all-girls' school located within a neighbouring town. It was not quite as large as School A and was run by a teaching principal who was one of the three cooperating teachers from this school who participated in my study. All of the teachers in this school were also female. Eileen, the teaching principal, had very definite views on how student teachers should dress and that they should be respectful towards the children, school staff and parents both inside and outside the school. She especially welcomed past pupils of the school because they were familiar with and respected the ethos of the school. Eileen, Patricia and Nuala were very experienced teachers and all of them had been cooperating teachers on previous occasions. They all wanted to create an environment in which their student teachers would feel at home. They all hoped that they would learn something new from their student teachers.

School C was a small mixed-gender rural school with one male on the staff. Most of the classes in this school were double or mixed classes. Although student teachers generally select single-stream classes for this teaching practice, two students from the locality were based in this school. One of my interviewees, Fiona, was acting principal and the second, Kathleen, was a classroom teacher. Although she had agreed to take on a student, Fiona

had qualms about the timing of the practicum. In her own words, this was the time of the year when "the heavy learning" was taking place. She also worried about text books not being used sufficiently during the practicum. Kathleen was taking on a student for the first time. She was eager to help her student by sharing her expertise and resources but things did not work out as she had hoped.

School D was a very large urban school yet there was only one student based in this school. This may be explained by the fact that the vast majority of student teachers in the College are from towns or rural areas. Orla and her student developed a close personal and professional relationship. They would chat informally if they met outside of school hours. Orla looked on her student teacher as a colleague and a friend.

## 4.3 Ethical Considerations

Before approaching the cooperating teachers I made an appointment to meet the principals of the four schools. I then visited each school and met the principals. I informed them of the nature of my study and emphasised that I was acting on my own behalf and not on behalf of the College. I requested permission to interview the classroom teachers who had agreed to accept student teachers for the five-week practicum. Each of the principals expressed keen interest in the study and permission was granted without hesitation. I then informed the Head of the Education Department of the College and the Acting Director of Teaching Practice of my proposed study and asked for their permission to proceed. I was given permission and also advised to get written consent from the student teachers as well as from the cooperating teachers. I approached each cooperating teacher and each student teacher individually. I explained the nature of my study, emphasising that it was a personal enterprise, and asked each individual to sign the consent form. (See Appendices1 and 2). I stressed the issue of confidentiality and that each cooperating teacher would be given a pseudonym and neither the name of the school nor the name of anybody associated with the school would be mentioned in the study. I also emphasised to both cooperating and student teachers the fact that I would not be involved in any way whatsoever in the assessment of these particular student teachers. I made it clear to the cooperating teachers that this was an entirely voluntary commitment

on their part and that they were of course free to withdraw from the study of they chose to do so at any time. Each person that I approached signed the consent form and I now made appointments with each of the cooperating teachers for the conducting of the pre-teaching practice interviews.

Kvale (1996, p.229) is rather dismissive of what he terms "the scientific holy trinity of generalisability, reliability and validity" arguing that "they are far removed from the interaction of the everyday world". Denzin and Lincoln advise that these are positivist criteria and should be replaced by terms such as *"credibility, transferability, dependability and confirmability"* (1994, p.14 italics in the original). But this is more a matter of semantics than any real changing of the actual concepts. Validity and credibility both deal with the complex concept of truth and the reader's acceptance that the evidence presented is worthy of belief. Therefore, despite the difficulty of applying the trinity to qualitative research I discuss generalisability, reliability and validity in terms of this study.

## 4.4 Generalisability

Naturally, the question of how representative this elucidation of the selves of these nine cooperating teachers is in relation to the selves of the national cohort of cooperating teachers is an issue. There is also an issue around the fact that all of my interviewees were female. However the primary teaching profession is very female dominated. About 90% of primary teachers are women and therefore student teachers are more likely to be with a female rather than with a male cooperating teacher. While I did not deliberately set out to have an all female sample, if I were to conduct the study again I would include at least one male teacher. Of course this could also leave me open to the accusation of having a token male in the study. Silverman (2001, p.249) acknowledges the difficulty of generalising from a small number and the dilemma in which it places the researcher arguing that "if you were able to construct a representative sample of cases, the sample size would be likely to be so large as to preclude the kind of intensive analysis usually preferred in qualitative research". Therefore the small sample size of my study means a

statistical generalisability is not feasible. However, I can lay claim to Kvale's (1996, p.234) concept of a targeted generalisation – a target of *"what may be"*. My study is of some significance because it has implications for the manner in which teaching practice is organised and conducted by all of the colleges of education in Ireland, including St. Paul's College. It also has implications for the design and implementation of training courses for mentors of pre-service teachers as I argue in my study that there is a need to address the personal and professional self of the mentor as an integral part of preparing practising teachers to take on the role of mentors. I would further argue that the same need applies to the training of mentors for newly qualified teachers but acknowledge that further research is necessary in countries where formal official mentoring is taking place to substantiate this argument. In my study I found that one of the cooperating teachers found herself in a dilemma that was unanticipated and that she was unable to resolve. This raises the question of how well prepared mentors are to deal with difficult dilemmas such as the moral dilemma of what action they should take in relation to an under-performing mentee, and also what structures are in place to assist mentors in resolving such problematic situations.

## 4.5 Reliability

I chose my nine respondents based on geographical location and the necessity of being able to access them while at the same time I had to deliver lectures in College and supervise my own unit of eight students on teaching practice. If I had chosen a different nine in different geographical locations would I have come up with the same findings? I cannot say with any degree of certainty that I would. However, neither can I say with any degree of certainty that my findings would have been very different from those of my study. If the research had been carried out on my respondents by another researcher would the findings be similar to mine? I suspect they would be similar but of course could not possibly guarantee this. Therefore I make no claims to external reliability. I can, however, make reasonably justifiable claims to internal reliability. Following Silverman's (2001, pp.226-230) assumption that "high reliability in qualitative research is associated with low-inference descriptors namely:

- Tape-recording all face-to-face interviews
- Carefully transcribing these tapes according to the needs of reliable analysis
- Presenting long extracts of data in your research report"

I had repeated interaction with my interviewees as I interviewed them before, during and after the teaching practicum over an eight-month period. During this time, I spent approximately three hours with each respondent. I was therefore in a position to assess the consistency of their accounts. Having taped each interview and transcribed it verbatim I was able to return to issues discussed previously and could compare their replies given on different occasions. I found a very high degree of consistency in their accounts and I have presented long extracts of data in my research report.

## 4.6 Validity

"Two broad types of threats to validity that are often raised in relation to qualitative studies are researcher bias and the effect of the researcher on the setting or individuals studied, generally known as reactivity" (Maxwell 1998, p.91). I would question the ideal of the totally unbiased researcher. Each person has her/his own sense of values, holds opinions and is subject to preconceptions, and to eliminate all of these as if they had never existed is impossible. The best a researcher can hope for is to be aware of the presence of a bias and not allow it cloud any judgement made or decision reached in the course of the research. I cannot claim that I entered the field with an empty mind but I did my best to maintain, at all times, an open mind. In relation to reactivity there is no escaping the fact that an interviewer has an influence on the data collected. It is the interviewer who frames and asks the questions and is therefore more in charge of the situation than the interviewee who does not know what will be asked and has to answer on the spot. While conducting the interviews if I was in doubt as to exactly what my interviewee was telling me I would revise the answer saying "are you telling me that..." and thus give my respondent an opportunity to confirm, change or modify her reply. When I had completed all of the interviews I visited each of the teachers personally, gave them a typed copy of the three interviews and asked them to phone me or, if they wished to speak to me personally about any information in any of the interviews I made it clear

that I would be very happy to meet with them and discuss any query or problem. I did not hear from any of them. I paid another visit where I requested they write a note for me telling if and how the interviews had influenced their thoughts on themselves as cooperating teachers and thus provided them with another opportunity to discuss the interviews. (See Appendix Nine). My final visit was to collect their notes and these re-iterated some of the key points that had emerged over the three interviews. Finally I have tried to present what Maxwell (1998, p.94) refers to as rich data "that are detailed and complete enough that they provide a full and revealing picture of what is going on".

## 4.7 Interviewing the Cooperating Teachers

Each cooperating teacher was interviewed three times, before, during and after the practicum. I wanted to elucidate the selves of the cooperating teachers at these three stages of the practicum. The first round of interviews was conducted during October 2004. I wanted to explore issues such as hopes, expectations, worries and anxieties before the practicum began. The second round of interviews was held in November 2004 as the practicum was taking place. The teachers revealed to me how the practicum was impacting on themselves as cooperating teachers. I then allowed some time for reflection and conducted my final round in April and early May of 2005. This was an opportunity for mature reflection on the practicum. New issues were raised and topics that had been previously discussed re-visited. I wanted to determine if views had changed or if there was consistency regarding the impact of the entire experience on themselves as cooperating teachers. With my respondents' consent each interview was taped. I actually used two tape recorders for each interview because after my very first interview, the tape came off one of the rollers although I was fortunate that this could be fixed. Rather than taking the chance of another technical fault occurring I decided on the safety measure of two recorders because an interview cannot be repeated. The originality and spontaneity would have been lost otherwise. Most of the interviews were conducted in the schools of the cooperating teachers but due to time commitments and constraints sometimes on the part of my respondents and sometimes on my own part some interviews were conducted in my home. The date and venue of each interview as well as comments on the interview were kept in a separate diary so an audit trail was maintained. The most surprising aspect

of these interviews was the eagerness and willingness of my respondents to articulate their views. Each interview lasted between three quarters of an hour and an hour.

My first task in collecting data was the construction of the pre-teaching practice interview. I designed a semi-structured interview based on Kvale's (1996, p.124) recommendation that such an interview "has a sequence of themes to be covered, as well as suggested questions. Yet at the same time there is an openness to changes of sequence and forms of questions in order to follow up the answers given and stories told by the subjects". As well as having a set of questions that I asked each interviewee, I also gave myself the flexibility of asking probe and supplementary questions if I sought clarification on what my respondents were telling me. Some of my questions produced answers that needed follow-up questions that I had not even considered. My interviewees were also free to bring up new topics that came to their minds and would sometimes ask me questions in the course of the interviews. I found that each round of interviews informed subsequent rounds. I could return to issues and look for consistency in the replies and information they were giving me. (Interview schedules for pre-, during and post-TP are set out in Appendices 3, 4, and 5). I set out to try and ensure that the questions were relevant to the purpose of my study, that they were open, fair and "in terms of reliability that each respondent understands the questions in the same way" (Silverman 2001, p.22). I discussed my first interview schedule with both my supervisors, who offered some helpful advice and guidelines. I also discussed it with two colleagues in College and then pilot-tested it with a primary school principal who had full-time teaching duties and was shortly expecting a student teacher. Unfortunately, very soon after the pilot testing this person became very ill and was unable to take further part in the study. But despite these measures that were taken, I would still question whether the objective that each respondent understands the question in the same way is achievable. One could challenge whether any two people ever understand anything in exactly the same way, given that each is uniquely positioned, each has her/his own life history and thus each has her/his own individual perspective but for all practical purposes I am taking it that my respondents did have the same understanding of the questions posed to them.

## 4.8 Transcribing and Typing the Data

Then came the mammoth task of transcribing the taped interviews. The following is an extract from my diary, Wednesday Dec. 8th 2004 describing the transcription of one interview.

> I started transcribing. I listen to the entire tape so I've a good idea of what's in it. Then rewind it and play it bit by bit, writing as I go along. Then when it's finished I rewind it again, play it and compare with what I've written. I'm transcribing word for word to ensure total accuracy but this is a slow process. It takes the best part of the day to complete. I started at 8.00a.m. and didn't finish until 3.00p.m.

Collecting and transcribing the data went on from October 2004 to May 2005. I set deadlines for transcribing so that I would have all the pre-TP and during-TP interviews transcribed before setting out on my post-TP interviews. When the post-TP interviews were concluded I set the end of May as the deadline for transcribing. This is a diary extract from Friday, 6th May 2005.

> Transcribing again. It is a tedious job but it keeps me interacting with the data and there is also a mental analysis going on. However I must be careful not to jump to conclusions.

When all was completed I had a total of 488 pages of hand written transcript. The transcribed data was then typed. I had to get some help with this because of my inadequate typing skills but I emphasised to my typist that the typing must be an exact copy of the transcribed documents. When the typed interviews were returned to me I checked them against the transcribed pages and then re-checked them against the original tapes. When I was satisfied that the typing was true to the original, I proofread and corrected any typing errors.

## 4.9 Analysis of the Data

I conducted an analysis of the data using a variant of grounded theory. Strauss and Corbin (1998, p.12) define grounded theory as "theory that was derived from data, systematically gathered and analyzed through the research process". Therefore they argue that a researcher cannot begin a project "with a preconceived theory in mind", but instead "allows the theory to emerge from the data". As an ex- teaching principal with the lived

experience of having student teachers in my classroom and at present a supervisor of students on teaching practice I did not enter the field with a preconceived theory in mind, but neither did I enter the field with an empty head. However I did set out with an open mind. Even Strauss and Corbin (1998, p.47) concede that "whether we want to admit it or not, we cannot completely divorce ourselves from what we are or from what we know", and Strauss (1987, p.11) goes further urging the researcher to "mine your experience there is potential gold there". Therefore the analysis of the data is not the unaided perspective of the teachers' situation but rather a view which focused on my interpretation of how the selves of the cooperating teachers defined their situation, engaged in negotiation with other role players, considered their perspectives and revealed their emotions.

I was conscious of how dependent I was on the spoken words of the teachers. Charon (1989) makes the point that

> language is a special kind of symbol. More than any other symbol, it can be produced at will, and it can represent a reality that other symbols cannot. It is a symbolic system, defined in interaction, and used to describe to others and to ourselves what we observe, think, and imagine.
>
> (Charon 1989, pp. 44-45)

But he also warns of the pitfalls in communicating through symbols:

> No two people will ever agree on the exact meaning of any symbol. No one can know exactly what someone else means. Sometimes we mean one thing and others take our communication to mean something else.
>
> (Charon, 1989, p.43)

This raised a crucial question for me. Did the symbols, in this case the spoken words of the teachers, mean the same for me as they did for them? There is no easy answer to this. However, from my continuous interaction with my respondents, the consistency of their expressed views, opportunities to check the typed interviews, follow up visits getting their reflections on the impact of the interviews on themselves, I am as sure as is reasonably possible that my understanding of what was said coincides with what they meant when they spoke to me.

## 4.10 Use of NVivo as a Software Tool for Analysis

Because of the huge amount of data that I had collected I decided to use NVivo as a software resource to help in my analysis. There are conflicting views on the use of software as a tool in qualitative analysis. Kvale (1996, p.174) argues that "the current emphasis on coding may lead to analyses of isolated variables abstracted from their context of live interpersonal interactions". In contrast, citing Tesch (1989), Miles and Huberman (1994, p.44) point out that "computer-aided analysis can reduce time, cut out much drudgery, make procedures more systematic and explicit, ensure completeness and refinement, and permit flexibility and revision in analysis procedures". One may argue that pros and cons of both positions but I believe Cresswell (1998, p.56) is correct in claiming that "computer programmes may take the place of a careful analysis of the material. As such, they should not be a substitute for a close reading of the material to obtain a sense of the whole; they should be an *adjunctive* procedure in the analysis process." Especially in the latter stages of the analysis I found myself repeatedly going back to the entire interview and listening to the tape-recording.

Although the process of analysing the data as set out above could be undertaken using a manual cut and paste approach I found the NVivo software a most useful tool in managing the data. It made access to and retrieval of data much more convenient than having data literally spread all over the room and also there was no longer a worry that data might get lost or misplaced. I also found it most beneficial in helping me to interact with data at increasingly higher levels, starting with descriptive codes, leading to categories that began to signal themes and then to memos that were a crucial step in the identification of the main themes. However, I would not like to overstate its usefulness. It is a tool that assists in data management but it does not think for you. I had to do the thinking, make judgement calls and reach decisions that moved me from descriptive data to identification of themes.

Firstly, as set out in diagram 4.2, I carried out a horizontal analysis of all twenty-seven interviews. The first set of interview was pre-TP, the second was during-TP and the third was post-TP.

64

| 1st Interview | Orla | Nuala | Laura | Denise | Kathleen | Fiona | Eileen | Patricia | Sarah |
|---|---|---|---|---|---|---|---|---|---|
| ← ──────────────────────────────────────────────────────────────── → | | | | | | | | | |
| 2nd Interview | Orla | Nuala | Laura | Denise | Kathleen | Fiona | Eileen | Patricia | Sarah |
| ← ──────────────────────────────────────────────────────────────── → | | | | | | | | | |
| 3rd Interview | Orla | Nuala | Laura | Denise | Kathleen | Fiona | Eileen | Patricia | Sarah |
| ← ──────────────────────────────────────────────────────────────── → | | | | | | | | | |

**Figure 4.2 Horizontal Analysis**

NVivo uses the word nodes instead of codes but nodes in NVivo have two meanings. A node may be a unit of data or it may also denote the place where the software stores categories so when referring to units of data I will use the term codes. The process began with an open coding of the text. This was done by taking units of data in the text and using a phrase or single word in the coding stripe on the side of the page to describe that particular unit of data. This was the most straightforward step in the analysis but there were units that could have a number of different descriptive labels and here I had to use my judgement to select what I considered the label that most accurately described the unit of data.

Using this horizontal approach the first set of interviews generated 485 codes, the second generated 504 codes and the third generated 565 codes. This means that on average each interview generated about 60 codes.

Next, I carried out a vertical analysis going back over the codes for each individual respondent.

| 1st. Interview | Orla | Nuala | Laura | Denise | Kathleen | Fiona | Eileen | Patricia | Sarah |
|---|---|---|---|---|---|---|---|---|---|
| 2nd.Interview | Orla | Nuala | Laura | Denise | Kathleen | Fiona | Eileen | Patricia | Sarah |
| 3rd.Interview | Orla | Nuala | Laura | Denis | Kathleen | Fiona | Eileen | Patricia | Sarah |

**Figure 4.3 Vertical Analysis**

Notes on the key findings for each individual teacher were kept in a separate document. I also checked the findings against my diary notes on each interview.

The findings of both the horizontal and vertical analyses were now compared and contrasted.

The next step in the process was much more demanding. The open codes were grouped into categories or in NVivo terms trees of nodes. Deciding which codes belonged to which category demanded judgements to be made and decisions reached. At later stages of the analysis I moved codes from their original categories as I felt they were a more appropriate fit elsewhere but the majority of my initial decisions remained unchanged. (See Appendices 4, 5, 6 and 7).

The codes from the first interviews were now grouped into twelve categories, the second interviews grouped into twelve categories and the third set into thirteen categories.

Pre-TP Categories

1. Memories of themselves as students on teaching practice
2. Why take on a student teacher
3. Advantages, hopes, expectations prior to the practicum
4. Disadvantages, worries, concerns prior to the practicum
5. The student teacher as classroom assistant/observer for three days
6. The cooperating teachers define their notion of "the ideal teacher"
7. Teaching practice as opposed to daily reality of the classroom

8. Negative emotions

9. Positive emotions

10. Perceptions of their role as cooperating teachers

11. Previous experience as cooperating teachers

12. Classroom culture

13. Student teachers putting on a performance

During-TP Categories

1. Role assumed by the classroom teacher

2. Opportunity to see the pupils from a new perspective

3. Negotiating a working consensus with the student teacher

4. Strategies used to ensure content is covered

5. Discipline and use of textbooks

6. Student teacher performance, factors that annoyed, factors that pleased the cooperating teacher

7. Taking on the role of the student teacher

8. Professional and personal relationships with the student teacher

9. Relationship with the supervisor

10. Balance of power in the assessment and awarding of grades to the student teachers

11. Negative emotions

12. Positive emotions

Post-TP Categories

1. Advantages and disadvantages for cooperating and student teacher

2. Benefits for cooperating teacher, student teacher, children

3. Discipline and coverage of content, top priorities for the cooperating teachers

4. Feedback from parents

5. Personal relationship with student teacher

6. Professional relationship with student teacher

7. Taking on the role of the student teacher

8. Taking on the role of the supervisor

9. Relationship with supervisor

10. Cooperating teachers' potential role in assessing

11. Cooperating teachers' potential role in mentoring

12. Negative emotions

13. Positive emotions

I then read and re-read each category questioning what the data was trying to tell me. I recorded the properties i.e. the attributes or characteristics pertaining to the category (Straus & Corbin 1990, p.61) and the dimensions i.e. the location of properties along a continuum (ibid, p.61). These were important because "we can begin to formulate *patterns* along with their *variations*" (Strauss & Corbin 1998, p.117, italics in the original). For example, in the category "Why take on a student teacher?" The attributes were: a sense of personal obligation; cooperating teachers were themselves obliged by others when they were students; an opportunity to give something back to the teaching profession; students need classroom experience; good for children to have 'a new face' in the classroom; an opportunity to see the children from a new perspective and a break from teaching. By far the most dominant properties on the dimensions continuum were the first two attributes mentioned above. Then I attached a memo of my findings to each of the categories. "Memos are the places where the project grows, as your ideas become more complex and, later, more confident" (Richards 2005, p.74). I used to the memos to summarise and to question what the categories were telling me. Richards (2005, p.68) is correct in asserting that themes do not emerge. (See Appendix 8). Rather that "the researcher discovers themes, or threads in the data, by good exploration, good enquiry". I also kept returning to the transcripts and listening to the tapes of the three interviews for each of my respondents to maintain the sense of the self of each individual. Certain categories now became sub-categories that began to merge e.g. The student teacher as classroom assistant/observer; cooperating teachers define their notion of the ideal teacher; perceptions of their role as cooperating teacher; previous experience as cooperating

teachers; role assumed by the cooperating teacher; their potential role in mentoring and their potential role in assessing all combined to form the category identity showing how the teachers defined their self-identities in the context of the teaching practicum. The following is an example of moving from raw data to theme taken from the second interview with Sarah.

| Raw Data | Open Coding | Sub-category | Category | Theme |
|---|---|---|---|---|
| I kind of think of myself as a classroom assistant because I do a little bit of teaching just maybe in their homework or guiding them along a little bit but I'm more kind of *her* assistant because from time to time I might give out things for her whether it be books or whatever. | Cooperating teacher in role of classroom assistant | Role assumed by cooperating teacher | Identity | Defining the Situation |

**Figure 4.4 From Raw Data to Theme**

Classroom culture was dominated by coverage of subject content, maintenance of discipline and the extent to which the student's performance pleased or displeased the cooperating teacher. There was minimal feed back from parents and only one example, as in Laura's case, of a student putting on a special show when the supervisor was present. Following the open coding, categorising, examining the properties and dimensions of each category in combination with the voices of the participants yielded four main themes namely, defining the situation, perspectives, negotiation and emotions. These

themes and categories that comprise each one is set out at the beginning of the following chapter.

# Chapter Five

# Themes from the Data: Structure of Themes

## 5.1 Overview of Analysis

### 1. Defining the Situation
- Identity
- Why take on a student teacher?
- Why take on a mentoring role?
- Interactional Contingencies

### 2. Negotiation
- Content to be covered
- Discipline
- Personal and Professional Relationship with student teacher
- Personal and Professional Relationship with College supervisor and issue of assessment

### 3. Perspectives
- Hopes, Expectations, Advantages for the self of the cooperating teacher, for the children and for the student teacher
- Disadvantages, Worries, Concerns
- Importance of Teaching Practice in preparing students for the profession
- Taking on the role of the student (empathy)
- Seeing children anew

### 4. Emotional Impact
- Uncertainty
- Anxiety
- Frustration
- Disappointment
- Anger
- Isolation (Loneliness)
- Unhappy memories of own TP
- Enhanced self-esteem (Pride)
- Appreciation by student (Pride)

## 5.2 Theme One: Defining the Situation

Following Charon's (1989) view that defining the situation meant that an individual analyses the situation by engaging self-judgement and by trying to define her/his identity I asked my interviewees how they saw themselves over the duration of the practicum. They defined themselves in terms of role and self-identity. My interviewees had voluntarily placed themselves in a situation where trainee teachers had taken over their teaching duties. I wanted to explore the self of each of the cooperating teachers in this particular situation. "The fact is that selfhood means that the individual is able to *see self in situation*, and is able to consider that object as he or she acts. We look at the world in relation to self. We assess how others affect us, and how we affect them" (Charon, 1989, p.73). Having handed over their classes to their student teachers, the cooperating teachers were not given any guidelines or directions by the College regarding their interaction and relationship with their student teachers so it was up to each individual to define herself and give herself an identity. Pollard (1996) argues that:

> the relationship between the self of individuals and the perceptions which other people have of them expresses the core symbolic interactionist insight about the creation of *meaning*. In this perspective, social understandings and personal identities are generated over time as people interact together.
> (Pollard 1996, p.83)

Therefore the way the cooperating teachers were seen by others must be seen as an important influence on the way they came to view themselves. It was very interesting how their sense of identity changed as they viewed themselves from the perspectives of different reference groups during the five week practicum.

*Cooperating Teachers Define Their Identity*

Orla defined her self-identity as teacher in metaphorical terms.

> I say to them (pupils) "look you're the flowers in the garden and I'm the gardener and I'll water you and everything as much as I can like the gardener does but you have to put in a lot of effort to grow as well so that would be my general...that would be my logo in the classroom situation. (First Interview)

She also wanted to act as mentor to her student teacher.

> I feel I've nearly twenty five years of experience behind me now and I like the
> role of being a mentor, I would, I'd like the role because I feel I have a little bit
> to offer after all these years. (First Interview)

It was evident that Orla saw her self-identity in very positive and active terms. However, her sense of self-identity changed as the practicum progressed. Despite the fact that she had developed a close, warm personal and professional relationship with her student she presented a much more passive view of her self-identity during the second interview. She stayed in the classroom because from the student's perspective she saw herself "as being there in case of any hiccups" and was there to help out if her assistance was required. From the children's perspective she saw herself as "Granny in the corner" because relieved of her teaching duties she could give individual children more time if they came to her with a story or a complaint. Because she had no teaching commitments she could be asked to take on an assortment of tasks by the Principal or other teachers and therefore she perceived herself as "a general dogsbody as regards all and sundry". During our final interview, Orla tried to rationalise this erosion of self-identity:

> Orla: I mean at the moment classroom teachers are in a kind of a no man's land quite
> honestly. Because speaking for myself, at times I wouldn't know whether it's my
> place to interfere or not. Should I say such a thing here or not? In other situations
> that I've had should I intervene here now? Maybe I shouldn't maybe I might…well
> if I'm going to intervene and I had to once not with this particular student but in
> another situation I would do it very very nicely with the student always praising the
> teacher in some way like "dear me children you don't deserve to have these people at
> the top of the room if you don't listen", but at the same time I'm very cautious to do
> it but I had an instance at one stage where I felt I wouldn't be able to remain in the
> room unless I did it but we're not guided, we're given no guidelines on what we're to
> do. (Third Interview)

Unlike Orla who had twenty-five years' teaching experience and had also previous experience of being a cooperating teacher, Laura had only two years' teaching experience and was looking forward to her first student teacher. Her self-identity as teacher was based in part on her own life history:

> I don't think children learn unless they feel cared for. I can remember, not so much
> in national school, but in secondary school that if I felt a teacher didn't care, you
> know didn't care whether I got on well or not, then I often shied away from that
> subject and I often felt what's the point? So I think a teacher has an awful lot do with
> it and if you're going to learn it depends on what the teacher thinks of you and how
> you feel in that situation. (First Interview)

73

Laura hoped her student teacher would adopt a caring attitude towards the pupils. She was prepared to help her in any way she could and also hoped to learn from the student. However it became obvious from an early stage of our next interview that things were not working out as planned.

> Me: So how do you see your identity at the moment? What are you at the moment?
>
> Laura: What am I? I'm an observer at the moment basically and I'm someone who is doing odd jobs around the school. I do think what's lacking is guidelines for a student like that who is unaware of what my role is in the classroom. If she had guidelines that set out well that I am there as facilitator or I am there for help if she needs it, I think she might be more inclined to ask for it. For that reason I think that's where the College is falling down because they're not discussing what our role is. You know we're just supposed to evaporate into thin air for the five weeks, which is silly in that we're *there* and if a part of a lesson isn't going well I can't understand why she wouldn't say, "what am I going to do here? This is not going well", and then let me just give her a few ideas and I think she could be using me a lot more than what she is. (Second Interview)

Kathleen expressed similar disappointment with her student teacher. During our first interview she identified herself as a classroom teacher who put a great emphasis on building a positive relationship with her pupils. She hoped that her student teacher would do the same. She also hoped that her student teacher would seek her advice and guidance. She was disappointed on both counts. She described the relationship between the student teacher and pupils:

> Kathleen: I just think that while she does have a good relationship with them, it's not…it's very formal or something. (Second Interview)

Her hopes that the student would seek out her help were never fulfilled. I asked her how she saw her self-identity in this situation:

> Kathleen: I suppose you're out on a bit of a limb really. As you say you are the classroom teacher, the person who is responsible for these children's education and yet when this student comes in you are giving her free rein over the class. I know for example a friend of mine who has a student in and anything that she thinks the children don't understand she jumps in and she's there you know saying "go back over that". But I don't feel, I mean I would do it if I thought it was the maths or whatever but I think you learn a lot through experience and let her learn herself rather than me saying "they didn't know that and you should do this". (Second Interview)

Denise saw her self-identity in terms of priorities with the pupils at the top of her list. However there was evidence of role-uncertainty and a rather disparaging view of herself as defined by her colleagues

> Denise: Keeping an eye on my class anyway, making sure the content is covered, helping the student teacher, and doing odd jobs around the school. Denise will do it and being caretaker as well. (Second Interview)

Sarah wanted children to be aware of her presence as classroom teacher in the belief that maintaining the children's awareness of her presence would ensure that the code of behaviour that she had established would be continued by the student. There was a reluctance to let go and leave the student teacher totally in charge of disciplinary matters.

> Sarah: I think as the classroom teacher I think it's important that the children see you there even from the point of view of the discipline-end. You know when they're *aware* of you whether it's at the back of the room or they know you can appear at any time. (Third Interview)

However, during the practicum, in reply to my question, "how do you see yourself at the moment?" Sarah replied:

> I just kind of think of myself as a classroom assistant because I do a little bit of teaching just maybe for their homework or guiding them along a little bit but I'm more kind of *her* assistant because from time to time I might give things out for her whether it be just books or whatever to speed things up a little bit for her but I can't think of anything else. (Second Interview)

Patricia had previous experience of being a cooperating teacher but had a crisis of identity in relation to how she should interact with college supervisors.

> Patricia: In general up to now I was just an ornament at the back of the classroom. No one ever said anything to me. They'd come in and they'd shake hands with you and say ok, right, whatever and they were watching and viewing and on a few occasions I said a few things, I don't know what I said one day to some supervisor but I felt it wasn't my place to say it. I was commenting on something that was done and was good or whatever and I said, "she's very thorough" or something like that but he didn't comment. (Second Interview)
>
> Me: You got no reaction?
>
> Patricia: No and I just felt this is his domain and just shut up and say nothing because obviously you're not asked for your opinion so I didn't, I didn't say any more after that. (Second Interview)

Seven of my respondents experienced a crisis of self-identity and uncertainty of their role during this teaching practicum. The exceptions were Fiona, the acting principal and Eileen the Principal teacher with full time teaching duties.

> Fiona: At the moment I suppose the acting principal is new to me. I spend as much time as I possibly can in the classroom. Acting principal to me, like the guilt for me would be that there are certain things in the classroom that you might not get covered because of the extra duties that I have but at the moment I would consider myself class teacher, acting principal.
>
> Me: So cooperating teacher would be third on your list?
>
> Fiona: It would be third in my list at the moment to tell the truth. (Second Interview)

Eileen welcomed the arrival of her student because it provided her with an opportunity to catch up on administrative tasks:

> Eileen: It has been wonderful really in that I have been able to look after administration the way it should be looked after but it puts me thinking that when you go back into the classroom situation you know you're not superwoman or superman and it's almost impossible and of course for the majority of teaching principals it's the administration that suffers a little bit because you're going to look after your children first of all.
>
> Me: You mean the children are the priority?
>
> Eileen: Most certainly, but I think also you see yourself in an advisory capacity with the student. It works well when you have somebody who is willing to take advice and so forth so I'm an advisor at the moment from the student's point of view. (Second Interview)

*Summary*

Eileen and Patricia identified themselves from their student teachers' perspectives. Both used the word "mother" to describe their relationship with their students. Eileen described her school as "a family set-up where we take them under wing a little bit" and went on to say, "I would see myself as guardian angel".

The cooperating teachers identified themselves from contrary status perspectives. It is revealing how some teachers identified themselves from a personal and pastoral perspective using words like, "mother", "granny" and "guardian angel" and these teachers had close, warm relationships with their students. Others saw themselves from a professional perspective as observers of the student teachers and the pupils and did not

get to form that same kind of relationship with their students. Also the cooperating teachers offered rather disparaging views on how their colleagues perceived them using words like, "dogsbody" and "doing odd jobs around the school" and Patricia referring to previous supervisors had concluded that "in general up to now I was just an ornament at the back of the room".

In defining their situation the classroom teachers had to make judgements about themselves and make decisions on what course of action they should take. The first crucial decision was whether they should act as cooperating teachers and hand over their classrooms to student teachers for five weeks.

*Why Take on a Student Teacher?*

Each of the nine cooperating teachers made it very clear that the children remained their prime concern and that they were still responsible for the children. As Eileen put it, "you're going to look after the children first of all". In view of this, I asked each of the teachers why they were prepared to hand over their classes. Seven of the nine felt a sense of *personal* obligation. Because classroom teachers had obliged them when they were students they felt they should now do likewise and accept the students into their classrooms. Laura sums up their thinking:

> Laura: Well I suppose looking back if the teacher I went to didn't agree to take me on where would I be? You know what I mean, everybody needs a chance. If the teacher didn't give me the chance I wouldn't be where I am today. I wouldn't have learned from her so I don't have a choice really. You have to give them the opportunity they need. (First Interview)

This sense of self-obligation was felt even deeper if the students were past pupils of the school.

> Patricia: I hand over my class because the person who comes in more often than not is a past pupil. My own might be at that stage some day and I wouldn't like anyone to refuse them. They wouldn't be refused here anyway. I know that because we take them in. Well I mean we all had to start, if I was refused back in say 1973/74 whenever I was out on my first teaching practice sure I wouldn't be where I am today. (First Interview)

Denise also pointed out that most of the student teachers were past pupils of the school and she "would love to help out a student as much as she could" and would also learn from them. She was the only teacher to refer to the practicum as a break from teaching, but at the same time she was going to miss teaching her pupils.

> Denise: Why do I agree to do it? Ok definitely number one is the break you know...it's brilliant. I know sometimes you can get tired, you can actually get more tired sitting at the back of the room than teaching. I love teaching. (First Interview)

Orla reflected on the reasons why she had handed over her class for five weeks to a previous student.

Firstly from a professional perspective, "I was delighted to be able to give back to the profession, certainly to the development of the profession, something that I had benefited from myself" (First Interview). Secondly from the student teacher's perspective, "I know that it wouldn't be possible for a student to do their training without having access to first-hand experience in the classroom, so in that sense, I was delighted to be of help" (First Interview). Thirdly from the children's perspective, "it was good for the children, it was a fresh face to look at, a young face, everything all full of...you know vibrant, everything and enthusiasm so I thought that was of benefit to the children also" (First Interview). Fourthly it was also an opportunity for herself "to observe the children outside of being their teacher", to see their different personalities and "the funny little side of them" (First Interview).

The sense of "self" was palpably evident in the reasons for accepting a student teacher because in the vast majority of cases the teachers were willing to hand over their classes because classroom teachers had obliged them when they were students. Although Eileen, the teaching Principal, felt that taking on student teachers "keeps us in touch really still with the College" it is significant that not one of the cooperating teachers mentioned any feeling of a sense of obligation towards the College. After all it was the College they had attended that had played the key and pivotal role in preparing them for the teaching

profession but "college" got only one mention and that was from Eileen who would have received letters from the College requesting placements for student teachers.

*Why take on a Mentoring Role?*

Despite the uncertainty about their roles and how they defined their identities as cooperating teachers, all of my interviewees expressed their willingness to help their student teachers over the duration of the practicum although this was in an unofficial capacity.

> Nuala: We're doing it unofficially at the moment anyway. I suppose if we were given guidelines it wouldn't be such a bad idea as long as we knew what we were supposed to be looking out for. But we are doing it unofficially anyway but the class teacher should be recognised more for their input into the actual teaching practice. (Third Interview)

Nuala's definition of the situation as regards the mentoring role of the cooperating teacher was echoed by the others. Not only were they prepared to give over their classes, they also wanted to assume a mentoring role that would be supportive of their students and gave the following reasons:

(a) Having agreed to take on the student teacher there was a responsibility on the self of the cooperating teacher not to leave the student teacher on her own. The classroom teacher should be available if needed

(b) Leaving a student teacher on her own would create a sense of guilt on the part of the cooperating teacher

(c) The cooperating teacher considered self as a person with some teaching experience and expertise and was willing to share that with the student teacher

(d) Helping the student teacher meant that the children also benefited

(e) Student teachers were already under a lot of pressure and classroom teachers wanted to help

The first three reasons focus on the selves of the cooperating teachers. The final two relate to the children and the student teacher. Cooperating teachers were more than willing to help but in the case of Laura, Kathleen and, to a lesser extent, Denise, their

student teachers did not seek or want any assistance from them. Because their role as cooperating teachers was not defined they were now unsure of themselves and did not know how to respond in such a situation. Because of their attitude to the students, these cooperating teachers found the behaviour of their students annoying and frustrating:

> Laura: I would have been striving to go higher the whole time, you know trying to improve in what I am but she seems to be happy with the level that she has. That's the hardest thing that I'm finding. I'd love if she came to me and said, "what do you think of that?" because I'd love to give her advice. I'd love to give her the help but I don't want to be pushy either. (Second Interview)

At the end of our second interview Kathleen stated that she "would actually love to mentor a student and would actually enjoy it" but her student refused to avail herself of any help.

> Interviewer: Did you find it annoying?
>
> Kathleen: Yes. Because I did have time and I was there and when you're teaching for some years you've built up resources and you've so many books stacked up in the shelves and photocopies all over the place. They're all there and you could say "look I've got something on that here" which I was willing to do and it was annoying and frustrating because you would like to help somebody who was starting out. (Second Interview)

Denise was prepared to give "helpful hints" to her student but found the student's behaviour annoying because of her attitude which Denise describes as "quite independent" and was of the opinion that her student "could be more receptive and more forthcoming". However, Denise admitted that the student teacher was getting better as the practicum progressed.

The cooperating teachers' annoyance and frustration at their students' unwillingness to be helped stemmed from the issue of differing role expectations on the part of the selves of the teachers and the selves of the students. This stemmed from an inability on the teacher's side to take on the role of a student who wished to be independent and equally there was an inability on the student's part to take on the role of the teacher as helper. The cooperating teachers felt they were in a position to help and without necessarily stating it explicitly were crying out inside, "I want to help you". The students on the other

hand by their aloofness were symbolically conveying the message, "but I don't want your help. I can do this on my own".

The education of the children remained the priority for the cooperating teachers although they were also very sensitive in relation to their student teachers' feelings. They were very reluctant to interfere or take any action that might undermine the confidence of the student teacher. This ambiguity of role led to situations arising where interventions were deemed necessary. These are discussed in the following section.

*Interactional Contingencies*

*Role Conflict*

The cooperating teachers' desire to help their student teachers situated them in Goffman's (1959, pp77-105) concept of teamwork in which actors jointly stage a performance capable of impressing an audience. However, due to role conflict and role uncertainty in the teacher's sense of self-identity, the following situations arose that led to an interaction between teacher and student that had a negative impact on the cooperating teacher. Nuala's class was involved in group work but in her opinion they had become far too noisy. The student was prepared to tolerate this level of noise but Nuala decided to intervene and reprimand the children in front of the student teacher.

> Nuala: It was a natural reaction from myself giving out to the children and I felt put out about it at the time because I didn't like to over-ride her authority or whatever and I explained that to her afterwards. I actually apologised for my outburst but it was just a spontaneous outburst on my behalf because it was something I wouldn't tolerate myself. But I think it was just inexperience on her behalf because she didn't realise at the time they were misbehaving to the extent that they were. But when I pointed it out to her she was very good about it but I did feel uncomfortable I must say. (Second Interview)

Although Nuala, as classroom teacher, remained in overall charge of her class, her intervention in seizing control had caused her to feel embarrassed. Despite being in a position of authority she felt a sense of role conflict in taking command of the situation.

*Role Uncertainty*

A similar situation arose in the case of Kathleen where the student teacher did not reprimand the children for behaviour that Kathleen found unacceptable. The children even misbehaved when the supervisor was present. At one stage Kathleen took some children outside the door to correct them and also spoke to the entire class, in the student's absence to express her serious disappointment with their misbehaviour. However because of role uncertainty she was in a dilemma as to how she should explain to the student teacher that such misbehaviour should not be tolerated.

> Kathleen: But it's just I didn't know whether it was my place or not to tell her. I didn't want to be damaging her confidence or whatever. I didn't know whether it was my role or not but I did mention it to her. I said I did have a word with them because she didn't seem to mind she thought they were ok.
> (Second Interview)

There are some clear similarities between both situations and how the teachers defined them. Firstly, both Nuala and Kathleen felt a sense of shame that their pupils behaved as they did. Secondly, it was obvious that the expectations of acceptable behaviour were not the same for Nuala and Kathleen as they were for their student teachers. Thirdly, both teachers did not wish to undermine the confidence of the students. However they handled the situation differently. Nuala's outburst caused her to feel embarrassed and uncomfortable and she apologised to her student. Kathleen took the children outside the door to warn them and later spoke to them while the student was absent.

Kathleen and her student found themselves in another interactional contingency that led to both of them feeling embarrassed.

> Kathleen: There was one thing alright when I had to speak to her. She was asking the Special Needs Assistant [SNA] to look up pictures on the internet and that was grand but then she asked the SNA to make out work cards in particular topics for maths and for English and that wouldn't be her role. So I said to her, "look at if you've something and you want it typed up fair enough because _____ is very fast with the typing anyway and would have it done in two minutes but it's not her role to make out work cards". I just had to say that because she had been asking her for a few days to make out work cards.
>
> Me: And how did the student react to that?
>
> Kathleen: She was embarrassed alright and I felt kind of bad saying it to her. I was trying to phrase it as nicely as I could, "if you've something written out

and you want it typed that's fine but she doesn't make our work cards because
she wouldn't know the content you wanted to examine or the level to gauge
at. You know that better yourself." (Second Interview)

Kathleen admitted that this behaviour of the student taking advantage of the SNA annoyed her. She was aware that making out work cards was not the SNA's role and felt that the student should also have been aware of this. Nonetheless she felt "bad" at having to point out to the student that it had to stop. Even though she found the situation annoying and felt embarrassed at having to confront the student she still tried to act as diplomatically as possible pointing out that it would be better for herself if she did this work. Despite the sensitive approach on Kathleen's part:

Kathleen: But I don't think that she really liked what I said and I suppose I
was a bit slow about saying anything after that. (Third Interview)

These incidents highlight the problematic situation for cooperating teachers when they have to deal with perceived student incompetence and at the same time are uncertain of their role. In the earlier account of her intervention, Nuala described her outburst as "spontaneous". Nonetheless the noise had been going on for some time and Nuala was communicating with herself as to how this situation could be resolved. When the noise reached an unacceptable level she took immediate action. Kathleen was also involved in a process of communicating with self but was more deliberate in her response by firstly taking individual pupils aside, then addressing the entire class when the student was not present, and finally informing the student, in private, that she expected better behaviour from the children. Therefore both Nuala and Kathleen went through what Blumer (1969/1998, p.5) defined as a process of interpretation. This process has two distinct steps. Firstly there is an internalised social process in which the actor is communicating with self. Secondly as a result of communicating with self, "interpretation becomes a matter of handling meanings. The actor selects, checks, suspends, regroups, and transforms the meanings in the light of the situation in which he is placed and the direction of his action". Having gone through this process of interpretation, Nuala and Kathleen took their individual courses of action.

Laura also had to contend with interactional contingencies. Laura was unhappy with her student's approach to the teaching of Irish. Students are expected to teach Irish lessons

using only the Irish language. They are aware that they should not explain Irish words or sentences by translating them into English. She described how she felt at the end of one lesson:

> Laura: I was just shocked and I couldn't believe it. She spoke the whole thing through English. There wasn't an Irish sentence or an Irish word used other than the Irish reading and I always put myself under pressure in the classroom today because I constantly need to keep reminding myself, "no English" and so we speak Irish all the time and I keep having to remind myself. I'd be trying very hard to do that and so that did *really* annoy me. You know I didn't want to be confrontational or anything like that so I just said to her, "how do you think the Irish went today?" and she said, "Yeah I was happy with it. Yeah it was grand" and she didn't give me any chance by asking, "Well what do you think?" If she said that I could have...you know I'd have an opportunity. I didn't want to say, "well actually I didn't think it went that well". (Second Interview)

Laura faced the dilemma of wanting to correct the student's approach to the teaching of Irish but wanted to avoid a situation that might be interpreted as confrontational. However as the practicum progressed she was faced with a more serious dilemma. Laura was aware that her student was not preparing lesson plans, repeated lessons that had already been taught and even taught a lesson prepared by another student while the supervisor was present. The supervisor was unaware of all of this and Laura went through a process of interpretation as she decided on what action she should take. Should she inform the supervisor?

> Laura: It is a hard question yes. It is because like that I know how it feels. I know to be in that situation exactly how it feels and it's an awful situation to be in. You can look at it from both sides. Obviously my conscience is saying, "get out and say it", but then my other half is saying, "oh listen, this is so important to her. It's double weighted. It's going to decide whether it's going to be an honours degree or a pass degree. At the end of the day it decides it all. It really does. So I think, you know what I mean, by saying a fraction, I mean I'll say so much and let the supervisor read between the lines to figure out the rest. Because I don't want to, I wouldn't have it in me to put someone down that much and people improve with time you know what I mean". (Second Interview)

Laura could assuage her feelings of guilt by telling the supervisor but would then have to live with the consequences of her student getting a poor grade or even failing the practicum. She decided on a half way policy whereby she decided on how much to tell the supervisor and let the supervisor take the responsibility for seeing the entire picture

and taking the appropriate action. She further justified her decision on not informing by assuming that her student like other people will "improve with time".

## 5.3 Theme Two: Negotiation

"Negotiation implies a search for agreement" (Woods 1983, p.127). Because classroom teachers had allowed student teachers to take over full teaching duties it was necessary for both parties to reach agreement on certain issues so they could arrive at a working consensus. In the teaching practicum setting, the classroom teacher is in a more powerful position than the student teacher. The latter is supposed to comply with the classroom teacher's demands or requests in relation to the teaching programme for the class. This is obviously a priority for the classroom teacher. On the other hand, the teaching practicum is an examination for the student and consequently the student's priority is to achieve the highest possible grade. Therefore students may prefer to focus on topics that they are interested in and would like to teach but are not part of the programme as set out by the teacher. In addition, classroom teachers want their pupils to continue with their text books and work books. As part of their preparation for teaching practice, students are advised not to rely too heavily on the pupils' textbooks but rather use a variety of sources and to make out their own activity sheets rather than depend on the pupils' workbooks. Secondly, classroom teachers generally have strong views on acceptable pupil behaviour and expect the code of discipline that has been established to be maintained. This may pose a challenge for the young novice teacher. In order to achieve a good working relationship each of these areas need to be negotiated.

*Content to be covered and use of text/work books*

The cooperating teachers had devised a range of strategies for negotiating the content to be covered over the five-week period. Eileen set out a programme over the entire range of subjects that she wanted the student "to abide by". She clarified for the student what topics were to be taught but the student was free to decide on the teaching methods she would employ:

> Eileen: The class are yours, the means to the end that doesn't matter, you're in charge of that, but this is what I would like to have achieved at the end of the five weeks and she took it on board. (Second Interview)

Eileen was quite assertive in her negotiation with the student. She wanted to maintain a position of power in the relationship with her student by clearly expressing her expectations of the amount of work she expected to be completed. However there was also a concession to the student in that she had the freedom to choose how this would be achieved. When the practicum had ended Eileen concluded that her student and she had worked well together and the pupils were stimulated and enjoyed the experience. Obviously, Eileen's expectations had been met to her satisfaction.

Laura had also planned a programme for her student but things were not working out. At the second interview she was unhappy that things were moving at too slow a pace and when the practicum had ended she expressed "extreme disappointment" because she felt that her pupils had not benefited in any way from the experience.

> Laura: I don't know would I be as friendly with the person next time. I was very forthcoming. I was very welcoming and in a nice way I showed her what I'd like to be covered over the five weeks. I think next time I'd be more straightforward, more down to business and say, "look this is what needs to be covered, timetable it in", and that would be it. No niceties about it because this time I think I was too nice. I think that's what happened. I was too welcoming and I was just taken advantage of. (Third Interview)

Laura had concluded that she should have adopted a more powerful position in her relationship with her student teacher. As a result the student took advantage of the situation. Next time Laura is determined to adopt a different approach to negotiating the work to be covered.

*Safe Sites*

Orla adopted a flexible approach:

> Orla: I suggested to her that she might like to do certain subjects that could be quite interesting for her and she could source a lot of information on them as well. So from the curriculum end of it things were discussed and I gave her leeway herself not to do certain things that she mightn't be comfortable with. (Second Interview)

The rest of the cooperating teachers also adopted a degree of flexibility. However, they differentiated between what they considered the core subjects of the curriculum, English, Irish and mathematics and the other subjects. Denise decided that she "wouldn't give any leeway in maths" because there were topics she wanted to cover herself and so she planned on being selective:

> Denise: I won't give her the vital ones. I'll be very careful what I give her in maths. (First Interview)

Fiona and Kathleen held similar views. Fiona spoke about maths in terms of "heavy" and "light" topics. She regarded addition and subtraction as the heavy topics and these she would teach herself. The student teacher could cover topics such as measuring and shapes which would be "a break from what they're doing and that would be good too" (First Interview). Kathleen referred to "hard" and "easy" mathematics and had decided on the topics the student would teach:

> Kathleen: I did specify in maths not to go near certain areas. I told her from my own experience of teaching not to go near "time". The class find that very difficult. Certain topics are just a no go like even starting off division. I have already done multiplication my way and I didn't want her coming along teaching it another way so I said "look you can teach them length and shapes and fractions" but there would be topics that I wouldn't want her going near because I know from experience a lot of difficulties would arise and that extra time would have to be spent later. (Second Interview)

Orla, Denise and Kathleen were providing what Edwards (1998) had described as "safe sites" for the student teachers. They had also borne out Feiman-Nemser's (1998, p.72) assertion that they did not see themselves as teacher educators. Rather than allow their students to teach "difficult" topics and learn how to teach them, they chose the option of keeping those topics for themselves. Their commitment to the children also influenced their decisions in negotiating work with the students. They wanted the children to derive maximum benefit from the topics the students would teach competently and then they could use their own tried and trusted methods for the more complex curricular areas.

Patricia found that students had their own agenda and she was willing to compromise because students "were more than obliging" but there were certain areas where she expected compliance. Even if the student made out her own activity sheets she wanted

her to continue with the pupils' maths books. Admitting to being "old-fashioned" she also expected her student to continue with spellings and tables.

Nuala adopted her own unique strategy. She tried to get as much work as possible done with her class before the student arrived and then gave her complete leeway "to work away whatever way you want to do it".

> Nuala: I suppose really and truly I didn't focus too much on what she was doing. It was really what I had done myself beforehand and what I would be doing afterwards. I wasn't really tuned in too much to what she was doing and I didn't refer back too much on what she had done with the children. (Third Interview)

Nuala looked on the practicum almost as an interlude or break from her own classroom teaching. It was a disruption that could be compensated for by doing extra work before and after the practicum. In admitting that she did not focus too much on what the student was doing I concluded that her sense of self as classroom teacher was much more important to her than her sense of self as cooperating teacher.

*Specific Problems in relation to textbooks and workbooks*

All of the cooperating teachers were aware of the problem that student teachers faced in relation to text books and work books and realised that extra work would have to be done on these when the practicum was over. In general, they regarded it as an inconvenience and as an issue that just had to be tolerated. Laura described the task of trying to go back over what should have been done in the five weeks as "really impossible". Also, for Fiona, the matter of children using their workbooks became something of a contentious issue. Fiona's student rang at the weekend to discuss moving on to a new topic in mathematics but Fiona wasn't very happy about this:

> Fiona: I said, "have they done what's in the syllabus? Have you looked at their workbooks?" and she said, "no the supervisor doesn't want me to do that, to do the workbooks", but I said, "you have to cover what's in them. I mean you could do your own sheets as well" and she said, "no". So I said, "I'll have a word with the examiner or supervisor. She hasn't come yet but I will say it to her". I said, "I'll go and get the books. I'll go over on Saturday morning and I'll go through it with you." I said, "I'd like you to give them activities based on the book. Look you can make up your own and use this workbook as one of your activities as well. (Second Interview)

The student agreed to this and although Fiona was happy with her student and described her as excellent, the textbook issue remained a problem. Fiona however attached the blame to the supervisor and not to the student:

> Fiona: The most negative thing for me was the textbook coverage because it means that I have to go back and cover that myself instead of moving on. For me that would be a negative point but I'm not blaming the student at all because she was acting on what the supervisor said but it's going to be extra work for me. (Third Interview)

*Prioritisation of subjects*

Despite the curricular aspiration that all subjects are of equal educational value, the time allocated to subjects does not reflect this. More time is dedicated to English, Irish and mathematics than to the other subjects on the curriculum. It is obvious that the classroom teachers in this study regard these as core subjects and consequently make special arrangements with student teachers regarding the teaching of these subjects, especially mathematics. Also despite the recommendation that "children's reading should encompass a rich and varied range of text" (Primary School Curriculum, Introduction, p. 46), classroom teachers are also very concerned that text books and workbooks are completed.

*Power and the difficulty of intervening*

It is difficult to determine who wielded the power in negotiating the work to be done by the student teacher. Once the workload had been negotiated and the class handed over, even if the student was not complying with the cooperating teachers' wishes the latter found it hard to intervene. They were conscious that they were in a position of power but there was a reluctance to wield it. Throughout the interviews it was clear that the cooperating teachers were very conscious of their students' feelings and would not take an action that might damage their confidence. However the teachers with long years of experience were more adept at negotiating content to be covered by their students.

*Learning to teach through doing*

The epistemological position of the selves of the cooperating teachers in relation to students learning to teach was also clear. Learning to teach was accomplished through doing. Even during the three days when student teachers were given the opportunity to act as classroom assistants and observe the class teacher, the latter was always happier when the student was involved in working with the children rather than observing from the back of the room. The implications of this for themselves as potential mentors are discussed in Chapter Six.

*Discipline*

One of the hopes expressed by the classroom teachers was that the student teacher would continue the code of pupil behaviour that had been established. Because student teachers' expectations did not always coincide with those of the cooperating teachers this was difficult to negotiate. However, even if these expectations were not always fully met, the teachers were satisfied that the students had done their best. Generally speaking, the cooperating teachers were satisfied that the student teachers maintained good discipline, however situations did arise where pupils' behaviour was seen as unacceptable. I have already described what happened in these situations in the section on interactional contingencies

*Cooperating Teachers' Professional and Personal Relationships with their Student Teachers*

While curriculum coverage and discipline were two specific areas that had to be negotiated, there was of course the more general question as to how the cooperating teacher and student teacher would negotiate a personal and professional relationship as they interacted with each other. Blumer (1969/1998 p.67) argues that "symbolic interaction is able to cover the full range of the generic forms of human association. It embraces equally well such relationships as cooperation, conflict, domination, exploitation, consensus, disagreement, closely-knit identification, and indifferent concern for each other". Since the cooperating teacher and student teacher shared the same classroom I wanted to explore how the cooperating teachers negotiated and developed

both professional and personal relationships with their student teachers as they associated and interacted with each other.

The quality of the relationships and the level of interaction taking place between cooperating teacher and student teacher varied greatly among my nine interviewees. Eileen, Orla, Sarah, and Patricia interpreted their relationships as being very good on both professional and personal levels. Students sought and accepted their advice and opinions in relation to their teaching and they also developed a personal liking for each other.

> Eileen: I suppose from a teacher's point of view it works wonderfully when they take your advice because you have good rapport with them and you're inclined to give more advice and a little bit more help then whereas if you find somebody going against the grain with you it will have the opposite effect and it doesn't work as well I think. (Second Interview)

Eileen also felt that her student's sense of humour helped to create a good personal relationship.

> Eileen: My relationship with her would be very good, very good I suppose because she has a sense of humour. She's a very easy person in the system, enjoyable to have around the place to be honest with you. (Second Interview)

Orla felt she was fortunate having handed over her class to "a diligent, conscientious, mature person" and was also happy that there was consensus between them in relation to classroom rules and regulations and their expectations as to how children should behave in class. She referred to the three days spent by the student teacher working as classroom assistant and observing the classroom teacher as three days of negotiation because issues such as discipline were negotiated:

> Orla: I was explaining to her again in those three days of observation that I really only like to work when everything is...I feel that you can't work with the children, and this is my own feeling, without rules and regulations for them, not in a domineering dictatorial fashion and she said, "you know I'm very like that" so I'm actually very content to have the children in her charge because she all those qualities. I'm very pleased with that and I would feel at ease going about my own business if I had any issues outside the classroom I'm quite confident that when I come back they'd be exactly as I left them. (Second Interview)

Sarah described the spirit of co-operation that existed between herself and her student.

> Sarah: We get on you know. She's very agreeable. If I want to do something she's not cutting in too much or if I need a few minutes here and there. So generally we get on. Nothing has really annoyed me and I don't think that I have annoyed her, at least I hope not. Anyway it hasn't come across. Generally she's easy and very pleasant I have to say. (Second Interview)

Sarah's reference to needing "a few minutes here and there" hinted at a reluctance to let go completely. She wanted to maintain a relationship with the children. Hayes (2001, p.16) also found that "a few teachers were, it seems, reluctant to relinquish control of the class" to their student primary teachers.

Patricia was always eager to learn from her student teachers but was sensitive to their rights to privacy regarding their files and notes. However, she felt that her relationship with her present student helped her to overcome this hesitancy.

> Patricia: I have never ever looked through the students' files but I have just decided this year that I would ask this particular student would you mind if I look. Now I know other teachers who have students on TP would but I wouldn't because I just felt that I was invading their privacy so I never did. But I'm going to this time and I said to the student "would you mind?" and she said, "not at all they're all there you can look through anything you want" because I said, "there might be ideas in there and I'd like to use them some time down the road with another class or whatever". (Second Interview)

It was interesting that Patricia with more than thirty years teaching experience still sees self as learner teacher. She was so impressed by this particular student that she overcame her reticence and asked the student's permission to look through her notes. Patricia's openness to learning is admirable but there is also a reversal of role in the experienced teacher trying to acquire knowledge of teaching from a student teacher.

The supervisors paid four visits to each student over the five-week period. After each visit the supervisor reviewed the lessons that had been observed in private with the student teacher. The supervisor then gave the student a copy of the written report on the visit. The student teacher was not under any obligation whatsoever to discuss the review or report with the classroom teacher. However in the case of Eileen, Orla, Sarah and Patricia, the students not only discussed the reviews but also showed their reports. Patricia described the interaction as follows:

92

Patricia: I'd never ask the student how they got on in as many words. I'd say "were you happy with your review?" and they'd say, "oh I was" and that would be it or maybe "he said or she said that I could do this that or the other" and that would be it. But I'd never ask what did she or he say. But this particular student put her report up on the table every single day that she got one. The first day I was taken aback because I'd never got one before and I said "Oh no, no, no, I don't want to see that at all". And she said "but why wouldn't you have a look at it?" and I said, "but I never ever looked at a student's review in my life and I never asked" but she said, "no go on have a look you might as well" so I did and I read them all. She got on very well but I was taken aback because I never expected that. (Third Interview)

Power is being negotiated in this interaction. The teacher is reluctant to pry into the outcome of the meeting between the student and the supervisor. The interaction between Patricia and her student is indicative of the extent to which cooperating teachers experience a disempowerment of self in that Patricia is taken aback by the invitation to read the supervisor's report. In this instance, however, it is the student who is actually empowering the self of the cooperating teacher by handing over her reviews. This level of interaction showed a great openness on the part of the student teachers. It also showed confidence in the cooperating teachers and was an indication that the students held these teachers in high esteem. Even when the teaching practice was over and the students had left the schools they contacted the teachers and informed them of the grades that had been awarded to them. However it could be argued these students were obviously doing well in teaching practice and were happy to share reports that showed them in a positive light and to disclose their grades of which they were proud.

This level of interaction did not take place with the five other cooperating teachers. None of them saw the students' written reports nor were they informed by the students of the grades that had been awarded. However Fiona described her relationship with the student as:

Oh great. A lovely person, very easy to get on with and very easy to work with and she was very willing to take advice and to listen. (Third Interview)

Fiona's statement combined her personal self with her professional self. She was happy with the interaction that was taking place at both personal and professional levels. However other cooperating teachers did not experience this same level of contentment.

Denise felt her student was "very independent" and not very "receptive" to advice. She described their professional relationship as:

> Denise: Oh it was very good. Yes the last day or two I would have asked for ideas because she had great ideas and she was such a hard-working girl. She really put everything into it and she came with a suitcase full of notes and on wheels because it was so heavy. She had all her family bringing in apparatus for her every day and everything. She put a huge amount of work into it and you can't be too critical of people. (Third Interview)

However on a personal level the relationship was not a close one:

> Denise: Well let's say that I wouldn't have exchanged my mobile number with her that I would have with my previous student. Do you know what I mean that kind of way. There was...maybe we weren't on the same wavelength but that could be with anybody, there was a certain aloofness I suppose. (Third Interview)

Denise was able to separate her professional self as cooperating teacher from her personal self in this situation. These two selves of Denise were capable of interacting at different levels with her student. On a professional level she admired her student teacher for the effort she was putting into her work and even asked the student for ideas. But on a personal level she sensed that she and her student were not on the same wavelength and the student remained aloof from her.

Kathleen found herself in a rather similar situation. She described her personal relationship with the student as having been "friendly" but their professional relationship as being "basically non-existent".

> Kathleen: I suppose we would have been friendly, the fact that she's from the parish and I would have known her brothers. We would have been friendly. We would talk for a few minutes at three o'clock and I would ask her about her weekend or something like that but we didn't discuss the kids or we didn't discuss anything related to her teaching practice. And because she never brought it up, I didn't want to be giving my views then you know because maybe they weren't wanted. She was lovely and everything but I don't know what it was, but I suppose...well you don't want to make someone feel they're being watched either as if they were under the spotlight or something. (Third Interview)

Kathleen's self as cooperating teacher wanted both a personal and professional rapport with her student. She had some success in their personal interaction where they could discuss social matters but the student would not call upon Kathleen's professional help

and Kathleen failed to understand why. Even though she regretted that her professional self was being rejected, she would not impose her views on the student. This rejection of self led Kathleen to define herself as being "isolated" in the situation.

Laura was very negative about the lack of interaction between herself and her student on both personal and professional levels.

> Laura: At the end...I'd really say that I don't think I knew her any better at the end of the five weeks than I did at the start. That's the way I'd put it. She just wasn't very forthcoming. She never sought advice or she never asked me "was this ok or is it of if I do this"? She never really looked to me at all, you know what I mean. She had her own agenda. This is what she had planned and this is what she was going to do. So that was the way it was. You'd often try to be nice and say "you know that lesson or whatever" but I just found it so hard to say, "you might go back over that for me again". (Third Interview)

Both Laura's personal and professional selves failed to make any meaningful contact with her student teacher. She did not attach any blame to herself, explaining that she often tried to be nice but her student refused to interact. During the interviews with Laura I could sense how the rejection by the student of Laura's self both personally and professionally caused hurt and anger but she refused to take decisive action that might impact on the student's grade. Her willingness to maintain a team-member role in assisting her student teacher to maintain the image of an adequate teacher prevented her from being critical of the student's performance.

The communication between classroom teacher and student concerning the supervisors' reviews varied. In reply to the question if the student ever discussed the supervisor's report the replies were as follows:

> Fiona: Well she would but not at a detailed level. I might say, "how did you get on?" and she'd say "I got on fine, she (the supervisor) said such a thing about such an area that maybe I should have done something else". She would have discussed it but not in detail nitty gritty you know. (Third Interview)

> Nuala: No she would just have given me a general indication as to how she did or how the lesson went but she never discussed it in detail. (Third Interview)

The students did not discuss their reviews at all with Denise or Kathleen and if Laura ever asked her student how she got on with her supervisor she received the short answer, "fine, grand".

*Relationship between cooperating teachers and College supervisors: The Issue of Assessment of Student Teachers*

College Supervisors paid four visits to each student over the five weeks teaching practicum. Their focus was obviously very much on the student teacher since they had responsibility for assessing the student and deciding on the grade they would give to the student. The classroom teacher had no official input into the assessing process. Therefore the supervisor held a powerful role while cooperating teachers were officially powerless. I wanted to investigate what interaction, if any, was taking place between supervisors and cooperating teachers. I wanted to find out if supervisors asked the cooperating teachers for their opinions on their student teachers. I also wanted to get the cooperating teachers' views on what level of input they would like to have into the assessment of the student teachers and then to consider how that shed light on the teachers' construction of their selves.

The teachers described the supervisors as "fair, pleasant, courteous, very nice". Five of the teachers, Orla, Eileen, Denise, Sarah and Laura said that the supervisors asked for their opinions. However, Orla felt that she was being asked merely to confirm the supervisor's opinion that the student was "a good girl".

> Orla: I actually thought that the way it was asked it wasn't like a clear
> kind of question. It was almost you know she had the answer herself.
> She knew herself and it was only a few words at the door as I was
> going in and I said "definitely". That's all it was really. It was as if this
> person could formulate her own opinion, had it formulated I think
> already. (Second Interview)

Eileen spoke of the supervisor as being 'A1'. I asked her if the supervisor sought her opinion and she said "yes". Then I asked if she was glad to give it:

> Very glad to give it really and the majority of teachers are going to give
> an honest appraisal, give their honest opinion but I suppose the supervisor
> would be asking not so much about the student in particular as to would I

> have been happy with my class, was I happy in handing over my class
> and the supervisor also said that because of what she observed especially
> as there was an illness involved for a few days that I could be very
> reassured that they were in good hands which was good to hear as well.
> (Second Interview)

Eileen had been absent for a few days due to illness and the supervisor was reassuring her that the student teacher had coped well during this time. Therefore, again it can be seen that the supervisor had already formed an opinion in relation to this student.

Laura was not getting on well with her student. She was pleased to be asked for her opinion but was reluctant to say anything that might be construed as negative.

> Laura: Yes she seems fair and what I do like about her she has asked my
> opinion and she's asked the other teachers' opinions as well which is
> great you know what I mean that's very good but at the same time what
> do you say? You're not going to be negative. I feel anyway I couldn't be
> I'd say I was pleased or something like that. (Second Interview)

However Laura's relationship with her student continued to deteriorate. She felt the children were not benefiting and that the supervisor was not alert to how poorly the student was performing.

> Laura: Then I talked to her towards the end. Towards the end she spoke to
> me in the classroom and while the student was in the room there was no
> way I could criticise her because if she heard even the slightest bit she'd
> be horrified. So what could you say? I just said "Things are ok" and I
> thought when I used the words "ok" that she would cop on that I wasn't
> 100% overjoyed. But I did meet her the following day in the yard and she
> said, "how are you getting on?" One of the other teachers was with me
> and I just felt I would love to have got her and said, "you're being made a
> fool of here. Would you not come some other day when you're not
> expected?" but what happened was one of the other teachers was with me
> and she said, "my student is getting on great and I'm really pleased with
> her. She's putting such an amount of work in." then the supervisor turned
> to me and said, "do you feel the same?" and I said to myself here I go.
> "To be honest " I said, "not really, I am a bit disappointed at the level of
> work", and she said, *"really?"* I don't think she was expecting it, I really
> don't think she was. (Third Interview)

Kathleen, Fiona, Patricia and Barbara were not asked for their opinion on their students and all felt that they should have been.

All nine felt that cooperating teachers should have some input into the assessment of the student teachers in their classrooms. This did not mean that there was consensus regarding the type and extent of, or indeed the reasons for, their involvement. Laura was quite emphatic that she would like to be involved in assessing the student. She feels the student would work harder knowing the classroom teacher was involved:

> Laura: So as I said before the class teacher should have an input. Now I know there can be a clash of personalities and that but even if the supervisor said, "I want to meet you on a certain day for ten minutes after I've seen the student teach your class". So there would be a time set aside where the teacher could have an input and say, "this is the situation when you're not around". And wouldn't there be more of a push on from the student if they knew that the classroom teacher was keeping an eye as well. (Third Interview)

Eileen, Kathleen and Nuala stated that classroom teachers saw more of the student than the supervisor and therefore should have some input. Eileen considered it should be part of the cooperating teacher's role and would actually be of benefit to the student:

> Eileen: I suppose our role still would be at the end whether we should be allowed to assess them in some way. Some supervisors would most certainly ask you what you think at the end and presumably the majority of teachers, I certainly would be honest in my appraisal of them and in my judgement of them. But a lot of supervisors don't actually ask you and in actual fact that's where I think our role could be. (First Interview)

> Eileen: I'd prefer to be honest about it anyway if there were areas they could pick up on a little bit but I would always say that to the student as well. It wouldn't be anything that you'd be doing behind their backs it would be something that they would be aware of as well. (Third Interview)

In addition, Kathleen and Nuala had reservations in relation to an assessing role:

> Kathleen: Well I was with the student everyday and I'm seeing all the lessons or whatever or the very most of them anyway and the supervisor comes for only half an hour or forty minutes or whatever and I feel I would be in a position to give some feedback on how the student is getting on and the kids are getting on.
> Yes I do think I should have been asked but I can also see the reasons for not because the supervisors have to go on their own judgement and not be taking maybe a biased view that I might have. (Third Interview)

Nuala was struggling with the question of whether she should be involved or not. During our second interview she said that because "we can see a lot more than the supervisor maybe we should have some involvement. We should have even it's just an informal

discussion with the supervisor." At the third interview she made the point, that if a student was doing well but was disappointed with the supervisor's visits then as cooperating teacher she would intervene to help the student but if a student was not doing well then "I don't know whether I do want to influence or not."

> Interviewer: I think what you're saying to me is that you wouldn't like to say anything that might reflect badly on the student
>
> Nuala: Exactly. Yes. You don't want to be the cause of somebody maybe not doing well. You like it to be seen by the relevant people, do you understand what I'm saying rather than you pointing it out to them. (Second Interview)

Nuala was also of the opinion that if the teacher had an official role in assessment that this would have a detrimental effect on the cooperating teacher student relationship:

> Nuala: I think anyway if the student knew the teacher was going to be involved in formal assessment that the relationship would be a totally different one because the a class teacher would be looked upon as part of the supervision and I wouldn't like that. You couldn't have the same relationship then with your students and they might be putting on a performance for the teacher all the time as well. (Second Interview)

Patricia felt that teachers should have some input but felt that assessing a student would place her in a dilemma:

> Patricia: Yes it might be nice to have an input but how much. I really don't know where you'd start with it but then if I saw something that I didn't like and I was part of assessing I'd feel so sorry for the students. This is the dilemma. I'd be so sorry for them because they do come in here very tired at times especially towards the end of the teaching practice and you'd know it in them They'd be absolutely exhausted and pale-faced and you know I don't know how they keep going. (Third Interview)

Sarah also declared herself to be pro-student and even "if a student got a higher grade than expected I suppose you could say that well she put in the effort. I would be very slow to say bring her down a grade". She was willing to give her opinion if asked by the supervisor but didn't feel she was qualified to be involved in the actual grading.

Fiona was prepared to try and influence the supervisor's opinion if she felt it necessary but would let the supervisor decide the grade:

> Fiona: I would talk to the supervisor. I would make my point but it would be up to the supervisor then to like it or leave it. I wouldn't be insisting but I would say they did very well, they worked very hard throughout and they delivered their lessons well and the children learned a lot from them. (Third Interview)

Orla was prepared to consider herself as having a role in assessing but was sceptical about the response of other teachers:

> Orla: I think they *could* have more of a say. I'd put it like that because again it depends on the teacher. The classroom teacher is the person who first of all knows her/his children inside out, knows how they can be handled and secondly is there watching what is happening and the interaction between student and children and sees if the student teacher is putting her/his best effort in or maybe just bypassing a situation and allowing it to roll on. So yes I do think personally that I wouldn't mind having a role in that line but I can't really say they *should* have because there are many people out there who would totally disagree and say, "I'll give my class and that's the end of it". (Second Interview)

Denise was in agreement with Orla but was even more emphatic that classroom teachers would not get involved in assessing. She had what she described as "a great chat" with the supervisor and expressed the view that "the supervisor was so in tune with every aspect of the student's teaching". In reply to my question as to whether teachers should have a role in assessing she said:

> Denise: Oh that's a tricky one. Teachers aren't...you know teachers now they're *not* going to do that, they aren't.

The findings in this study are not dissimilar from those of Jones (2001). Some of my interviewees held very definite views on their having or not having a role in assessing. Others were more ambivalent. Teachers' views on their involvement in the official assessment and grading of students covered the full spectrum from Laura and Eileen who felt that cooperating teachers should have an official role to Orla and Denise expressing the opinion that many teachers would refuse to be involved. The tension over the question of their involvement in assessing students was very revealing about the role and self-hood of cooperating teachers. Those who did not want to be involved believed that their effort to enable the student to stage a worthy performance would be jeopardised. They were unanimous in relation to their opinion on the student teacher being sought by

100

the supervisor. Those who were asked for their opinions felt valued and pleased. The others were disappointed at the lack of consultation between the supervisor and themselves.

## 5.4 Theme Three: Perspectives

According to Charon (1989, p.6) "perspectives are a complex matter. Perspectives are not perceptions but are guides to our perceptions; they influence what we see and how we interpret what we see. They are our eyeglasses we put on to see".

*Hopes, Expectations, Advantages for the self of the cooperating teacher, for the children and for the student teacher*

My sample included a principal teacher, an acting principal, a deputy principal and classroom teachers with posts of responsibility. Regardless of position in school, of age and of length of teaching experience each interviewee hoped to learn from the student teacher. They saw themselves as learners. The focus of this learning was very much on the pedagogical front. For example:

> Orla: I'm always watching students very closely to see if they have any new ideas, maybe little games etc. strategies and all the rest. If they have any materials that I can look at, maybe art and craft material, we're always dying for art and craft materials in primary teaching, that sort of thing. (First Interview)

Eileen was looking forward to watching her how her student would integrate subjects and conduct theme days. Denise hoped to learn more about the teaching of drama and get new ideas on music because "the music curriculum we have at the moment is totally boring". She was looking forward to learning from the student because "that makes you more confident again" and she saw the teaching practicum as "definitely" part of her professional development. However she was very concerned about the effect the student teacher would have on the children's learning.

> Denise: If she doesn't measure up to my standard of teaching I'll be disappointed because I want it to be a continuation for the kids. I don't want there to be less learning. I don't want there to be a fall-off or an easy time for them. I want them to be as engaged with learning with her as they are with me. (First Interview)

It is interesting to compare the expectations Denise had of her student teacher with her hopes for the children in her class:

> I hope she speaks kindly to the kids and doesn't be sarcastic. That would be terrible because the atmosphere and the environment myself and the kids have created so far is really open, it's loving, it's just lovely and I'd hate anything to change that so I hope she'll be kind to the kids and they'll feel they can talk to her. (First Interview)

Denise's hopes for her pupils were in stark contrast with her expectations of her student teacher. The self of Denise saw her pupils very much from a nurturing perspective but she viewed her student very much from the transmission perspective with a clear emphasis on content learning.

Fiona disagreed with the timing of the practicum saying she had "big reservations about this time of the year" because "this is a real learning time". She would prefer if the practicum came later when "the heavy work was done". Obviously, Denise and Fiona were concerned that the pupils' learning might suffer if their students did not measure up to expectations.

Holding the view that a student teacher should perform in exactly the same way as an experienced teacher shows unreal expectations on the part of the selves of Denise and Fiona. There is a lack of awareness that their role as teacher is being taken on by a student teacher, not another experienced teacher and therefore it questions if Denise and Fiona actually understand that the purpose of the practicum is to give practical teaching experience to the student teacher.

It was not just a case of the cooperating teacher learning from the student teacher. Even though there was no obligation on them to help their student teachers, they expressed their willingness to assist the student in every possible way, thus making the practicum a reciprocal learning arrangement. I will discuss this willingness to help, in more detail in the section on the mentoring role of the cooperating teacher.

Being relieved of their teaching duties offered other advantages. These included an opportunity to catch up on their work. This was especially true in Eileen's case who found time management a big problem:

> Eileen: I welcome students to my own class because once I'm keeping an eye on things and I haven't found that the class is being neglected and from a teaching principal's point of view and I wouldn't be alone in saying that, it's a relief really because you know it gives me a few weeks to check on paperwork and so forth and there's stuff that I can do within the classroom, keeping an on the situation as well so personally I welcome them. (First Interview)

Laura and Kathleen hoped to give their individual attention to children that were experiencing learning difficulties and Kathleen also saw it as an opportunity to liaise with other teachers including the resource teacher and with parents.

*Disadvantages, Worries, Concerns*

Because the children's education was their top priority any worries or concerns were focused firstly on the children. However, since the student teacher was now responsible for the children's learning, the calibre of student was also a matter of concern. Since the classroom teacher had no knowledge of the student's proficiency in teaching, Orla described the situation as "the luck of the draw". One of the main disadvantages according to all except Eileen was the length of the practicum. Five weeks was too long to be away from their classes.

Student teachers had to draw up a weekly timetable showing that all the subjects on the curriculum were covered and given the appropriate amount of time during that week. The cooperating teachers expressed concern that the rigid timetabling imposed on students didn't allow time to consolidate or revise topics that had been taught and also did not allow for extra-curricular activities that are part of school life. As Patricia put it,

> Patricia: The flexibility it's just not there. They're keeping an eye on the time because they're driven by the time table. We're driven by books maybe from time to time by the textbook, they're driven by the timetable. (First Interview)

Discipline was a major area of concern for the cooperating teachers. They did not see themselves as strict disciplinarians but they were adamant that learning could only take

place in an environment where children were well behaved. Therefore they were very anxious that the code of behaviour that they had established would be maintained. They pictured themselves in their own minds as creators of classrooms where both themselves as teachers and the children as their pupils all worked better in a well-disciplined environment.

> Denise: The kids love firmness. They love a fairly structured world. They need it. I think if you don't have discipline kids can't learn. I mean discipline as in the kids are comfortable, happy and they're engaged in learning. Like they know who's boss but they're not scared in their seats. They're not afraid to put their hands up. The kids put their hands up to show they're interested and to show they're responding and they're happy and engaged in learning. (First Interview)

Eileen agrees that children are actually happier in a well-disciplined environment.

> Eileen: You can be gentle but you have to be firm and the strangest thing with children often it isn't the very gentle person who allows them do what they like and is very easy with them usually isn't the type of teacher that suits children at all. They actually prefer someone who is going to have a disciplined kind of classroom. I think anyway that children actually expect it. (Second Interview)

The cooperating teachers in defining the ideal situation for their teaching selves were also making it explicit that they expected their student teachers to maintain the same level of discipline when they took over the class. As I pointed out earlier, some difficulties arose in relation to discipline that led to interactional contingencies.

*The Importance of This Five-Week Teaching Practice in Preparing for the Profession and how it Reflects Daily Classroom Practice*

All of the teachers agreed that this teaching practice was important in preparing students for their chosen profession. However there was no agreement as to how important it was. At one end of the spectrum Eileen held the view that "the five weeks is absolutely crucial from the student's point of view." Denise saw the experience making "a huge impression on you as a teacher", while at the other end Patricia's opinion was that "it's important, yes it is important. I don't know *how* important it is." Although all of the teachers considered this teaching practice, albeit to varying degrees, as an important part of pre-service teacher education, yet from the perspective of selves as teachers they questioned

how accurately it reflected the reality of daily life in the classroom. Sarah considered the amount of time that students spend on preparing lessons as unrealistic. It would not be possible for teachers who have commitments and interests outside of school life to devote this amount of time to preparation.

> Sarah: I don't know how many would actually have the time if you were to do all the lesson preparation and all the photocopying and all the worksheets you wouldn't have any other kind of a life and teachers have families and you do extra outside but if you were to try and fit it in and do that for every single lesson you couldn't possibly. (Third Interview)

Denise agreed that it was an unrealistic situation where students "are probably googly-eyed from being up to two o'clock the night before" preparing lesson notes and teaching materials. Fiona summed up the situation as follows:

> Fiona: As a student that's your life for five weeks, it's your full total life for most of the students for five weeks and basically you do nothing else really and that's your life. While I mean in a normal living every day situation you physically cannot do that. (Third Interview)

Eileen voiced the opinion that teaching practice reflected daily classroom practice "fairly well insofar as I'm not sure what the alternative could be", but then went on to define situations that students are not prepared for:

> Eileen: You have the child that will come in in the morning and you know by the child's face that they have been very upset for some reason or another and you need the expertise to sit down and just see what's going on in that child's life because we have the experience of some children living in very sad situations. All the training in the world won't prepare you for some of the situations so the students would see that there are days when you can't stick strictly to a timetable for your Irish, your English, and for your maths because you'll have a social issue or a parent will happen to come in and the teacher is a psychologist that day. They are the things that you're never trained for and in most situations the students will certainly discover this for themselves during their first or second year teaching. (Third Interview)

Eileen then went on to explain that the classroom teacher or principal tries to create "a more perfect situation" for the student teacher by attending themselves to such problems. Orla also sees the student teacher having "the back-up of the classroom teacher all the time in crisis situations so in that sense it's artificial".

Patricia takes up the notion of the multi-faceted role of the classroom teacher in dealing with the unexpected:

105

Patricia: When you think about it you're a dentist one day because there's a tooth that's wobbling all day and driving and driving us all mad because she can't eat or talk or do anything totally pre-occupied with this tooth. You could be a nurse then five minutes later fixing a graze or whatever putting on some cream. You might be on to a parent the child might have forgotten lunch. It might be the day that they go swimming she'll discover at break time she didn't have a towel. There's so many things that can go wrong. (Third Interview)

In reply to my question about whether the teaching practicum reflected the daily reality of the classroom, Laura replied:

Laura: No it's not. It's far more...what's the word I'm looking for now... it's more like acting, it's more like a performance. It's not natural. It's not natural like. I mean you go in and it's completely structured. You have just five weeks and if the kids have fantastic stories to tell you in the middle of it you're shutting them up so you can just get on with it. It doesn't in that way, it definitely doesn't. (Third Interview)

It was interesting that Laura used the words "acting" and "performance". During our first interview she described the situation where her teaching partner put on a show for the College supervisor.

Laura: The teacher tried on a few occasions to speak to the supervisor. He wouldn't listen. He didn't want to know. He didn't want her opinion. So one day she eventually just stopped him in the corridor and said, "this is the situation". So she tried, the classroom teacher definitely did try on my part just to say, "this is what's happening". But he didn't listen though. He didn't want to know. He didn't see her opinion as being valid and that was the first time I thought, "my God the classroom teacher should be involved". (First Interview)

Now Laura found herself in the situation where her student teacher is putting on a show for the supervisor.

Laura: Sometimes I feel there's an extra surge of energy when the supervisor is around that's not there when she goes out the door. (Second Interview)

Well you could have a student that was great to cover the content when the supervisor was in and there was great stuff done and then got quite lax, especially say if the supervisor came on a Monday and the student knew that she wasn't going to have anybody for the rest of the week, she'd stand back a nice bit and then the following Monday the was a big push on again to get things covered. There was a lot of that going on and I think it's come to the stage now that students can determine the date and time that the supervisor will arrive and there's a show put on for that specific time. (Third Interview)

106

Laura differentiated between acting as teacher on a daily basis in the classroom and acting as in putting on a special show when the supervisor was present. Although all of my interviewees were aware the students could stage a special show for the supervisor, Laura was the only teacher to witness such an event.

The cooperating teachers were all in agreement that students texted each other and were able to determine with some accuracy when the supervisor would visit. However, Laura was the only teacher who saw her student putting on a show for the benefit of the supervisor. The fact that she has had previous personal experience in that her teaching partner also put on a special performance for the supervisor has helped define Laura's self as a teacher. She wants to be identified as a teacher who is prepared to put in the same amount of work whether or not she is being supervised. She is completely intolerant of teachers whom she feels are deceptive by putting on special performances when they feel it is necessary. While others conceded that the arrival of the supervisor gave rise to some anxiety and nervousness they felt that their students were consistent in how they performed their teaching duties with the children. There was not a special show put on to impress the supervisor.

*Taking on the Role of the Student*

Laura, Kathleen and Denise expressed annoyance at the attitude of their student teachers in not asking for their opinion, advice or guidance. In attempting to understand the interaction, or in some cases the lack of interaction, that was taking place between themselves and their student teachers, the cooperating teachers had to try and put themselves in the position of the student teacher, in other words to take on the role of the student, to try and see the situation from the perspective of the other and then direct their own actions accordingly.

In trying to understand her student's reticence to interact with her, Laura tried to see the situation from the student's perspective.

> Laura: But then I suppose you'd look at it and you'd say to yourself was there
> much respect there because I was only two or three years older than her. What

> I'm saying is did she think I knew a lot. Did she think she would benefit at all
> from me? (Third Interview)

Laura saw the loss of respect from her student's perspective due to Laura's own lack of teaching experience. This would appear to support the findings of Hulshof and Verloop (1994, p.28) where cooperating teachers' perceptions of required skills ranked teaching experience as the top priority.

Laura was also disappointed with the level of lesson content being taught to her class by her student. She was also disappointed that her standard of discipline was not being maintained. Laura engaged in self communication as she decided what action she should take:

> Laura: I really thought that when I had a student there I'd go home every day at half two completely relaxed, sit down on the couch, watch television, have nothing to worry about. God I was thinking it's going to be great instead of bringing home loads of books this is going to be fantastic. But instead I was going home every day at half two thinking, "how am I going to put this to her tomorrow or how am I going to say this?" I was going home with a hundred and ten more worries than I'd normally go home with. And that is unbelievable to be going home saying, "I want this done tomorrow, but how am I going to put it? How am I going to say it without sounding insulting? How am I going to say it to her?" But after all that I could be spending the whole evening with all of that going through my head over and over again. (Third Interview)

After all this agonising Laura took action but the situation remained unchanged.

> Laura: Then I'd go in the next day and say it and she'd just say ok and that would be it. (Third Interview)

Kathleen found herself in a rather similar situation describing the relationship between herself and her student as having "minimal contact". Kathleen wanted to advise and help her student teacher. She also communicated with self as she reviewed the situation and tried to see it from the student's perspective.

> Kathleen: It's a case of saying hello in the morning, how are you? Did you have a nice weekend? And in the evening, "I'll see you tomorrow". There's a lack of communication I think but then again I suppose it's a question of what should be the level of communication. There's a lack of giving and receiving but maybe she doesn't feel comfortable asking me but I would prefer it if there was more interaction. If she asked me for my advice I would give her the

advice but it's like do you give it without being asked. It's a question I find so difficult. (Second Interview)

She would like to see the student reward the children and take time to listen to their stories. I asked her if she could discuss this with the student.

Kathleen: I think she's actually easy-going enough and she wouldn't take it that I was being critical or anything but I would hate to think that she would think that I'm judging her or something like that because I would be sensitive to someone starting out. I could like, but, I would be wary of how she might take it. It's delicate like, it is. (Second Interview)

Because of their inability to make a breakthrough with their students, both Laura and Kathleen described the situation as frustrating.

Denise also found the behaviour of her student annoying because of the attitude she adopted when Denise offered some helpful advice.

Denise: During the first week I didn't want to be giving her too much advice or you don't want to be highlighting too many things because they're trying so hard anyway. But I have mentioned a few things...it has been received....you know what I mean...full stop. I thought she'd...yes she's grateful enough and appreciative enough but she's quite independent like. But I am very conscious as well...I always tell her positive things that she's done during the day and I've reduced the amount of...I think they're helpful hints but I do hold back a bit because of her attitude. I feel that she could be more receptive and more forthcoming like, "that's brilliant, that really helped me" because I would have been like that. (Second Interview)

Despite being annoyed, Denise tried to see the situation from her student's perspective.

I think it may be because they don't want to hear too much negative stuff either. None of us do. And I think if you gave some teachers rein they would be at her every day which is not fair either so maybe she's just protecting herself. (Second Interview)

I returned to this topic at our final interview and Denise had considered three other reasons from the student's perspective: (a) it may have taken some time to build up trust with the classroom teacher, (b) the student was "an independent thinker and wanted to try out her own things", and (c) it may have been her age. The decision by Denise to step back and refrain from giving too much advice worked well.

> Denise: Then towards the end we got on great and we exchanged ideas and things like that. She gave me loads of stuff and I gave her loads of stuff to help her when she has a class of her own. (Third Interview)

Laura, Kathleen and Denise were all very sensitive to their students' feelings and tried to see the situation from their students' perspectives. However, of the three, Denise was the only one who met with some success in establishing the type of interaction where professional opinions and ideas could be exchanged. The other six cooperating teachers did not face the problem of students not wanting to take their advice. On the contrary their students were happy to listen to them and take their advice on board.

Another issue seen from their student teachers' perspectives was the length of the practicum and the heavy workload borne by the students. Denise described the five weeks as "crazy" and should be "cut down to two or three weeks by the College" adding "it's not fair on the teacher either". Eileen, on the other hand, saw five weeks as being "absolutely crucial from the student's point of view" because it takes time for the student teacher to develop a good working relationship with the children. However she described her student as "physically exhausted" at the end. Nuala saw her student "definitely waning by the time she came to the fifth week". A sentiment re-echoed by Patricia:

> Patricia: They come in some days really exhausted with all the notes they have to write and the preparation they have to do. (Third Interview)

Eileen felt so concerned that she actually intervened and spoke to the supervisor expressing the wish "that no more visits would be paid that week".

Sarah's was the most extreme case in that her student, whom she described as "really wrecked tired", actually broke down and cried towards the end of the practicum. From the student's perspective Sarah saw it as a combination of a number of factors.

> Sarah: She looked even drained and emotionally I'd say she was so caught up with the kids that when it came to the final week she was beginning to get sad at the thought of the end of it coming. Some students probably don't put in as much but if you've a student who is doing everything trying to get everything done properly, to keep up that pace for five weeks it is a lot. It is very draining and I felt that my student was so

exhausted that emotionally then you see she kind of broke down a bit because I'd say the whole build-up, the tiredness and everything you know. (Third Interview)

Sarah intervened to help.

Sarah: She was crying a little bit the last day because it was the last day so I ended up taking over a little bit myself so she could go to the back of the room out of sight. I suppose in a way it might have been like an anti-climax. After all the build-up and now it was coming to an end. (Third Interview)

*Seeing the Children from a New Perspective*

As well as seeing issues from the perspective of the student the cooperating teachers were now given the opportunity to see their pupils from a new perspective. As far as Laura was concerned this was the only positive aspect of the teaching practicum for her.

Laura: I think that's the main thing from it just to be able to sit down and watch different relationships between kids in the class, watch how kids learn, watch their personalities, watch one child, what distracts her, what doesn't. I had parent teacher meetings yesterday and I felt so insightful because I had been watching them. I had learned so much from watching them because I think when you're teaching them you haven't time to be looking at all the little things. But now I have picked up on so much. You know even children that clash. (Second Interview)

Laura has decided how she will put this new-found knowledge to good effect.

Laura: I think even for seating arrangements when I go back I'll know who to completely separate or who to put together. And even in group work to see how they're really interacting and what really annoys one child and what upsets another child. (Second Interview)

From the children's perspective they expected to be rewarded when they had done well. Kathleen knew this but her student seemed to be unaware of it.

Kathleen: When the inspector had left and they came back in after lunch it was a case of...now they had done brilliantly but just "open the books again" and I felt sorry for them and gave them sweets at the end of the day because they had done so well. (Second Interview)

Patricia's thoughts were similar. Children love praise and she questioned why supervisors do not acknowledge the children's work.

Patricia: I don't know whether supervisors should or shouldn't do but don't children love showing things and showing their copies and sometimes supervisors would stand up and vaguely look around but at

111

nothing in particular. They might be looking of course at something but even if a child was drawing something or colouring something or writing in something sometimes children love to show their writing if they're good at it or they might like to show the pictures they have drawn even just to look at it because children love showing things or even on the wall if there was something displayed the supervisor might say, "who did this now?" I mean God there aren't that many in the class that they couldn't ask them things. (Third Interview)

Nuala is conscious that children develop a new perspective on discipline when a student teacher takes over the class.

Nuala: I think that when I'm in charge of the class they know their limitations and they might try to stretch those limitations with somebody else you understand what I'm saying and then of course the student teacher that I have now will have different things that she may allow or things that she may not allow that I would and vice versa so they're learning to deal with whatever limitations she has put on them. (Second Interview)

Nuala makes it clear that she expects good behaviour. The student teacher and pupils know that she keeps a record of misdemeanours and those "will be dealt with quietly afterwards".

Both Sarah and Denise have become more aware that their pupils have the capability of putting on a performance.

Sarah: You find that some of them you thought were listening they seem a little bit inattentive. But I certainly know that you would pick up on kids who were not fully tuned in which I wasn't as much aware of before the student started work. (Second Interview)

Denise: As regards all the children I've learned a lot about them. They can give you the impression they're listening and they're not. (Second Interview)

Orla comments on the fact that teachers, including her, often fail to see things from the perspective of the quiet child.

Orla: We'll always have an idea when we're teaching of those who may be disruptive and you know if you let them go they'll absolutely take off. You'll always have an idea of a child that way. But often we don't have an idea of the child who is quietly confident and working away and is actually doing very well in the class but because they're not coming at you and you're so involved in the act of the whole thing that you don't know how well they're doing and observing them like this and not having anything to do you can see the child and think definitely that child has a leaning towards that area that I've never seen before. (Second Interview)

112

It was evident from the evidence that the cooperating teachers found it difficult to clarify the role of self as cooperating teacher in a situation where they were not given advice or direction. It is also evident that even in problematic situations they showed great sensitivity to both the student teachers and their pupils. Despite feelings of annoyance and frustration they tried to see the situation from the perspective of others. Laura and Kathleen agonised over actions they might or could take but decided they could not take any course of action that might hurt or indeed in any way offend the student teacher.

They also saw the practicum as an opportunity to learn more about their pupils and to see them from a new perspective. It was clear that they held their pupils in very high regard and wanted what was best for them at all times.

## 5.5 Theme Four: Emotional Impact on the self of the Cooperating Teacher

Nias (1989, p.203) argues that no account of primary teachers' experience is complete if it does not include discussion on emotions both negative and positive. As interactions took place between the cooperating teachers and student teachers and college supervisors and as the teachers also continued to interact with their pupils and colleagues it was inevitable that emotions would be felt in relation to all these interactants.

While overall only two of the cooperating teachers' experiences could be described as very disappointing, nonetheless all nine experienced some negative emotions over the course of the practicum. To show the interrelationship between the emotional and rational needs of my respondents I used my own amended version of the conceptual framework of Zembylas (2004) showing that emotions (a) constituted an evaluation of the teaching and learning taking place in the classroom, (b) dealt with relationships and social interactions and (c) were shaped by the constraints and power relations within the practicum.

*Uncertainty*

Having agreed to hand over their classrooms to trainee teachers, Laura, Denise, Sarah and Orla all expressed feelings of uncertainty in relation to what assistance they could offer to

the student teacher or what intervention they could make of they felt it was necessary. While this was very understandable in the case of Laura who had only two years experience and this was her first student on teaching practice it was more difficult to account for it in the case of Denise who already had a student teacher on a five week TP and also for Sarah and Orla who had many years classroom experience and had experience of students on TP.

Laura debated what course of action she might take if discipline was not being maintained by the student teacher.

> Laura: If discipline is fine there's no problem *but* if she's...you know...if discipline is not great what I would hate to happen if discipline wasn't great I'd have to interfere. I'd hate that. I would love just to sit there. I've been out on a teaching practice before and the teacher was trying to insist on a different way to the way I was teaching the class and sometimes the teacher would just get up and take over. I don't think there's a worse feeling in the world. You just....you feel so low and you think, "God why couldn't I do that?" and so I hope that doesn't happen. If she has good discipline there'll be no problem. (First Interview)

Denise felt strongly that cooperating teachers should have been given some guidelines regarding the three days that the student teacher was in a classroom assistant observer/ capacity:

> Denise: Well...first of all I wasn't told what to do. I didn't receive any information from the College whether she should sit at the back of the room all day and do nothing or whether I should let her listen to children's reading or tables or help them out. I didn't know what she was supposed to be doing unless the Principal got stuff, I don't know. I didn't want to give her stuff that I wasn't supposed to so I thought I should have got something, some guidelines and if you want to do x, y, and z. Whatever I was supposed to do and I didn't know what she knew. I didn't know if she was informed about what she was supposed to be doing, if she was supposed to be helping the kids or if she was supposed to be taking notes all day. I just didn't know. (First Interview)

Sarah looked at the broader picture in terms of what help she could give the student in both pedagogical and disciplinary areas:

> Sarah: Last year when I started off there was a student in my class and I wasn't sure was I supposed to step in and help her when she was doing something in art when the supervisor was there you know. I felt a bit awkward because I wasn't sure was I to stay back completely or do I step in if I see some child that is not behaving? Do I kind of interrupt at all there or is it all over to the student to control the whole class? And yet I feel you have to make the children aware that you're

> still there because five weeks after all is a long time and when you've just got them into what you expect of them and that. You know you do need some kind of little hold on them still as well. But I'm not actually sure how much I should be doing? How much help should I be offering to the student on her teaching practice? (First Interview)

Orla has had twenty five years primary teaching experience and has had student teachers in her classroom. She described her strategy if she felt intervention was absolutely necessary e.g. in the case of discipline but she felt that cooperating teachers should be given guidelines regarding their rights to intervene.

> Orla: I mean at the moment classroom teachers are in a kind of a no man's land quite honestly. Because speaking for myself at times I wouldn't know whether it's my place to interfere or not. Should I say such a thing here or not? In other situations that I've had should I intervene here now? Maybe I shouldn't, maybe I might...well if I am going to intervene and I had to once, not in this particular case, in another situation I would so it very, very nicely with the student always praising the student at the same time like, "dear me children you don't deserve to have these people at the top of the room if you don't listen", which would be a discipline thing but at the same time I'm very cautious to do it but I had an instance now at one stage where I wouldn't be able to remain in the room unless I did it but we're not guided, we're given no guidelines on what we're to do. (Third Interview)

The teachers saw themselves constrained by the lack of guidelines from the College. Their autonomous selves as classroom teachers are accustomed to making their own decisions in the classroom. They see themselves as being in charge of situations, planning and organising their work, maintaining discipline and being obeyed by the children. Now, however they found themselves uncertain of their role, unsure of what action the self as cooperating teacher might take or was entitled to take and so the self was out of the comfort zone and in an unfamiliar state of uncertainty. They were also unsure of how to manage their professional relationship with the student in terms of whether to interfere or not in disciplinary matters or to what extent they could provide professional assistance to their students.

*Anxiety*

This is Laura's first student on teaching practice and she expresses anxiety on four counts. She worries in that she hopes she will be able to help her student by guiding her and giving her good advice. She is concerned that the parents will be satisfied that their children are being well taught. She is anxious that adequate subject material will be

covered by the student and finally that good discipline will be maintained. Her anxieties in relation to content being covered and effective discipline are re-echoed by all the classroom teachers. However, Sarah, Eileen and Patricia are also concerned about their students' workloads especially in relation to preparing lesson plans. Sarah expresses the view that the amount of planning expected of students is exhausting and unrealistic.

> Sarah: It's quite exhausting if you have to keep up the intense preparation because you've a lot of notes and very detailed notes to write which I suppose in general teachers when they're teaching for a number of years don't go into that complete detail. Even though I would consider myself to do a lot of preparation but you couldn't possibly spend as much time you know if you have a family as well. (First Interview).

In the second interview, Eileen said she was "quite concerned at the terrible emphasis on notes and note writing", and at our third interview while she attributes her student's success to "meticulous preparation", she found that the student was "physically exhausted at the end".

Patricia also expressed concern at our first interview:

> Patricia: I think myself there's an awful lot of emphasis on notes and I think myself that students come in sometimes and they're jaded tired, and they're tired because they're up until one o'clock and two o'clock in the morning, maybe it isn't always notes, maybe they don't start on time.

However in our final interview, Patricia summed up the note-writing situation as follows:

> Patricia: I have to say all her notes were just meticulous, they were all typed out, every single thing that she did was typed out, which took hours I'm sure, files beautifully prepared and she didn't seem to be under any stress.

The teachers were evaluating teaching and learning at two levels. At one level was the anxiety that the work they had planned for the children would not be completed and that the code of discipline that had been established would not be maintained. There was therefore an expectation that the student teacher in replacing the classroom teacher would, to a great extent, assume the role of the latter and there would be minimum disruption to the status quo. However, there was also an evaluation of the workload of the students especially in the preparation of lesson plans. In taking on the role of the student teacher there was a consciousness that the self of the practising teacher did not engage in

such intense and detailed lesson preparation and they regarded the emphasis on the written work required of the student as unrealistic.

*Frustration*

Laura felt that her pupils were not benefiting as much as they should because the student was not well prepared, appeared to be just going through the motions and allowed the pupils to misbehave.

> Interviewer: And as you were observing your pupils how did you feel about this student who wasn't giving it her all?
>
> Laura: Frustrated.
>
> Interviewer: Did you ever feel like interrupting and saying "look this is how it's done".
>
> Laura: There were times. But it's awful to say, "this is how you do it" and I suppose it would take an awful neck too because I've been teaching for such a short time. But there were times when I did stand up and just walk out of the room and say, "I'm going for a quick walk", because that would be the last thing to interrupt. It's very disheartening for a teacher to be interrupted. I know because it happened to myself when I was out on First Year TP. The kids were getting rowdy and the teacher just took over and oh my God it is an awful feeling, So I said definitely I'm not going to do that because I know how it made me feel. I left her full time with the kids but sometimes I'd whisper to a few kids to keep the noise down, or to settle down, or things like that. Kids are so quick they know how far they can go. A few kids that I never had problems with at the start were beginning to get a bit cheeky and a little bit forward and I found that quite hard to take too and you'd like to say, "listen bring them back down a notch or two if you could". I felt they were starting to overstep the mark a small bit. Or if there was part of a lesson and I could see from the kids that she should be spending a longer time on it and she was flying through it you'd love to say, "listen go back over that again, they're not sure of that". (Second Interview)

It was evident that the strong negative feelings were causing such emotional labour (Isenbarger & Zembylas, 2006) for Laura that her only coping mechanism at times was to get up and leave the room. Although she was extremely unhappy with the relationship that her student teacher was allowing to develop between her and the pupils she felt constrained by a self-imposed emotional rule that she must not interfere.

Kathleen felt frustrated because she wanted to help her student teacher and share her resources with her but the student wanted to remain aloof.

117

> Kathleen: I did have the time and I was there and when you're teaching for some years you've built up resources and you've so many books stacked up in the shelves, photocopies all over the place, they're all there and you could say "look I've got something on that here" which I was willing to do and it was frustrating because you would like to help somebody who was starting out. (Third Interview)

Knowing that you can be of assistance, being willing to give that assistance but not being allowed to do so led to Laura's and Kathleen's sense of frustration. Each had the desire, the expertise and the resources that could help the student teacher but as far as Laura and Kathleen were concerned their student teachers did not appear willing to see the self of the cooperating teacher from this perspective. They did not take into account that there might be other reasons e.g. the student might not wish to seek help because it might indicate a degree of incompetence or the students wanted to teach as independent selves to try out their own ideas in the classroom setting. Perhaps if Laura and Kathleen engaged in deeper self-analysis that enabled them to see the situation from the perspectives of the student teachers, the sense of frustration might have been lessened.

Nuala's sense of frustration stemmed from her observation that students were under too much pressure to get work completed and when the work was interrupted they did not allow the children sufficient time to complete work that has been started.

> Nuala: I think myself that if they had less to do during the day. They have so many subjects that they might have more time and could put more thought into it and you see there are so many interruptions during the day as well. And if there's an interruption it interrupts the flow of the class and it's very hard for them to try to fit in...they're under pressure then the students to fit in everything and you know the kids get frustrated, they get frustrated, I get frustrated. You know what I'm saying. (First Interview)

Nuala looked at the situation from the perspective of the student although everybody, including herself as cooperating teacher felt frustrated, she attached the blame to the system rather than to the student.

*Disappointment*

All of the nine interviewees expressed their disappointment at the lack of any communication between the College as an institution and themselves as classroom teachers. As Laura and Denise put it, "we have no contact with them anyway". I have

already referred to how this led to uncertainty in relation to the extent of their involvement in certain aspects of the teaching practicum. The only person in the school that receives written communication requesting that classroom teachers give their classrooms over to student teachers is the principal. However in the case of the teaching Principal, Eileen, there was a break-down in communication and I shall return to this issue in the following section. All nine also expressed disappointment that they didn't even receive a thank you from the College for giving over their classes. Eileen pointed out that she had received a note of gratitude from another institution for taking on a student teacher but no acknowledgement was received from St. Paul's College. Fiona, the acting principal, confirmed Eileen's statement:

> Fiona: We take students from other colleges as well and we wouldn't have the same appreciation from St. Paul's that we have from them. You always get a letter thanking you for taking the students but personally I haven't got a letter from St. Paul's, now maybe they sent them but personally I haven't got one. (Third Interview)

> Interviewer: How do you feel about classroom teachers, should they get one as well?

> Fiona: They should of course. Yes absolutely. If I got a letter I would show it to them but they should get one as well. Oh I think so absolutely. Because when we had a student from another college and the letter came we said, "wasn't that lovely now". I mean it's very important really. I know there was correspondence before the student came but afterwards a letter thanking you for giving over your class for five weeks would show more appreciation then. (Third Interview)

Laura felt disappointed that the children had not benefited as much as they should have done from this experience. Taking on a student teacher was a gamble that worked out for a colleague in the school but has left her with the impossible task of trying to catch up on her programme. The only consolation she takes from the experience was the fact that the children had a teacher in the classroom when she was ill.

> Laura: To be honest at the time I was extremely disappointed because I was hoping that the kids would benefit from it and it would enrich their year, that it would be...you know...because there's always that element of excitement when a student is coming but it's just like...looking back on it now it doesn't even stick out in the kids' memories. Anything that was covered isn't even referred to any more. The whole visit is like something that just happened and the kids aren't even looking back on it. They never mention her or it and I wonder did they gain anything at all from it. It just seems like a void space. Now because I was ill in the middle of it, it was great to have someone there who was getting used to the class and could follow on. That worked fine. But...overall I don't know...looking back

on it I'm not saying that I wouldn't take a student again but it is a gamble what type of student you get. I know there's another teacher in the school who was quite happy with her student and what was covered was covered well and she's no worries for the rest of the year whereas I'm going through the content now with the hope of having time to go back over stuff that was done during those five weeks and that's really impossible. (Third Interview)

Kathleen was also disappointed on behalf of her pupils and expressed the view "I don't think the kids are enjoying it as much as I would like them to" (Second Interview). She felt the student teacher had such a rigid approach and was so concerned with getting through the work that there was no time for a laugh or a joke and she was also disappointed that the children were not affirmed or rewarded for their efforts:

> Kathleen: She is the teacher and she does come across as being in charge and all that but I think there is a different relationship from the point of view that it's very much work, work, work and there isn't you know...if a kid comes up with a story or something funny might have happened or whatever there is really no time to have a laugh whereas you might have a hectic schedule but you always make time to have the odd joke or in the course of the day to see the funny side of things you know if somebody gets something wrong we laugh about it rather than cry about it but she seems to be very rigid. With her it seems to be work, work, work. Even the last day when the supervisor had left and they came back in after lunch it was a case of, now they had done brilliantly but "just open the books again" and I felt sorry for them and gave them sweets at the end of the day because they had done so well because you know when they are deserving of an award but she hasn't given them any reward now since she's come in and I thought she would because they have been good for her. I know now at the start but the kids are going to try it on if they think they're going to get away with, you know what I mean, children will be children, but I just think that while she does have a good relationship with them it's not...it's very formal or something. (Second Interview)

I have already dealt with "the children trying it on" under interactional contingencies. Despite the student's emphasis on "work, work, work", Kathleen was ambivalent on how much her pupils had benefited over the five week teaching practicum and there is also a contradictory account when Kathleen speaks of her student introducing games and fun approaches to certain lessons:

> Kathleen: I do think they benefited, yes I do think so. I asked all the parents at the parent teacher meetings how did the feel their children were getting on with the student teacher or how did they find the change of teacher. All except one said the children really enjoyed the new teacher, they loved her and all that. (Third Interview)
>
> Interviewer: And from you own perspective do you think they benefited?

> Kathleen: I do think, I do think they benefited. She did a lot of nice things with them like games, oral language, drama. She brought in games into maths lessons, she made certain areas more fun, whereas I might have torn straight into the work cards. (Third Interview)

However later in the same interview I returned to the same point:

> Interviewer: How did you feel about the progress the children made over the five weeks?

> Kathleen: I don't think they benefited a lot education-wise. I don't think they did to be honest. A lot of things I had to go over them again and they hadn't really fully understood them, things that she would have done like English Grammar and all that and I'd say "didn't you do that?" and they'd say, "we didn't". Because I got a list of all the stuff she had done. I asked her to make out a list and I went back over some of them like adjectives and they'd be like, "oh we never did that". I suppose it didn't really stick because there was only one lesson and they forgot about it again but I thought it was a bit disappointing now. (Third Interview)

So did the children benefit or not? I went through all three interviews again, examining codes and categories and I think the following extract *may* supply an answer to these seemingly contradictory pieces of evidence:

> Kathleen: I do feel that she doesn't test them in what they have done and I do feel that in certain subject areas do they really know what has been going on? I feel that especially with their maths and their English. I'm even giving word tests myself on the side to see what do they know and for example with "length" she started and she didn't finish off the topic. She had covered only half the actual chapter in the 3$^{rd}$ class book. She never actually got to the other half and she went on to "shape" and I said to her "finish off length" but she said, "I'd only timetabled it for a week" so I said, "that's ok, I'll finish it off myself". But that puts me under extra pressure because myself I would have finished a topic after starting it rather than going on to something new. It means that I have to come back to it again. I would have preferred if length was finished with but it isn't. There are things alright because you're always thinking "what do they know at the end of the day?" Really it can be a lovely day for them and everything but it's what they know and what they have learned that really matters at the end of the day. (Second Interview)

I have decided to interpret the data as follows. Kathleen's self as classroom teacher has a different approach to the evaluation of teaching and learning than the student's self as teacher. Kathleen's approach would be to complete a topic, consolidate what has been taught, and assess what the pupils have learned before moving on to new topic. The student's approach is to allow a certain amount of time to the teaching of a topic, present her lessons in an interesting and enjoyable manner and then move on. For the student the emphasis is on the process, while for Kathleen the emphasis is on the product and if the

product i.e. what have the children actually learned is not evident then that is a source of extra work and disappointment for her.

The lack of appreciation shown by the College was a cause of disappointment but Laura and Kathleen were much more disappointed because they believed that their pupils had not benefited from the experience of having been taught by a student teacher. Concern for the children's learning was a priority for the self of the classroom teacher and when the student teachers did not live up to expectations this became not only a source of disappointment but also of guilt for Laura and Kathleen.

*Anger*

Some of the cooperating teachers were angry because they felt they were being taken for granted. As I have already indicated the only written communication between the College and the school was sent to the principal teacher. However a breakdown in communication brought an angry reaction from Eileen.

> Eileen: I had a bee in my bonnet the last time because if you remember I was a little bit annoyed at the fact that the students had told one another that they were coming here or something like that and it was a breakdown in communication evidently, but it shouldn't have happened in that the students seemed to know that they were coming here and I wasn't aware of it. I think there's so much paper work probably entailed and so forth but just because schools are accommodating and some schools will not take teaching practice on board and I would be aware of that and I have no problem with it but I wouldn't like to be taken for granted either at any stage of it. (Third Interview)

As a teaching principal, Eileen was very much aware of the power relations between herself and the College. Students could not engage in teaching practice in her school without her consent. Therefore the fact that students knew they were coming but she had not been made aware of it was seen as a lack of respect for her status as principal.

Patricia was angry on two counts. Firstly the cooperating teachers were too passive in relation to the how the College currently conducts teaching practice and also at the lack of appreciation shown to teachers by the College:

> Patricia: We have been sitting back taking this lying down all along and we just went with whatever the system was...and no one ever wrote a letter from St.

122

> Paul's saying thank you very much for facilitating the student and we never expected it because we never got it and the more you sit down and think about it now it wouldn't have killed anyone inside to write out a master letter and sent out a letter of thanks. (Second Interview)

Orla also felt that classroom teachers who handed over their classes were taken for granted by the College and there was even an element of exploiting the good will of the teachers:

> Orla: I think it's like everything else with third level institutions etc. that you're just a name out there, maybe not even a name, you're just a classroom teacher who will give over her classroom. When it comes to the College the principal is probably the person that is named and known by the College. Again I mentioned this last time about being glad to do it. I consider it as a service to the development of the profession and I had that service that myself. Possibly the College plays on that a little. (Second Interview)

Denise saw teaching practice as a situation where there was no communication between the College and classroom teachers:

> Denise: Sure I have no contact with them anyway. It's taken for granted isn't it?
> (Second Interview)

The disappointment at the perceived lack of communication between the College and themselves also brought a sense of anger. This anger is expressed in terms of how they are being treated by the College but the anger in fact is being directed at themselves. They are angry for allowing themselves to be taken for granted and exploited. They are angry that they have allowed this situation to develop and have not taken any action to remedy it. At the core of this anger is the whole issue of power. Allowing oneself to be taken for granted renders one powerless. The teachers were highlighting the lack of any meaningful partnership between themselves and the College. As key contributors to the education of children, these teachers regarded themselves as having a pivotal role and as important people in the school. But in the teaching practicum setting they see themselves as disregarded and undervalued.

*Abandonment and Powerlessness*

During my first interview with Orla she expressed the opinion that having a student teacher in her classroom would help the isolation that is felt by classroom teachers. She

123

was welcoming the prospect of having another adult in her classroom. However, Kathleen and Laura expressed directly opposite views in their third interviews.

> Interviewer: So finally tell me in your own words what are your feelings now that you're looking back on the experience.
>
> Kathleen: I suppose there was a feeling...I definitely felt isolated during those five weeks and...I did feel...I didn't really get much out of it. I'm sure the student teacher got an awful lot out of it but as a classroom teacher I didn't get much out of it because I didn't have much of an input with her or with the kids or whatever and you are there in limbo for five weeks, like what are you meant to be doing? You always say you'll do this, this and this but you don't really. (Third Interview)

It was very evident from my interviews with Laura that her interactions especially with the student teacher and also to a lesser extent with the supervisor were proving to be counter- productive and negative. Even her interaction with the Principal failed to ease her distress and her feelings of isolation and powerlessness in the situation in which she found herself. However while she was convinced that the supervisor had not gotten to grips with what she perceived as a totally inadequate performance on the part of the student, at least she had the satisfaction of knowing that the Principal was totally aware of the situation.

> Laura: I really felt at the end of it sure I could have stayed at home for the five weeks. Who cares what I think? It would have been very easy to get up and walk out of the classroom and stay out for the day and do different things around the school that needed to be done but I just felt if I wasn't in the classroom, if I didn't stay there, what would be done? Nothing. And towards the end the Principal came to me and said , "how do you feel? How did she get on? What do you think of her?" And I didn't say much and she said, "do you mind me saying something? You haven't looked a bit happy in the last five weeks. I'm so used to seeing you coming through the yard with a big smile on your face, so what happened?" And I said, "I'm sorry about that. It's not me but I'm just completely disheartened and completely disappointed with the way the situation is going and to be honest I feel my hands are tied, there's not a whole pile I can do or a whole pile I can say". And she said, there was about a week and a half still to go at this stage, and she just said to me, "all I can say is bite your tongue and hold it because nobody will appreciate it". She said, "nobody will appreciate your going out on a limb here" so she said, "I know you're frustrated. I know you're disappointed but your hands are tied, there's nothing you can do". And I said, "I know they are but it's so disappointing. Even when I was out sick I know there was nothing covered". "Listen", she said, "I'm no fool, I've it copped to a T. I know exactly what's going on." So she wasn't in the classroom and she knew exactly. She knew it inside out. I didn't have to say much. She knew exactly what the situation was. (Third Interview)

The fact that a cooperating teacher is in a classroom, in the company of children and other adults and still feels isolated is a paradoxical one. At the end of the practicum neither Kathleen nor Laura felt that others didn't realise how this practicum had impacted on themselves as cooperating teachers. There was no support structure in place that might offer some remedy or provide assistance. Even though Laura's principal showed the ability to see the situation from Laura's perspective, Laura was still left feeling isolated, disappointed, frustrated and powerless.

*Unhappy Memories of Teaching Practice*

While the interviewees were in general quite positive about their experiences of teaching practice during their days as student teachers, Laura, Kathleen and Patricia recounted some very unhappy memories. All three were in relation to their interactions with college supervisors but Patricia also felt unhappy at how she had been treated by the classroom teachers during her own home based TP. However they did make it clear that these accounts were in relation to individual supervisors only. Laura felt one particular supervisor was negative, biased and opinionated. She felt utterly dejected at being compared to Hitler and advised that she should pursue a career other than teaching:

> Laura: Looking back now in that teaching practice that I had one day per week I very nearly packed it in at the end of the year. It was so negative. The supervisor was so negative and I was so negative at the end of it. It wasn't a good experience, it just definitely wasn't. I don't think supervisors realise the impact they have on a student. I think some supervisors are doing it because they have to do it and they're not doing it because they want to guide or help someone along. You know they're totally negative, everything is negative. If you have one bad lesson then you're whole teaching experience is going to be bad. They're just...they're very *opinionated* in a way. Now I'm not saying that all supervisors are that way. I'm not saying that for a minute but I've had experiences that were just horrific and if I were to go back to St. Paul's in the morning I don't think I could go back and face that again. It was just...it was soul-destroying. I repeated my Leaving Certificate because I wanted to do teaching so much. I never wanted to do anything else in my life and I couldn't believe that someone could come out and tell me that it wasn't for me, that I should get out of it, that I was Hitler, that I was this, that, you know what I mean. It's just not on. Supervisors have to be careful because they either make a teacher or break a teacher. (First Interview)

This unhappy experience with supervisors may explain, to some extent, why Laura was reluctant to confront the supervisor and complain openly about her student teacher's

conduct during the practicum. Kathleen felt that there is a lack of consistency among supervisors regarding what they expect from student teachers. She felt that her supervisor concentrated only on her teaching performance over two short visits and did not take into account all the work that was in evidence around the classroom. Therefore she felt an acute lack of appreciation for the extra time and work she was putting into her teaching practice.

> Kathleen: I do have an issue with supervisors, I must say now I do. I don't know if it's relevant now. I just think that from my experience with some of the supervisors I don't think there is a...I know that each supervisor is different like every teacher is different, but there needs to be a standard, I'm sure there is like what the supervisors look for but I think certain supervisors they don't fully understand where student teachers are coming from. Some of them are very understanding I must say that now and I have had very positive experiences but there was for my home teaching practice, a supervisor came in twice for two half hour lessons but like I had done a power of work apart from that. I had lovely displays and everything up on the wall and any time the supervisor called he didn't mention one thing I had up on the wall and I thought like this is evidence that I have this work done. I thought it was a real kick in the teeth. I had stayed back hours after school preparing, putting stuff up on the wall, I know it was for the kids' benefit as well but just not even to get acknowledged for it. (First Interview)

Kathleen's experiences with supervisors has convinced her that cooperating teachers should have an official role in mentoring and assessing student teachers because they see much more of the student than the college supervisor.

Patricia felt she was being ignored and isolated by the teaching staff of her home school. They made no effort to interact in any meaningful way with her and so she was left with a feeling of having been rejected.

> Patricia: I came to my home area for teaching practice and I would have to say that the four weeks I had there weren't happy because I was left to my own devices in a school where I had been a pupil. I was not invited in for tea or anything at any break. Now two of the teachers lived nearby so they went home for lunch and there were three other teachers on the staff. One teacher who had taught me came to me on the first day and she said to me, "you're back to us in a different capacity", and she never again came near me. The Principal used to go home. Like I said he was...alright, you know he was grand, he didn't put in or out from me. Maybe they thought they were doing the right thing but I was upset over it. I really was and I thought for four weeks having been a pupil they could you know...the tea didn't bother me because I don't drink tea anyway but you know that I could have been brought in just to chat, you know "how are you getting on?" or whatever. (First Interview)

Because of this unhappy experience which Patricia remembered so vividly she now makes every effort to make all student teachers, including her present student feel at home and is more than willing to provide all the assistance she can over the course of the practicum. To add to her unhappy memories of home-based TP she describes a visit from a supervisor. Firstly the supervisor takes the materials needed for the lesson and obviously Patricia lacks the courage to ask if these can be returned to her. She realises the lesson is not going well but her problems are further compounded by the intimidating attitude adopted by the supervisor.

> I had a supervisor on my home teaching practice who really was intimidating. I can still remember it clear as day and I was doing something on trees and I had a project or scrap book to put all my trees and pictures of them and leaf prints into it and he took the whole lot from me, my notes and whatever else and I was left without all my information and I knew only a certain amount of it. I have to admit I hadn't it all learned off, memorised or whatever I had needed to do and after a while really I had nothing else to say about trees...I had to try to think about the next thing and I had some bits and pieces of information put on the board from the day before so I produced the blackboard and easel from the day before and I put it up and I said, "we'll finish taking this down", which didn't impress him I may add and he wouldn't sit where I had made provision for him and he moved his chair and all down to where there was really no room and sat right in front of me during the whole time and it was really most intimidating. (First Interview)

Unhappy memories of their own teaching practices impacted on the selves of the cooperating teachers in terms of how they now determined they would interact and form relationships with student teachers and supervisors. Having vivid memories of negative experiences on teaching practice they wanted to support and guide their student teachers. However both Laura's and Kathleen's students wanted to remain aloof so from Laura's and Kathleen's perspectives their attempts to form meaningful relationships were being thwarted by their student teachers.

*Felt Valued and Enhancement of Self-esteem*

While the preceding classifications relating to emotions are negative, the cooperating teachers also indicated positive feelings in relations to their interactions. Nuala, Fiona, and Denise felt valued when their advice or opinions were asked for either by the student or the supervisor.

> Nuala: If I said to her (the student teacher) "what do you think of that now?" she will say if she thought it went well or if she was happy with it. Like if I said "I think that was very good, I liked the way you did the word study there in English, she'll ask, "do you?" or "did you?" In other words she values my opinion about it. (Third Interview)

> Fiona: She was very happy to take advice and to listen and I think it worked both ways. I was happy. She was a very good student and I was lucky really. (Third Interview)

Denise expressed delight that the supervisor asked her opinion on the progress of the student teacher and it enhanced her self esteem that her views on the student teacher coincided with those of the supervisor.

> Denise: Yes I was delighted. Well it's nice to be asked especially when you're sitting at the back of the room for five weeks and to find out if you were right or wrong in your thinking and I was delighted that we both observed the same things. (Third Interview)

Kathleen also felt her self-esteem enhanced when some parents informed her of the importance of her being present in the room even though the student teacher had taken over her class:

> Kathleen: A few parents said to me that the kids were happy once they knew I was there. As well as that if I hadn't been there it might not have been the same but they knew I was there at the back of the room and even though I was doing nothing they felt more secure rather than somebody coming in and me gone. (Third Interview)

The structure of the teaching practicum that excluded my respondents from having an official input into the mentoring or assessing of their students was not conducive to enhancing the self esteem of the cooperating teachers. Therefore when either student or supervisor sought their advice, views, opinions, they saw this as an acknowledgement of their experience and expertise. Even the reassurance for Kathleen that parents valued her continued presence in the classroom was a gratifying revelation for her. It was as if the selves of these teachers were reaching out for some form of recognition and to be given some sense of self-identity even if only for brief moments.

*Appreciated by the Student Teacher*

All of the cooperating teachers, except for Laura, felt that their student teachers appreciated them but it was a sense of appreciation that varied. Orla, Nuala, Sarah, Fiona and Eileen felt a deep sense of appreciation from their students. As Orla put it:

> Orla: I spoke earlier of her respect and being grateful for anything I might do for her. Definitely I get that feeling from the student. She's happy to be in the room, she's grateful to be in the room, grateful to have the class to teach and if there are any benefits that I can provide, practical things that she needs she is grateful. That comes across from her reaction. (Second Interview)

Kathleen, Patricia and Denise also agreed that the student teachers appreciated them but were not as fulsome in their praise as the preceding five.

> Kathleen: Yes, I think she does. Well you know if ever she wants anything done. I've done photocopying and that for her and I'm sure she appreciates it. (Second Interview)

> Patricia: I've been thanked for my help alright but I haven't been thanked for my class. (Second Interview)

> Denise: To a certain degree. She's done all the work up to now anyway and she's doing all the work at the moment. (Second Interview)

Bearing in mind that all of the respondents stated that five weeks was too long an absence from their classroom teaching it was important for the self as cooperating teacher to feel appreciated for having handed over the class. However some felt a greater sense of appreciation than others. It must have been especially difficult for Laura to have felt that her student did not appreciate her at all. On the other hand credit must be given to these very young student teachers who could have taken it all for granted but instead demonstrated to the teachers that they appreciated all that had been done for them.

*Satisfaction*

The cooperating teachers expressed their satisfaction in relation to a number of issues. Apart from Laura and Kathleen my interviewees expressed satisfaction with the progress made by their pupils over the five weeks teaching practicum. Orla spoke of "a wealth of experience brought to my room" (Third Interview).

> Orla: Once I saw that there was interaction going on and really and truly I mean it's the old idea about teaching and all that, that children don't necessarily have to be following a strict programme once they're learning. There was a lot of learning going on in the room. It was a learning environment. They learned other things, new things and I was very happy with that. (Third Interview)

Fiona was also happy with the interaction that had taken place between herself and the student teacher and between the student teacher and the pupils.

> Fiona: Yes I was happy. I felt it was one of the better teaching practices I have had. I had an excellent student that was very willing to learn and worked hard, her lessons were well prepared and she put a lot of work in and I felt the pupils did do well. I was happy. (Third Interview)

Eileen was very impressed by her student teacher. She has had positive feed back from the parents and would like to have the student as a member of her staff.

> Eileen: I was so pleased with the student I had this time. I felt from the beginning she was going to produce wonderful things and at the second interview she had progressed and then I saw the end product and heard what the parents had to say so in this particular case although I hadn't an idea from the first day only some kind of intuition as to how it was going to go she did so well that as classroom teachers you can almost tell from the outset as to how things are going to go. You'll get a gut feeling about a young one coming in and of course you're going to keep it in your mind as well down the road as regard work especially.
>
> Interviewer: Are you saying to me that you'd actually like this student to work as a teacher on your staff?
>
> Eileen: Yes I would. I think she'll make an excellent teacher. (Third Interview)

Nuala is happy that her student did well and that she was of assistance but she has missed her class.

> Nuala: I felt happy that the student did well, how well I don't know. I was glad to have been of assistance but I was also delighted to be getting back. (Third Interview)

It is obvious from the evidence presented in the context of the emotional impact of the five week teaching practicum that the cooperating teachers in this study experienced a wide range of emotions from very negative to very positive. Despite their lack of official involvement in teaching practice, the extent of their emotional involvement is clearly evident.

## 5.6 Conclusions

With the exception of Eileen, the teaching Principal, all of the other teachers in my study had no sense of partnership between themselves and the College as an institution apart from voluntarily giving their classes to the student teachers. The professional interaction between themselves as cooperating teachers and College supervisors is best described as minimal and in some cases non-existent. Theoretically, they could have disengaged entirely from the practicum but the commitment to their pupils whom they regarded as their primary concern and a sense of responsibility to their student teachers resulted in their wanting to remain involved.

Left to their own devices, they were uncertain as to what role they should assume in these circumstances. All of them wanted to assume a supportive, caring, pastoral role towards their student teachers and expressed their willingness to give any professional assistance or advice if it was sought. The underlying problem with this mentoring arrangement was that such a role could only be assumed if the student teacher accepted the mentoring aspect of the self of the cooperating teacher. The combination of role uncertainty and the perceived reluctance or outright refusal on the part of some student teachers to accept mentoring led to a sense of a loss of self-identity. The stable self-identity of themselves as classroom teachers had been put into temporary suspension bearing out the argument that teachers' professional identities are not always stable but may be "discontinuous, fragmented and subject to turbulence and change" (Day et al. 2006, p.613). There were examples of turbulence when some of my respondents became annoyed because of the attitude the student teacher was adopting towards them or because of the attitude the children were adopting towards the student teacher. The emotional rules (Zembylas 2004) that generally constrain teacher behaviour were set aside and the cooperating teacher confronted the student teacher although such confrontations led to feelings of shame and embarrassment on the part of the cooperating teacher.

The absence of a purposeful and confident self-identity, especially in the case of Laura and Kathleen, two of the more inexperienced teachers, affected the negotiation of a working consensus and the power balance between cooperating and student teacher. The

more experienced teachers were more at ease in clearly negotiating the work they expected the student teacher to accomplish although there was evidence of unreal expectations at times. Some cooperating teachers were also selective in content to be covered by the student and by withholding topics, especially in the core subjects, that would be exclusively taught by them. This reluctance to let go and the desire to provide safe sites for the students displays an unawareness of the self as a teacher educator that would encourage the student teacher to take on a challenge, that would see mistakes as learning opportunities and would encourage students to engage with them in reflective practice. There was also a reluctance to intervene when the student teacher's performance was below expectations. The caring-self of the cooperating teacher did not want to damage the self-confidence or self-esteem of the student teacher and even faced with a moral dilemma, Laura could not bring herself to inform the College supervisor that her student just put on a show when the latter was present, lest it affect the grade of the student teacher.

The self as carer was very much part of the nurturing perspective that the teachers wished to assume. When the student teacher accepted nurturing there was a positive development of personal and professional relationships. I found that a positive personal and professional relationship between cooperating and student teacher facilitated the former in taking on the role of the latter, and a negative relationship militated against the ability of seeing the situation from the other's perspective. It was very interesting that Denise was able to separate her personal self from her professional self, thus maintaining a distance at a personal level but forming a close professional relationship with her student. This positive development facilitated taking on the role of the other. However, when the student teacher refused to be nurtured it served as a further diminution of the cooperating teacher's sense of self-identity and rendered them even more powerless in the practicum situation.

On the basis of the evidence in my study, I found that the negative emotions had a stronger impact than the positive emotions on the selves of my respondents. The negative and positive emotions they experienced were in proportion to the extent to which the

rational needs of the self as cooperating teacher were met. These rational needs included: their expectations that the learning needs of the children were addressed by the student teacher; that their notion of good discipline was being maintained and that the daily routine of classroom life was well organised and well managed; that their student teachers would see them from the perspective of nurturers and carers and would accept any support, guidance, and advice that was offered; that the self as cooperating teacher would establish and maintain a positive personal and professional relationship most importantly with the student teacher and also with the College supervisor and that despite the constraints of not having an official role or even guidelines within which they could operate they wanted the practicum to be an opportunity for the student to acquire valuable teaching experience, that it would contribute to their own professional development and that above all it would be a positive experience for the children.

# Chapter Six

# A Meta-Analysis of the Data in Relation to the Theoretical Framework

## 6.1 Introduction

After I had completed all of the interviews I paid a personal visit to each of my interviewees. I gave each one a copy of the three interviews and requested that they read through the documents and if there was any issue they wished to discuss with me in relation to the interviews to contact me that I would be happy to return and discuss it with them. No such request ensued, and I therefore concluded that they were satisfied that the verbatim account of each interview was accurate. I paid two further visits, one inviting them to write a note on whether the interviews had in any way influenced how they saw themselves as cooperating teachers. My final visit was to collect their reflections. In this way my interviewees were given ample opportunity to retract, alter or modify what they had said during the interviews. Therefore all of my interviewees' quotes have received their tacit approval. Giorgi (1975 cited in Kvale 1996, p.209) points out that a reader may adopt a different position to that of the researcher but the chief point is "whether a reader, adopting the same viewpoint as articulated by the researcher, can also see what the researcher saw, whether or not he agrees with it. That is the key criterion for qualitative research".

In this chapter I present a meta-analysis of the key themes in relation to the theoretical framework developed earlier in the dissertation.

## 6.2 Competing Definitions of the Situation (Teacher/Student)

*Projected Goals of the Practicum*

> Our realities are our definitions of situations. Definitions of the situation may be influenced by others (indeed they usually are), but in the end, each individual must define the situation by engaging in mind activity. We each act in a world that we create through interaction with self influenced in part by interaction with others.
>
> (Charon 1989, p126)

The cooperating and student teacher were sharing the same classroom. The student was now teaching the same children that had been taught by the classroom teacher. Yet my data revealed that there were many instances of competing definitions of the situation between student and teacher. In stating my ontological position in Chapter One, I made explicit my belief that people construct their own realities and therefore multiple realities exist for people who share the same situation. The reality for the self of the cooperating teacher was that the children remained their top priority and they were still responsible for them even if somebody else was doing the actual teaching. From their perspective, a crucial element of this responsibility was that the children learned the content of the subjects in the curriculum. A programme was set out at the beginning of the school and the objective was to complete this programme. Therefore the teaching practicum had the potential to disrupt and interrupt this programme. The reality for the student teachers was that this was an examination situation and they wanted to achieve the highest possible grade. The grade awarded in this particular practicum is often a significant factor for prospective employers in selecting teachers for their schools. Obviously, by doing their best in the classroom, the pupils would benefit from the students' teaching but this was not the top priority for the student teacher. In effect this meant that the students and classroom teachers were working from a different set of objectives and had different priorities. This highlights the urgent need for communication between St. Paul's College and cooperating teachers to ensure that teachers are informed of the nature and purpose of the teaching practicum, and how the latter can contribute to making it a more meaningful experience for the student in learning how to teach.

135

*Perceived Roles and Responsibilities of Teacher and Student*

There was a very clearly defined role for the student teacher who had assumed full teaching duties, on her own, in all subject areas of the curriculum for the five-week practicum. It was also an examination situation for the student who received a grade from the supervisor based on the teaching performance over three visits. The problem for the cooperating teacher was the lack of any clearly defined role. Her teaching role had been taken over by the student. There was no official role in relation to the student teacher. Although, as classroom teacher, she retained ultimate responsibility for the children, as far as the College was concerned she was a passive observer in her own classroom. In section three of this chapter I outline how this erosion of self-identity leads to self-mortification and how cooperating teachers must rely on self as a process in order to re-define the situation and achieve a re-affirmation of self.

We have a primary education system in Ireland with very autonomous, powerful, confident teachers operating as individuals in the classroom with a strong sense of self. We also have a teacher education process which sees the five-week teaching practicum as one of the key events and one of the most important elements in preparing student teachers for the profession so they can become like the teachers described above. But that process, which is intended to nurture the new teacher, temporarily destroys and renders powerless the self of the cooperating teacher. The process does this because, as I have already argued, it robs the individual teachers of their identities but does not offer anything as a replacement. In addition the lack of a clearly defined role also led to role uncertainty and role conflict because they did not know how they should respond in some situations that arose as I discuss later under definitional disruptions. The need for some guidelines from the College was referred to repeatedly. They were, at all times, sensitive to the student's sense of self-image and self-esteem and were conscious of the need to help, encourage and nurture the student. Hence the desire, on their part, that they and their students would act as a Goffmanian team in which the cooperating teacher would help the student stage a worthy teaching performance whether the supervisor was present or not. However, the self of the cooperating teacher experienced a sense of frustration, disappointment and isolation when the student declined to fit into this plan.

There is a need to raise a College-wide awareness of the sensibilities of cooperating teachers who find themselves in this predicament. A first step in alleviating the problem would involve issuing a set of guidelines to all cooperating teachers indicating specific areas such as classroom management and organisation or how to deal with children who have special needs so that teachers could have a more active role in advising, guiding and directing their students.

*Perceived Nature of the Teaching Task*

The cooperating teachers agreed, although to varying extents, that the teaching practicum was important in preparing students for the profession. At the same time each one of the teachers stated that teaching practice did not reflect the reality of what happened on a daily basis in the classroom. In summary, it would not be viable for practising teachers to put in the same level of detailed planning and preparation into each lesson every day. As Sarah put it, "You wouldn't have any other kind of life and teachers have families" (Third Interview). She was not prepared to let the self as teacher take over completely from the social and family self. Laura claimed that the practicum was "more like acting, it's more like a performance" (Third Interview). Patricia questioned, "does it prepare students for the everyday things they're going to do?" (Third Interview). This question posed by Patricia, I believe points to the real reason why the practicum was not seen as reflecting the daily reality of the classroom. As far as my respondents were concerned teaching was very much about doing. To summarise what Patricia claimed, one moment you're a dentist because the child has a wobbly tooth, five minutes later you're a nurse fixing a graze or putting on cream. Then you're on the phone to the parent of a child who forgot her lunch. Eileen frequently referred to meeting the individual needs of children as "the real world of teaching".

*Teaching and Learning in terms of Process or Product*

Over the course of the interviews it became evident that the cooperating teachers all had similar priorities. As already stated, coverage of curricular content was of prime

137

importance. Teaching practice was not so much about learning to teach as actually getting things done. This is an excerpt from a pre-TP interview:

> Self: Do you see any disadvantages in this situation?
>
> Denise: *Yes* if she doesn't half measure up to my standard of teaching I'll be disappointed because I want it to be a continuation for the kids. I don't want there to be less learning. I don't want there to be a fall-off or an easy time for them. I want them to be as engaged with learning as they are with me.

Here was a teacher with five years' experience expecting a student teacher to fill her shoes when she took over the class. Such unreal expectations had the potential to cause friction between cooperating and student teacher. Cooperating teachers also wanted the students to use the class textbooks but realising that supervisors frowned on too much reliance on text books they were prepared to compromise on this. However for Fiona this was a major cause of annoyance. She could not understand why the student had to prepare separate activity sheets when, in her view, the textbook contained perfectly adequate questions and exercises. Moreover, she would have to complete sections of the textbooks after the student had gone. The cooperating teachers wanted the homework routine to be maintained. The issue of discipline was also of crucial importance. They felt that they were firm but fair to the children. A code of conduct had been established and they wanted this to be continued by the student teacher. Looking at the totality of this approach to teaching and learning, I concluded that the epistemological stance of the teachers was that children acquired knowledge by direct transmission from teacher to pupils, that textbooks and homework made a valuable contribution to this transmission and that teaching and learning was to be conducted in an environment where children knew what was expected of them in terms of acceptable behaviour. From this perspective, teaching and learning were seen as a product, in that the emphasis was on coverage of the knowledge element of the curriculum. On the other hand, the student teachers are encouraged by College lecturers to see teaching and learning not just as a direct transmission of knowledge, but also as a process that would develop skills and attitudes appropriate to the children's ages and ability levels. There should be a balance between product and process. Therefore teaching and learning would be characterised by hands on activities, children would collaborate in group work where "busy" noise was

acceptable, children would engage in discovery learning and consequently children were actually learning how to learn.

*Nurturing versus Transmission Perspective*

The two perspectives that dominated the selves of my respondents as classroom teachers were the nurturing and transmission perspectives. It was obvious that all of teachers cared deeply for their pupils. They also wanted the children to learn the content of the programme that had been planned at the beginning of the term. Teachers were constantly engaged in trying to find a balance between these perspectives. For example, Kathleen wanted to give children time and attention as she listened to their little stories, while at the same time she was anxious that the work was covered. The same two perspectives were evident in their relationship with their student teachers. They wanted to be supportive and helpful to the students but they also wanted the students to focus on content learning for the children. There was also an emphasis on the apprenticeship perspective in that the focus was on doing the work rather than on reflecting with the student teachers on the teaching and learning that was happening in their classrooms. In volunteering themselves as carers and nurturers the cooperating teachers were actually placing themselves in an emotionally vulnerable situation. When the student teachers did not want to be nurtured and did not respond to this aspect of the role of the cooperating teacher the latter was involved in an emotional labour which "may involve enhancing, faking, and/or suppressing emotions to modify one's emotional expressions" (Hochschild 1983 cited in Isenbarger and Zembylas 2006, p.122). In trying to suppress her emotions Laura actually got up and left the classroom. Because of their students' unwillingness to seek help or guidance both Kathleen and Denise retreated into themselves and refrained from giving any advice. The rejection of their role as nurturers resulted in their sense of self-identity being even further eroded and an increased sense of powerlessness. Cooperating teachers are reluctant to contact the College or even inform the College supervisor when they find themselves in a problematic situation with pre-service teachers. They face the moral dilemma of to tell or not to tell what they know. This

combination of emotional labour and moral dilemma could have serious effects on the health of both the mental and physical selves of cooperating teachers.

*Team- work versus Individual Performance*

Goffman (1959, p. 104) defines a team "as a set of individuals whose intimate co-operation is required if a given projected definition of the situation is to be maintained". Each of the teachers in this study wanted to cooperate with their student teachers by adopting a team-member role and was then committed to devoting herself to assisting the student to present herself as a genuine and competent teacher. Difficulties arose when a student refused to accept this offer of assistance. This refusal led to the cooperating teachers feeling rejected and frustrated. Nonetheless the cooperating teacher, as in the case of Laura, was not prepared to say anything to the supervisor that might adversely affect her student's grade.

> Laura: You're not going to be negative, I feel I couldn't be. I'd say I was
> pleased or something like that. (Second Interview)

Denise also realised that her student wanted to be independent. Initially, Denise was annoyed at her student's reluctance to accept advice but then in taking on the role of the other she began to see things from her student's perspective and by the end of the practicum had succeeded in establishing a positive professional relationship. As a team member, Eileen saw how tired and exhausted the students were becoming towards the end of the practicum and requested the College supervisor not to pay any more visits during one particular week. Also when Sarah's student become over-emotional and "broke down a bit" (Third Interview), Sarah took over the class so that her student would be spared the embarrassment of knowing that the children had seen her cry. One of the most significant indicators of a trusting relationship between cooperating and student teacher was the student's decision to hand over the supervisor's report to the teacher and to inform the teacher of the grade she had received. There was no obligation whatever on the student to show this report or to inform anybody about the grade but the fact that they confided in the teacher indicates to me that (a) they were happy with the outcome and (b) they respected and trusted the teacher. From the teacher's perspective it was a most gratifying experience because the teacher could now look upon self as a confidante, as a

professional that could be trusted. It should be stressed that these grades were not disclosed to the researcher. One might question if a student teacher would hand over a report that was not complimentary or was quite critical of the student's performance or give information on a grade that was deemed unsatisfactory from the student's perspective. It is difficult to say but it was obvious that the teachers who were informed were genuinely touched by this gesture of personal and professional trust. It was also indicative of a reversal of role. In disclosing confidential information the student teacher was actually empowering the cooperating teacher.

## 6.3 Negotiation of Meaning (Teacher/Student)

*The Process of Meaning Construction*

Mead (1934, p.82) defines meaning as "an ongoing social process of experience and behaviour in which any given group of beings is involved, and upon which the existence and development of their minds, selves, and self-consciousness depend". Blumer (1969/1998, p.5) elaborates further on this as he argues that "the use of meanings by the actor occurs through *a process of interpretation*". There are two stages in this process. Firstly there is a communication with self and secondly the actor must then decide on the most appropriate course of action that should be taken. Therefore in negotiating the meaning of the practicum the teachers firstly communicated with themselves the strategies they would use in trying to meet both their own needs and also enable the student teachers to meet their own objectives. Williams (1993) pointed out that trying to meet the needs of the student teacher while at the same time getting students to fit in with the culture and expectations of the school and cooperating teacher could be a source of tension. Some of my respondents found a solution by providing "safe sites" (Edwards 1998) for the students. They were selective, especially in mathematics, giving what they considered "easier topics" for the student to teach. For example Denise and Kathleen had devised their own teaching strategies for what they considered the "difficult" or "heavy" topics and did not want them taught any other way. At the same time by allowing the student to teach the easier topics they felt the student would perform better in front of a

141

supervisor. Providing a safe site for students is similar to Pollard's (1996) teacher-pupil coping strategies. When teachers confront their pupils with higher-level tasks that demand independent thinking on the part of the pupils, the latter employ strategies to disrupt classroom work.

> Unfortunately then, both parties cope by negotiating a reduction in cognitive challenge and task ambiguity, thus tending, over time to recreate routinization, drift and lower expectations than are probably justified.
>
> (Pollard 1996, p.311)

Although the cooperating teachers were well-intentioned in providing safe sites they were in fact lessening opportunities for students learning how to teach. Instead of providing safe sites, it would have been more beneficial to encourage the student teacher to be a risk-taker, to experiment with new ideas and to welcome mistakes as valuable learning opportunities.

*Negotiation of Roles and Responsibilities*

Reaching a working consensus that involved the negotiation of roles and responsibilities raised the issue of the relative power of the parties to the interaction (Woods 1983; Hargreaves 1986). I found that the teachers occupied different positions along this power spectrum. At one end was the assertive approach by Eileen, who set out the content of the programme she wanted her student to teach, "the class are yours, the means to the end that doesn't matter you're in charge of that but this is what I would like to have achieved at the end of the five weeks" (Second Interview). At the other end Nuala adopted a totally opposite stance. She allowed her student to select her own topics to be taught across the curriculum and when the student left, Nuala resumed her teaching from where she herself had left off before the student arrived, not from where the student had finished. She conceded that the children had benefited from the student's teaching and had enjoyed the experience but, in her own words, "I wasn't really tuned in too much to what she was doing and I didn't refer back too much to what she had done with the children" (Third Interview). The other teachers negotiated topics they wanted taught especially in the core subject area of mathematics but allowed the student choice of topics in the other subject

areas of the curriculum. Although the cooperating teachers had a nominal power in deciding topics to be taught, they had little power in the event of a student teacher not complying with their wishes. I did find that the more experienced teachers found it easier than their less experienced colleagues doing what Patricia described as "laying out her cards on the table" (Third Interview), unlike Laura, the least experienced, who lamented the fact that she had been too friendly and not demanding enough from the outset. This would appear to bear out the findings of Hulshof and Verloop (1994) that teaching experience was the most important requirement for a cooperating teacher. By maintaining an assertive attitude from the outset the more experienced teachers hoped that it would be unnecessary to wield power. Laura and Kathleen, the less experienced teachers, were disappointed with their student teachers but refused to wield any power to improve the situation. All of my respondents expected the student teacher to maintain the code of behaviour that had been established in the classroom. While in general the classroom teachers were happy with discipline, there were instances of definitional disruptions when expectations were not being met.

*Definitional Disruptions*

A definitional disruption is liable to occur if one person misinterprets the actions, or lack of action, of another and intervenes in the situation. Referring to Mead's analysis of symbolic interactionism, Blumer (1969/1998 p.68) points out that "human beings, in interpreting and defining one another's acts, can and do meet each other in the full range of human relations". When Nuala's class was engaged in group work, she decided that the noise had reached such an intolerable level that she had to interrupt while the student was teaching and demand silence. She referred to this interruption as "a spontaneous outburst". It was an emotionally charged moment in her relationship with her student. In relation to actors maintaining a united front before an audience, Goffman (1959, p.90) cites an example from a study on the teaching profession that teachers must never disagree with or contradict each other in front of the pupils. In taking over the class, Nuala had broken this united front. The student teacher was in the role of classroom teacher and Nuala in the hasty resumption of this role felt a sense of role conflict in the

action she had taken. She later apologised to the student but remained ashamed and uncomfortable. However, having apologised and pointed out to the student that the children had misbehaved to an extent that was unacceptable, she put the episode down to the student's inexperience and was relieved that "the student was very good about it". Interactional order had been re-established.

Kathleen's disruptions of the situation were more tactful. She took children who were misbehaving outside to correct them, and spoke to the entire class in the student's absence. However, she experienced role uncertainty as she questioned herself whether or not she should discuss the situation with the student. Eventually she did but the student seemed unaware that the children had behaved in an unacceptable manner even when the supervisor was present so there was not any sense of closure to the incident. Kathleen was also unhappy that her student was asking the Special Needs Assistant (SNA) to make out workcards, i.e. cards with questions for the children. She spoke privately with the student pointing out that the preparation of such cards was not part of the SNA's role. Although Kathleen knew it was the correct action to take, she still felt embarrassed and "was a bit slow about saying anything after that" (Third Interview).

Laura was of the opinion that some of the children were beginning "to get a bit cheeky and a little bit forward" (Second Interview), but she had decided from the outset that she would not intervene because she remembered the humiliation she had felt when she was on teaching practice and the classroom teacher interrupted and took over the class because the children had become rowdy. Her frustration, at times, was so intense that she had to stand up and walk out of the room. She exhibited the emotional labour (Isenbarger & Zembylas 2006) that constrained her from confronting the student and voicing her displeasure. The situation remained unresolved. Charon (1989) argues that:

> Symbolic interactionists treat emotions as part of what the *active human being uses* in situations. The actor is in charge of which direction his or her stream of action takes.
>
> (Charon 1989, p.134 italics in the original)

Although Kathleen and Laura actively determined their own directions in the actions they took and Nuala acted on impulse, Nuala actually fared best from the definitional disruption. From a symbolic intearctionist perspective it would be expected that availing of a pause between stimulus and response would allow time for the self to control, select, deliberate, hold back, reflect and direct (Charon 1989, p.135) and therefore ensure a more positive outcome when taking eventual action. However, Nuala's spontaneous outburst was actually more productive than the controlled stance taken by Kathleen and Laura.

*Role of Teacher in the Assessment of the Student*

Cooperating teachers in Ireland have no formal role in the assessment of student teachers. My data showed that the cooperating teachers' potential role in assessing was ambivalent. Interestingly, both Kathleen and Laura wanted a formal role in assessment as they believed this would give them a sense of a more empowered self in their relationship with their students. The absence of an official mentoring or assessing role rendered them powerless. In stark contrast Denise was adamant that teachers would not want to get involved in any assessment process. Orla said that she would personally be part of the assessment process but was of the opinion that for teachers in general an assessment role would have to be on a voluntary basis. Both Nuala and Sarah wanted the supervisor to ask the classroom teacher's opinion but Sarah decided she could not be critical of a hard-working student and Nuala stated "it would be fine to be part of the grading system if you were giving a good grade" (First Interview). However, neither wanted to do anything that might have a negative impact on the student's grade. Nuala was very conscious of the effect an assessment role would have on the relationship between cooperating and student teacher.

> Nuala: I think anyway if the student knew that the teacher was going to be involved in formal assessment that the relationship would be a totally different one because the class teacher would be looked upon as part of the supervision and I wouldn't like that. (Third Interview)

Nuala is referring to the obvious role conflict that would arise if the classroom teacher as a team member with the student now had to judge the student in the awarding of a grade.

The self could not be part of a team and referee at the same time. My findings were not dissimilar to those of Jones (2001) in her comparative study of English and German mentors. Although my respondents held contrasting views on their potential role as assessors they were unanimous that supervisors should confer with them and ask their opinions. This would affirm the self of the cooperating teacher as a competent, professional practitioner whose opinion was valued.

*Overall Meaning of the Practicum*

It would be very difficult to share a classroom with another adult for five weeks and not form some type of relationship, although Laura insisted that she did not know her student any better at the end than at the beginning. This study convinced me that in order to develop a meaningful relationship with another, one must be capable of taking on the role of the other, of being able to see a situation from the perspective of the other. When Denise reflected on why her student teacher was unwilling to take advice she began to understand the reasons from the student's viewpoint. Taking on the role of the other was the first step in bringing about an improved professional relationship between Denise and her student. Laura and Kathleen who were in a similar situation did not take this reflective step back and both ended up annoyed and frustrated. Looking at the practicum from the perspective of their students, the teachers saw five weeks as being too long with a workload that was physically exhausting and emotionally draining. However, the situation was seen more from the perspective of another adult who was teaching the class rather than from the perspective of somebody who was learning to teach. Although they themselves had all been students who had experienced teaching practice they did not really put themselves in the shoes of their learner teachers. Asking their students to reflect on what they were learning about themselves as teachers or what they were beginning to know about how children learn would have helped them see the situation from a pre-service teacher perspective but there was no evidence of such discussions taking place. It would be unfair to be critical of cooperating teachers who had not been given a formal mentoring role. The absence of such discussion and reflection, however, highlighted the issue of getting cooperating teachers more officially involved in

mentoring in order to make the practicum a more educationally enriching experience for cooperating teacher, student teacher and pupils.

## 6.4 Impact on the Self/Identity: the Self in Transition

*The Sense of Self before the Practicum*

In the pre-practicum interviews all of my respondents presented themselves as classroom teachers with a very strong sense of self-autonomy, of being very much in charge of the situation. They were deeply committed to their pupils. A commitment which Nias (1989) described as:

> The quality which separates the 'caring' or 'dedicated' from those 'who are not concerned about the children', 'who put their own comfort first'. It is also the characteristic which divides those 'who take job seriously' from those 'who don't care how low their standards sink'.
>
> (Nias 1989, p.30)

My interviewees cared about their children. Laura insisted that "I don't think children learn unless they feel cared for" (First Interview). There was also a strong sense of duty towards the children:

> Kathleen: I do think your relationship with them is important, that you're fair, that you're honest with them, you're fair and you encourage them and you have good communication. They know that you expect the best of them and I think if you're fair with them and you encourage them I think you will bring out the best in them.
> (First Interview)

All of the teachers in my study saw their pupils as their primary concern and for whom they were ultimately responsible. They even hoped that they would learn from the incoming student teachers because this would enhance their own teaching which in turn would also benefit their children's learning. This strong sense of duty towards their pupils was also extended towards their student teachers. In the following round of interviews I saw how this strong sense of self was being tested as their active role of teaching was replaced by the more passive role of being observer There is no formal or contractual arrangement between Colleges of Education and primary schools in Ireland within the

147

context of teaching practice. School authorities offer access to student teachers on a voluntary basis. There is no obligation on the part of the school to accept student teachers. Similarly, there is no obligation on the classroom teachers within the school to hand over their class to a student teacher therefore it is important to emphasise that student teachers were not imposed on the cooperating teachers. Student teachers were given the freedom to select the school and classroom of their choice and cooperating teachers were now acceding to a request from the principal teacher to hand over their classrooms for a five week period to a student teacher. It was evident from their replies that there was a very strong sense of duty on the part of the self as teacher to agree to the request. This sense of duty was in most cases related to a personal obligation because they themselves had been given classes to teach when they were students and they were now reciprocating by giving over their classes. In Orla's case, it was also out of a sense of duty to the profession but interestingly there was no instance of the self of the teacher feeling an obligation to the College. Even in the instances where the teaching practicum proved to be an unhappy experience for the cooperating teacher there was a sense of moral obligation that they could not refuse a student teacher. Despite the assertion by Zembylas (2004) that strong negative emotions can have a transforming effect, I did not find any evidence of this. On the contrary, it strengthened Laura's resolve that she would only agree to take on a student teacher who was unknown to her and Kathleen expressed her reluctance, stating, "I'd find it very hard to say no but I'd probably have more reservations about it".

*The Mortification of the Self*

Goffman (1961) classified army camps, monasteries, prisons, boarding schools and mental hospitals as "total institutions". He argued that when a person leaves the outside world and becomes a resident of such an institution, a radical change takes place: he begins a series of abasements, degradations, humiliations, and profanations of self. His self is systematically, if often unintentionally, mortified" (Goffman 1961, p.24). Goffman further contends that this mortification is a result of "role dispossession" (ibid, p.24). While I am not claiming that such a stark transformation happens to cooperating teachers,

nor am I making a direct comparison between the classroom as an institution and Goffman's "total institutions", I nonetheless found a that there was a sense of mortification amongst my respondents who had voluntarily dispossessed themselves of their teaching role in handing over their classrooms to student teachers. As their roles as teachers became peripheral in the classroom they identified themselves in self-depreciatory terms as "someone doing odd jobs around the school", "a general dogsbody as regards all and sundry", "I was just an ornament at the back of the room", "doing odd jobs around the school and being caretaker as well", "I kind of think of myself as a classroom assistant". There was a sense of the self not knowing how it should respond to the situation: "You're out on a bit of a limb really", "it's like being in no man's land". The selves of the cooperating teachers were subjecting themselves to a certain degree of debasement. This phase of mortification bears out Mead's (1934, p.178) concept of the self as a process and Berger's (1970, p.124) assertion that "the self is no longer a solid, given entity that moves from one situation to another. It is rather a process, continuously created and recreated in each social situation that one enters". St. Paul's College needs to be aware of this mortification phase and the resultant erosion of cooperating teachers' sense of strong self-identity and therefore I agree with Wood's (1995b, p. 158) assertion that the self is "in continual need of defence, maintenance and promotion". In Chapter Eight, I suggest possible support structures for cooperating teachers for whom the practicum is an intensely emotional journey and feel the self is under attack. This mortification phase also has serious implications at a structural level for all higher Institutes of Education embarking on a pre-service mentoring programme for cooperating teachers and I will discuss these implications in Chapter Eight.

*Re-defining the Situation*

The self as a social object constantly defining and re-defining itself in interaction (Charon 1989, p.65) was also evident as my respondents re-defined their situation in response to the mortification of self. Relieved of their teaching duties, they saw opportunities to complete schemes, read up on the curriculum, look up new teaching material on the computer that would benefit the children. Eileen, the teaching principal, welcomed the

practicum because it gave her the opportunity to attend to administrative tasks. Some of the teachers used their freed-up time to give individual assistance to children with learning difficulties. Although Denise and Patricia saw the practicum as a break from teaching, Denise declared that she was actually more tired sitting at the back of the classroom than when she was engaged in teaching which she loved. However, even though the practicum did provide a break from teaching, all of the teachers except Eileen felt strongly that five weeks was too long both for themselves and for their student teachers. In addition to attending to the tasks outlined above, all of the teachers tried to engage with the students as team members who were prepared to act as unofficial mentors in giving advice and sharing their resources with their students. Even if the student declined the offer of help nonetheless the cooperating teacher, as in the case of Laura, was not prepared to say anything to the supervisor that might adversely affect her student's grade.

> Laura: You're not going to be negative. I feel I couldn't be. I'd say I was pleased or something like that. (Second Interview)

Even though Laura believed that her student was under-performing but managed to put on a show when the supervisor was present, yet she continued to maintain a united front with the student. This led to role-conflict in that her conscience told her to take on the role of informing the supervisor but such an act would mean the end of her role as a team member with her student. Nuala was not in the same dilemma since her student was performing well but she was adamant that any role in assessment would completely change the relationship between cooperating and student teacher and she could not see herself in any circumstances taking an action that would impinge negatively on her student teacher's grade. Laura's decision to withhold information from the supervisor despite her feelings of guilt, bears out Goffman's (1959, pp.104-105) assertion that a team has "something of the character of a secret society" and "since we all participate on teams we must all carry within ourselves something of the sweet guilt of conspirators". However, Laura did not see her situation as one of sweet guilt but rather as a moral dilemma that weighed heavily on her conscience.

The cooperating teachers believed that student teachers and, by inference, College lecturers who taught the students were more knowledgeable in certain areas of teaching and learning than themselves who were daily practitioners, with many years experience in most cases. While it is to their credit that the self as teacher also saw self as learner, it is also possible that teachers have a tacit knowledge of teaching and learning but seldom have the opportunity to make explicit the extent of this knowledge (Feiman-Nemser 1998). This was borne out by the fact that all of the teachers expressed the wish that they would learn new teaching methods from the students and so I questioned them on what they had actually learned. Apart from learning some new ideas about the use of technology, e.g. PowerPoint, or the effective use of drama across a range of subject areas, what the teachers were actually learning was more about themselves as teachers. They reflected that they, themselves, had used methods that the students were now putting into practice but because they had allowed themselves get into a rut or routine they had discontinued these methods. They were now considering if they should return to these methods so the practicum was a form of renewal. Also, watching the patience with which her student teacher dealt with children's questions made Orla reflect on her own priority of getting on with the programme, provoking her to make the observation that "teaching for them (the student teachers) is a process but for us it is more of a product". However, the issue addressed most frequently by the teachers was the realisation that they did not know their pupils as well as they thought they had. This applied especially to the quiet, confident child who just got on with the work while the disruptive child was claiming, and succeeding in, getting attention. As a result the quiet child often went unnoticed and unrewarded. There was also an increased awareness of children who did not interact with their peers and disengaged when group work was in progress, as well as the children who pretended to be listening. Watching the interaction between the children and how they engaged with their work and how they responded to the student teacher was for Laura the only valuable aspect of the entire practicum. In reviewing her own practice, Eileen came to the conclusion that "the older way of teaching the core subjects is probably better" and

having observed her student teacher for five weeks, Nuala decided, "I'm quite happy with the way I teach my class".

*Emotional and Rational Needs of Cooperating Teachers*

An adaptation of Zembylas' (2004) conceptual framework was used to show how the emotional needs of my respondents corresponded with their rational needs. The cooperating teachers wanted their pupils to benefit educationally from the presence of a student teacher in the classroom. They were prepared to engage in a level of interaction with their student teachers that would result in a close personal and professional relationship. They wanted a more clearly defined mentoring role that would enable them have a more active and meaningful participation in the practicum, but in the absence of a formal role they were willing to assume an unofficial mentoring role. While only some of the co-operating teachers wanted an official role in assessment, all of them would welcome a situation where their professional opinion was sought. When most of these needs were met there was a positive emotional impact on the self of the teacher. There was an enhancement of self-esteem, a sense of having been appreciated and a feeling of satisfaction. On the other hand, when these needs were not met there were strong negative emotions of uncertainty, anxiety, frustration, disappointment, anger and feelings of isolation.

## 6.5 Conclusions

The meta-analysis highlights the significant impact that the practicum had on my respondents. The absence of a clearly defined role resulted in teacher and student having competing definitions of the practicum situation. The children remained the top priority for the teacher while the grade from the supervisor was the dominating objective for the student. It was obvious from the data that the teachers cared deeply for their children. They also cared for their student teachers and wanted them to be successful. However, they were conscious that the children were at school to learn and therefore they wanted the student to teach the content of the curriculum. Because of the emphasis the College puts on process, the students were perceived at moving at a slower pace and a shortfall in

the planned programme would have to be made up by the teacher when the practicum ended. Although conceding that the practicum was an important element in preparing student teachers for the profession, they regarded it as somewhat artificial, as a performance that did not accurately reflect the reality of daily life in the classroom. These competing definitions of the situation demanded that the meaning of the practicum had to be negotiated between teacher and student.

One of the strategies used by the teachers in this negotiation was the provision of "safe sites" for the student. They hoped that this would enable the student to put on a better performance for the supervisor and because the student could teach these "easier" topics better that the children would also benefit. Therefore in negotiating content the teachers were selective in core curricular areas such as mathematics but they allowed flexibility in other areas of the curriculum. The teachers also wanted the code of behaviour that had been established to be maintained. A perceived failure by the student to insist on adherence to this code led to definitional disruptions such as Nuala's "spontaneous outburst" and Laura having to get up and walk out of the room. Despite these interactional contingencies the teachers saw themselves and their students as team members and the former were more than willing to act as unofficial mentors to enable the student to stage a worthy performance in front of the children and the supervisor. Their position in relation to assessment was much more ambivalent. A minority wanted an official role in assessment but the majority did not want such a role because they believed it would impact negatively on the relationship between cooperating and student teacher. Although the teachers showed the capacity to take on the role of the other, i.e. to see the situation from the perspective of their students in certain situations, they did not really put themselves in the shoes of learner teachers. As experienced practitioners who had once been student teachers themselves they did not see the practicum as an opportunity to engage with the student by reflecting on the teaching and learning that was taking place in the classroom or encouraging their students to try out new strategies and see mistakes as valuable learning experiences. Instead they wanted the programme of work to continue with as little disruption as possible. However, most of the blame for this should not be

attached to the teachers but rather to St. Paul's College for failing to give cooperating teachers more meaningful roles in the practicum.

Over the course of the three sets of interviews the selves of my respondents went through a number of phases. Prior to the practicum the cooperating teachers showed a very strong sense of self that was autonomous and confident in the classroom and with a strong sense of duty towards their pupils and also towards the incoming student teacher. However the lack of an official role had a seriously negative impact on their sense of self-identity, causing them to go through a phase of self-mortification in which they described themselves in self-depreciatory and self-derogatory terms. The lack of role also impacted on the emotional selves of the teachers when their rational needs were not being met. Then there was a conscious effort to re-establish their self-identities by assuming an assortment of roles leading to a re-definition and re-affirmation of self. Through this interaction with self, they bore out Bluner's (1969/1998, p.63) assertion that "with the mechanism of self-interaction the human being ceases to be a responding organism whose behaviour is a product of what plays upon him from the outside, the inside, or both". However, the ability of cooperating teachers to choose their own individual responses does not absolve St. Paul's College from playing its part in helping teachers to have more clearly defined roles that would in turn enhance the self-identity of these teachers. I intend using this study to alert the College authorities to the emotional impact of the practicum on cooperating teachers and the moral dilemma experienced by teachers such as Laura. St. Paul's College should also recognise the contribution that classroom teachers are willing to make and furthermore should acknowledge and affirm teachers for the valuable assistance they give student teachers on a totally voluntary basis.

# Chapter 7

# An Evaluation of the Study

As shown in the Literature Review, Chapter Three, there is an international trend towards an increasing level of partnership and collaboration between Higher Institutes of Education and schools engaged in Initial Teacher Education. Consequently, there is a role for much more active participation and involvement of classroom teachers in teaching practice. It is acknowledged that teaching practice is an essential and vital component of initial teacher education and without the cooperation of schools and classroom teachers there would not be an opportunity for student teachers to practise teaching in classrooms. However, having generously handed over their classrooms, cooperating primary teachers in Ireland are effectively excluded from the practicum, as they have no formal or official role in the mentoring or assessment of the student teacher. It was this unique position occupied by such teachers in Ireland that led me to focus my study on cooperating teachers during a five-week long practicum. Also the fact that such a study had not been done before in Ireland pointed to a gap in research that justified carrying out this study.

Although the focus was on cooperating teachers, I was undecided as to which methodology was most appropriate as a theoretical framework for my study. Initially, I considered combining a quantitative and qualitative approach in which I would issue questionnaires to cooperating teachers on a nation-wide basis and follow this up with a small number of interviews. This would have yielded important data in relation to a very large number of cooperating teachers and would also give the study some degree of statistical generalisability. While it is impossible to predict what such data might have yielded, it is probable that it would have shed some light on the relationship between cooperating and student teacher and the distribution of power between student, cooperating teacher and college supervisor but I wanted to have a more meaningful and a deeper insight into how the practicum actually touched the self of cooperating teacher. I wanted to find out how the practicum impacted on the self of the cooperating teacher in the context of the social circumstances of the school with the student teacher, pupils and

supervisor as the main role players. I was therefore looking at how the defining of a self-identity, role-definition, potential role-conflict, interactions and interrelationships would have a bearing on the self-conception of the cooperating teacher. The symbolic interactionist belief that a human being has a selfhood that is constantly being defined and redefined in interaction was therefore seen by me as the most appropriate theoretical framework in which to situate my study. Putting it in its broadest terms Blumer (1969/1998, p.67) argues that "symbolic interaction is able to cover the full range of the generic forms of human association".

The choice of interview as a method of data collection was a very deliberate one. From a symbolic interactionist perspective I was guided towards in-depth semi-structured interviews as the most effective means of accessing the selfhood of each cooperating teacher through the articulation of their experiences of the practicum. The questions were informed by my review of the literature and by my own experiences as a cooperating primary teacher in the past and by my present role as College supervisor. Each interview also informed subsequent interviews as I could return to issues that had been discussed and ask further questions for clarification. There is of course always a question mark as to whether one is prepared to divulge their innermost thoughts to any interviewer. I believe that some revelations must have been painful for some of my interviewees and one might question of there were even deeper thoughts that they were not prepared to articulate. I can only say that the consistent frankness evident over three long interviews indicated a strong desire to confide me and gave me a very deep insight into the selfhood as cooperating teachers of each of my respondents.

I also agonised over the number of cooperating teachers I should interview. What number would be too small or what number would prove too much to manage effectively. There had to be practical considerations such as the scarce resource of time, the geographical location of my interviewees and ease of access to them especially over the five weeks when the practicum was in progress. On reflection, the number was not really one of major significance as it was not my intention to lay claims to any statistical generalisability in relation to my findings. What was of paramount importance was the

power of the data in revealing how a process of exclusion from a teaching practicum leads to the disempowerment of teachers who normally have a strong sense of self-autonomy in their own classrooms but are now confused regarding their sense of self-identity.

Despite their lack of an official role and loss of a well defined sense of self-identity, nonetheless the cooperating teachers in my study saw themselves as team members and in a Goffmanian manner wanted to help their student teachers to present themselves in the most favourable light possible when the College supervisor was present in the classroom. Therefore they were willing to act as unofficial mentors. There was the added value that in helping the student teacher they were also helping their pupils who remained their number one priority. However when their help, advice, guidance was not sought or was declined there was an acute sense of how disempowered they had allowed themselves become and they felt annoyed and frustrated. The lack of any structures to assist them in this predicament added to their sense of being isolated and neglected.

Seeing themselves as team members also caused ambivalence in relation to the issue of assessment. They wanted some degree of input, even if this was at an unofficial level but there was a concern that being an official assessor would impact on the relationship between cooperating and student teacher as members of the same team. It was significant that the two teachers who were most adamant in wanting to have an official role in assessment were experiencing the most difficulties in establishing personal and professional relationships with their student teachers. They believed that a role in assessing would give them a clearly defined role in the eyes of their students and thus restore a sense of empowerment.

What has the study done for me? I have had the personal experience of being a qualitative researcher and am now much more aware of the necessity of selecting the most appropriate theoretical paradigm, deciding on the method for the collection of data, being conscious of the time-consuming task of transcribing and analysing the data and refining the skill of presenting the findings to the reader. While I do not claim to be an expert in

the field of qualitative research, I believe that I am now a more competent researcher than I was at the outset of this study and will feel much more confident in supervising students who choose to undertake qualitative research at Master's degree level. I have learned the importance of reading widely initially and then becoming more selective and focused as the study progresses and of the need for a questioning and analytic approach to both the writings of others and the writings of self. I believe that from the experience gained in this study that I can make a worthwhile contribution to the design and conducting of mentoring programmes for both student and newly qualified teachers.

# Chapter 8

# Implications and Recommendations

## 8.1 Introduction

"The ultimate excitement and terror of a qualitative project is that you can't know at the start where it will end" (Richards 2005, p.125). Martin's (1997, p.183) assertion that "recent trends in teacher education have emphasised the importance of practice settings and the professional collaboration of the teachers who receive, in their classroom, pre-service student teachers" is not reflected in the manner in which teaching practice is conducted by St. Paul's College. In the previous chapter, I discussed how the manner in which teaching practice is currently organised by the College actually disempowers the cooperating teachers and leaves them with a confused, uncertain and ambiguous sense of their self-identity. There is an obvious need to initiate a process that will give primary teachers an official and formal involvement in the mentoring of student teachers on teaching practice. I believe that my study has implications for St. Paul's College and the other Colleges of Education in Ireland but I believe that it also has implications on a much wider macro-structural level in terms of how mentoring programmes are designed and put into effect. Referring to induction programmes for newly qualified teachers Achinstein and Athanases (2006, p.178) argue:

> ...that mentors are not born but made and are continually in the making holds implications for both policy and practice. First, policymakers who advocate proliferation of induction programmes without adequate support and resources for ongoing professional development of both mentors and novices undermine their policy goals of improving the quality of new teachers' practice.

I would argue that this is equally true for pre-service mentoring programmes. But I would go further and argue that policymakers must also take cognisance of the self of the potential mentor.

## 8.2 Long Term Implications and Recommendations

If we accept the premise that there are unavoidable interrelationships between the self as person and the self as teacher and that teaching demands a significant personal investment (Nias 1989 p.18; Day et al. 2006, p.603), then any programme being designed for training mentors should firstly address the needs of the self of the person/teacher who is going to be in a mentoring situation. Therefore, if one is going to address the suitability of the self as mentor one has to address the self of teacher. While it would be very difficult, if not impossible, to predict if a cooperating teacher would become a successful mentor, nonetheless there are a number of key factors that should be borne in mind. Being a successful classroom teacher who is good with children does not necessarily mean she/he will become a successful mentor who is good with adults (Kennedy 1991). There should be a screening process, the details of which would have to be negotiated between college and school that would take into account the willingness of the teacher to become a mentor (Wildman et al. 1992), and any prior experience of working with adults. A mentor should be a person with a self that has the ability to analyse the mentoring situation by engaging in self-judgement, has an awareness of their self-identity, who is conscious of the power structures that are in place, able to take on the role of the other by seeing a situation from the perspective of the other, and who is conscious that realities may be very different for people who are in the same situation. A mentor must also be aware that the practicum is an emotional experience for all of those involved in it. Moreover, any teacher taking on the role of mentor should do so on a trial basis where it is clear to both mentor and mentee that either may voluntarily withdraw from the arrangement if the selves of both parties of the dyad prove to be incompatible.

At present there is a national mentoring programme for newly qualified teachers, funded by the Irish Government, being piloted in the Republic of Ireland. Mentor teachers were selected on their willingness to participate in training programmes run by the Colleges of Education. It is not clear if decisions will be made in relation to establishing criteria for teachers' suitability to be mentors, or if any kind of screening process will be put in place when this piloting phase is completed. There are of course significant differences between the mentoring of newly qualified teachers, which will be of one year's duration,

and the mentoring role of classroom teachers for a five-week teaching practicum. However, a large-scale study at the end of the piloting programme would be interesting to compare with the findings of my small-scale study. Similarly, a study of post-primary teachers engaged in mentoring student teachers would make interesting comparisons with my study. Whereas primary teachers spend all of their time with one group of pupils for the school year, their post-primary counterparts teach subjects to different groups of students over the year and it would be interesting to see how these different working arrangements impact on the selves of post primary teachers as opposed to my findings on the impact of hosting student teachers on the selves of cooperating primary teachers.

## 8.3 Eagerness of Cooperating Teachers to Engage

Having secured permission from the school principals to interview I set out to make appointments with the cooperating teachers for the pre-teaching practice interviews, I made the following entry in my diary:

> It was with some trepidation that I embarked on this mission. I had no idea of the reception I would receive. If they (the cooperating teachers) told me that the College did not recognise them in any official capacity and therefore what was the purpose of their involvement in this research, I could not really make any legitimate complaint.

What I found was the exact opposite in that the teachers were not just willing, they were actually very anxious to talk to me and I hope that I have done justice to the revelation of the selves of these teachers as they confided in me and gave generously of their time in participating in the interviews.

Having completed all of the interviews I visited each of my respondents and requested them to write their reflections on themselves as cooperating teachers now that they had undergone three interviews. Their reflections reiterated and confirmed what they had revealed of themselves in the interviews:

## 8.4 Duration of the Practicum

Five weeks is long for both themselves to be away from their classes and also for the student teachers who find themselves in such a pressurised situation.

## 8.5 Cooperating Teachers Begin to Question the Status Quo

Up to time of these interviews there was an unquestioning acceptance of the status quo in relation to the involvement of themselves in teaching practice. Looking at it from a whole school perspective, Eileen wrote, "Prior to this interview I gave little thought to the whole area of teaching practice and to the students coming to us from the Colleges of Education. As Principal, I feel the College has taken schools for granted". Going from the general to the particular, Orla wrote "It got me thinking about the whole idea of the student teacher in the room" and then went on to say, "In my experience of student teacher training, be it my own training or student teacher placement over the years, the role of the class teacher has been solely to provide the facility, i.e. the children in the class".

## 8.6 Lack of Communication, Acknowledgement and Appreciation

All of the nine emphasised the lack of communication between the College and the cooperating teachers. The latter, who voluntarily handed over their classrooms to student teachers and were then prepared to act as unofficial mentors, were neither acknowledged nor appreciated by the College. According to Denise, there is "no acknowledgement on the part of the College of teacher/input/role/importance". Nuala elaborates further, "the significance of the role of the class teacher as a mentor to the student teacher should not be underestimated. The fact that a teacher is willing to give over her class to the care of another for up to five weeks and also to be of valuable assistance to that person is of considerable consequence. This should certainly be accredited by all concerned". My respondents saw themselves as a valuable resource with much to offer student teachers who were willing to accept their guidance and advice. Following the interviews, Kathleen had a new-found belief in her own capacity to be a valuable resource. "I realised that the class teacher is often a more valuable resource than any guidelines given by College lecturers, many of whom have never taught in the classroom." There is a hint of anger here at the extent to which the self of the teacher is being undervalued and a perspective that she, as a classroom teacher has her own practical knowledge and expertise that may even be superior to that of a College lecturer.

## 8.7 Lack of Consultation Between Supervisor and Cooperating Teacher

The most keenly felt loss of communication was that between the College supervisor and cooperating teacher. The point was repeatedly made that the latter saw much more of the student teacher than the former. They argued that some students do not do themselves justice in the stressful situation of a supervisor being present. Patricia claimed that "indeed some of the best lessons take place in the absence of the supervisor". As I discussed in Chapter Five, there were divergent views as to whether the classroom teachers wanted an official role in assessing student teachers but it was very evident from both interviews and written reflections that there should be consultation between supervisor and cooperating teacher and that at the very least they should be asked for their opinion on how the student was progressing. Laura was very forthright in advising the College to "appreciate the class teacher by including him/her in the process in some way, to put it very simply ask for their opinion and take note of it". I believe this request to be included in the process is of crucial importance. When a person feels excluded then the self of that person is being disempowered and there is uncertainty as to what exactly is the identity of a person who has handed over the class for five weeks and is then not asked for an opinion on the student teacher.

## 8.8 A Priority Need for Engagement between St. Paul's College and Cooperating Teachers

Apart from letters to primary school principals requesting classes for student teachers, the data in my study revealed an almost total lack of engagement between the College and cooperating teachers. There is an urgent need to initiate a meaningful dialogue between both parties. A first step in this dialogue should be a letter to each cooperating teacher *prior* to the practicum, acknowledging their contribution to Initial Teacher Education in voluntarily handing over their classes and in their willingness to engage with the student teachers as unofficial mentors. This would indicate at least some sense of partnership between College and cooperating teachers in acknowledging and affirming the proactive role undertaken by cooperating teachers. Equally there is an urgent need for the College

to offer recognition of and support for the emotional journeys that engagement in the teaching practicum process involves for cooperating teachers. I intend to alert the institution to the emotional impact that a practicum has on cooperating teachers. I want to highlight the emotional labour that involved Laura in masking her feelings as she bit her tongue, walked out of the classroom and went home "with a hundred and ten more worries" than she would normally have, and Kathleen retreating into her shell as her offers of help and guidance were unsought. Also, as a member of the Advisory Board to the Teaching Practice Directorate, I will inform the latter of the intense frustration, isolation and abandonment that Laura and Kathleen experienced over the course of the practicum. Cooperating teachers who find themselves in a similar predicament should have access to a support structure team of designated College personnel with whom they can discuss their grievances and decide on the practical steps that can be taken to improve the situation. The composition of this support team will be a matter for the College authorities but obviously great care and deliberation will have to be taken in the selection process.

## 8.9 Other Short-term Recommendations

(a) Supervisors should consult with cooperating teachers. There is much to be gained and nothing to be lost in having such a dialogue. The professional knowledge and expertise of the self as teacher is acknowledged and the supervisor gets a second opinion that may offer a different perspective on the student teacher.

(b) A letter of thanks, as a matter of courtesy, should be sent to all cooperating teachers

(c) There should be communication between the College and cooperating teachers to address the whole question of the nature of the teaching practicum. It is an important part of preparing the student teacher for the profession. There should be an acknowledgement of the cooperating teacher's concern in relation to curricular content to be covered over a five-week period. There is also a need to understand

that this may also be seen as an opportunity for both cooperating and student teacher to engage in reflective practice so things may have to move at a slower pace. A joint meeting between the cooperating teacher, student teacher and College supervisor prior to teaching practice would be a first step in negotiating this important working consensus.

(d) Following consultation between College and schools an agreed set of guidelines should be prepared for cooperating teachers setting out the nature and extent of their involvement and student teachers should be encouraged to seek guidance and advice from the cooperating teachers. Inviting teachers to address the students prior to teaching practice would be most beneficial in establishing the contribution that cooperating teachers were prepared to make to ensure the practicum was an educationally valuable and enriching experience for all concerned.

(e) Now that the Irish Government has initiated a mentoring programme at in-service level, I believe it is only a matter of time before official mentoring by teachers will be part of pre-service teacher education. As a member of the advisory group to the Teaching Practice Directorate in College I will recommend that the Director of Teaching Practice should now make plans to hold meetings with principals and teachers of selected schools to negotiate how a pilot mentoring programme could be introduced.

## 8.9 Conclusions

I suggest that my study has implications at an institutional level and as I have set out above there are steps that can be taken that would initiate a partnership process which at the micro level of the classroom would give cooperating teachers a sense of inclusivity by having a more formal and official involvement in the teaching practicum. There is an urgent need for the institution to actively engage with cooperating teachers and in particular, offer recognition of and support for the emotional journeys that engagement in the teaching practicum process involves by setting up a support structure within the

College to assist cooperating teachers who are experiencing difficulties with their student teachers. However, I would argue that an evaluation of this study has implications at the more macro structural level of mentor-training programmes for teachers. Achinstein and Athanases (2006) make the very valuable point that "mentors are made not born" and even teachers in my study with many years teaching experience shared the belief that training programmes would be necessary if teachers were to formally mentor and have a role in the assessment of student teachers. But I contend that such a programme must also take into account the selves of cooperating teachers. In order to mentor successfully, the cooperating teachers must have a clearly defined sense of self-identity that enhances both their self-image i.e. the way they typify themselves as teacher mentors and their self-esteem i.e. an appreciation of how they are performing as mentors. The self of the cooperating teacher as mentor should also be aware of the problematic nature of negotiating a working consensus and the distribution of power in the relationship between mentor and mentee. A working consensus is not always easily achievable because mentor and mentee may hold different philosophical views of teaching and learning and also on what constitutes acceptable pupil behaviour in the classroom. *If* they are given a role in assessment they will need to consider how such a role will impact on the personal and professional relationships between themselves and their student teachers. They must also reflect on how this change in power relations will impact on a nurturing perspective. It may be difficult to reconcile the self as assessor with the self as nurturer and they need to be aware of the possibility that some student teachers may not wish to be nurtured. Cooperating teachers also need to be convinced that in addition to assuming a nurturing perspective they should also act as teacher educators. In relation to the teaching practicum the student teachers should not be viewed as a replacement for the cooperating teacher but as a novice teacher that has much to learn from the cooperating teacher as an experienced practitioner. I believe that mentors need forewarning of the practicum as an emotional experience. If the relationship between mentor and mentee deteriorates to the extent that the self of the cooperating teacher is burdened with strong negative emotions, there is need for a support structure that will help relieve the situation and in the most drastic case it may be necessary to find an alternative placement for the mentee.

## In Conclusion, My Personal Reflection on the Doctoral Process

The doctoral process has been a long and arduous voyage. There were times when I wanted to walk away from it but I was determined that having set out on this voyage, I would persevere and complete it. Writing a dissertation, while at the same time holding down a full-time job meant that finding time was always an issue. Weekends and holidays had to be sacrificed and there is a sense of guilt that quality time with my family was also reduced.

It has been an emotional journey. Sitting alone surrounded by an ever- increasing mountain of papers and sometimes questioning the value of what I was doing, there were moments of loneliness, dejection and anxiety. However when things were going well there was a great sense of excitement, joy, pride and satisfaction. I am also deeply grateful to my supervisors who were always supportive, encouraging and willing to give so generously of their time and expertise.

This is the first study carried out on cooperating primary teachers in Ireland. I was therefore, in a sense, travelling in uncharted waters and this gave rise to feelings of apprehension and excitement as I questioned myself as to where this journey would take me and how it might end. My greatest source of satisfaction has been the joy of discovery as the analysis of the data that I had collected began to reveal findings that I considered were really interesting and important.

My one regret is that I did not engage in a doctoral study earlier in my career. I know now that it would have helped me in becoming a deeper-thinking, more analytic and better informed teacher. I have learned a great deal from my involvement in the doctoral process and I hope that I will now be able to use all that I have learned for the benefit of others.

# References

Achinstein, B., & Athanases, S. (2006) <u>Mentors in the Making: Developing New Leaders for New Teachers</u>  Teachers College Press, 1234 Amsterdam Avenue, New York, NY10027

Allen, D.D., Cobb, J.B., & Danger, S. (2003) In-service Teachers Mentoring Aspiring Teachers <u>Mentoring and Tutoring, Vol.11, No.2</u>, 177-182

Anderson, G., with Arsenault, N. (1998)  <u>Fundamentals of Educational Research (2<sup>nd</sup> Edition)</u> Routledge, Falmer

Berger, P.L. (1970) <u>Invitation to Sociology A Humanistic Perspective</u> Penguin Books, Middlesex England, Victoria Australia

Blumer, H. (1969/1998) <u>Symbolic Interactionism: Perspective and Method</u> Prentice-Hall, Inc., Englewood Cliffs, N.J., New Jersey

Braund, M. (2001) Helping Primary Student Teachers Understand Pupils' Learning: exploring the student-mentor interaction. <u>Mentoring and Tutoring, Vol.9, No.3</u>, 189-200

Brisard, E., Menter, I., & Smith, I. (2006) Discourses of partnership in initial teacher education in Scotland: current configurations and tensions. <u>European Journal of Teacher Education Vol. 29, No.1</u>, 49-66

Bruce, C.S. (1994) Research Students' Early Experiences of the Dissertation Literature Review <u>Studies in Higher Education</u> Vol. 19, No.2, 217-229

Buchberger, F., Campos, B.P., Kallos, D., & Stephenson, J. (2000) <u>Green Paper on Teacher Education in Europe: High Quality Teacher Education for High Quality Education & Training Thematic Network on Teacher Education in Europe</u> TNTEE Publications

Burke, A. (1992) <u>Teaching: Retrospect and Prospect</u> Oideas, Stationery Office, Dublin

Charon, J.M. (1989) <u>Symbolic Interactionism: an introduction, an interpretation, an integration (3<sup>rd</sup> Edition)</u> Prentice Hall, Englewood Cliffs, New Jersey

Child, A.J., & Merrill, S.J. (2002) Making the most of ITT (Initial Teacher Training) <u>Professional Development Today Spring</u>, 17-20

Chubbuck, S.M., Renee, T.C., Allard, J., & Quinlan, J (2001) Playing it Safe as a Novice Teacher: implications for programs for new teachers. <u>Journal of Teacher Education</u> Vol.52, No.5, 365-376

Clarke, A., & Jarvis-Selinger, S. (2005) What the teaching perspectives of cooperating teachers tell us about their advisory practices. Teaching & Teacher Education, Vol.21, Issue 1, 65-78. http://www.sciencedirect.com/science? Downloaded 12/04/2006

Cohen, L., Manion, L., & Morrison, K. (1996) A Guide To Teaching Practice (4th Edition) Routledge, London & New York

Cresswell, J.W. (2003) Research Design: Qualitative and Mixed Methods Approaches (2nd Edition) Sage Publications, Thousand Oaks, London, New Delhi

Cresswell, J.W. (1998) Qualitative Inquiry and Research Design: Choosing Among Five Traditions, Sage Publications, Thousand Oaks, London, New Delhi

Cross, R. (1999) What Time Constraints Face The Junior School Teacher Taking on the Role of Student Mentor, Mentoring and Tutoring Vol 7. No.1, 5-21

Crozier, G., Menter, I., & Pollard, A. (1990) Changing Partnership in Partnership in Initial Teacher Training (eds) Booth. M., Furlong, J., Wilkin, M. Cassell Educational Limited, 44-56

Day, C., Kingston, A., Stobart, G., & Simmons, P. (2006) The personal and professional selves of teachers: stable and unstable identities. British Educational Research Journal Vol.23, No.4, 601-616

DES: Department of Education and Science (1984) <u>Initial Teacher Training: Approval of Courses</u> (Circular 3/84). London: DES

DES: Department of Education and Science (1989) <u>Initial Teacher Training: Approval of Courses</u> (Circular 3/24/89). London: DES

DES: Department of Education and Science (1992) <u>Initial Teacher Training Secondary Phase</u> (Circular 9/92). London: DES

Denzin, N.K., & Lincoln, Y.S. (1994) Entering the Field of Qualitative Research in <u>Handbook of Qualitative Research</u> (eds) Denzin, N.K., & Lincoln, Y.N. Sage Publications, Thousand Oaks, London, New Delhi, 1-17

Dobbert, M.L., & Kurth-Schai, R. (1992) Systematic Ethnography: toward an evolutionary science of education and culture in <u>The Handbook of Qualitative Research in Education</u> (eds) LeCompte. M.D., Millroy, W.l., Preissle, J., Academic Press, San Diego, New York, Boston, London, Sydney, Tokyo, Toronto, 93-159

Dunne, M., Lock, R., & Soares A. (1996) Partnership in Initial Teacher Education: after the shotgun wedding. <u>Educational Review, Vol.48, No. 1</u>, 41-53

Duquette, C. (1998) Perceptions of Mentor Teachers in School-Based Teacher Education Programs <u>Journal of Education for Teaching Vol.24, No.2</u>, 177-179

Duquette, C. (1994) The Role Of The Cooperating Teacher In A School-Based Teacher Education Programme: benefits and concerns Teaching and Teacher Education Vol.10, No.3, 345-353

Edwards, A. (1998) Mentoring Student Teachers in Primary Schools: assisting student teachers to become learners European Journal of Teacher Education Vol.21, No.1, 47-62

Feiman-Nemser, S. (1998) Teachers as Teacher Educators (1) European Journal of Teacher Education Vol 21, No.1, 63-74

Fine, G. (1993) The Sad Demise, Mysterious Disappearance and Glorious Triumph of Symbolic Interactionism in Annual Review Sociology Vol.19, 61-87

Fletcher, S. (2000) Mentoring in Schools: A Handbook of Good Practice Kogan Page, London, Sterling (USA)

Furlong, J., & Maynard, P. (1995) Mentoring Student Teachers: The Growth of Professional Knowledge Routledge, London

Goffman, E. (1959) The Presentation of Self in Everyday Life Anchor Books, Doubleday, New York, London, Toronto, Sydney, Auckland

Goffman, E (1961) <u>Asylums: Essays on the Social Situation of Mental Patients and Other Inmates</u> Penguin Books, London, New York, Australia, Canada, New Zealand

Goodfellow, J., & Sumsion, J. (2000) Transformative Pathways: field-based teacher educators' perceptions <u>Journal of Education for Teaching Vol. 26. No. 3</u>, 245-257

Graham, P. (1997) Tensions in the Mentor Teacher – Student Teacher Relationship: Creating Productive Sites for Learning Within A High School English Teacher Education Programme <u>Teaching and Teacher Education Vol.13, No.5</u>, 513-527

Guba, E.G., & Lincoln, Y.S. (1994) Competing Paradigms in Qualitative Research in <u>Handbook of Qualitative Research</u> (eds) Denzin, N.K., & Lincoln, Y.S. Sage Publications, Thousand Oaks, London, New Delhi, 105-117

Guba, E.G. (1990) The Alternative Paradigm Dialog in <u>The Paradigm Dialog Ed.</u> Guba, E.G. Sage Publications, Newbury park CA., 17-30

Hammersley, M. (1980a) On Interactionist Empiricism in <u>Pupil Strategies: explorations in the sociology of the school</u> Woods, P. (ed.) London: Croom Helm, 198-213

Hammersley, M. (1980b) Classroom Ethnography in <u>Educational Analysis, Vol.2, No.2</u>, 47-74

Hargreaves. A. (1984) The Significance of Classroom Strategies in Classrooms and Staffrooms: The Sociology of Teachers and Teaching (eds) Hargreaves, A., & Woods, P. Open University Press, Milton Keynes, 64-85

Hargreaves, D. (1986) Whatever Happened to Symbolic Interactionism? in Controversies in Classroom Research Hammersley. M (ed.) Open University Press, Milton Keynes, 135-175

Hastings, W. (2004a) I just felt so guilty: the emotional dimension of supporting problematic pre-service teachers. Paper presented at the Australian Association for Research in Education Annual Conference, Melbourne 29th November

Hastings, W. (2004b) Emotions and the practicum: the cooperating teachers' perspective Teachers and Teaching: theory and practice Vol 10. No.2, 135-148

Hayes, D. (2001) The Impact of Mentoring and Tutoring on Student Primary Teachers' Achievements: a case study. Mentoring & Tutoring, Vol.9, No.1, 5-21

Healy, C.C., & Weichert, A.G. (1990) Mentoring relations: a definition to advance research and practice. Educational Research Vol.19 No.9, 17-21

Hulshof, H., & Verloop, N (1994) The collaborating Teacher as Co-Educator in Teacher Education. Australian Journal of Teacher Education Vol. 19 No.2, 25-34

Isenbarger, L., & Zembylas, M (2006) The Emotional Labour of Caring in Teaching Teaching and Teacher Education Vol.19 No.2, 120-141 http://www.sciencedirect.com/science? Downloaded 24/08/2006, 120-141

Jones, M. (2001) Mentors' Perceptions of Their Roles in School-Based Teacher Training in England and Germany. Journal of Education for Teaching Vol.27 No.1, 75-94

Kauchak, D.P., & Eggen, P.D. (1998) Learning and Teaching, Research-Based Methods 3rd Edition Allyn & Bacon, Boston, London, Toronto, Sydney, Tokyo, Singapore

Kelchtermans, G. (2005) Teachers' emotions in educational reforms: Self-understanding, vulnerable commitment and micropolitical literacy. Teaching and Teacher Education 21, 995-1006

Kennedy, M. (1991) Some Surprising Findings on How Teachers Learn to Teach Educational Leadership, 14-17

Koernier, M. (1992) The Cooperating Teacher: An Ambivalent Participant in Student Teaching. Journal of Teacher Education Vol. 43 No. 1, 46-56

Koetsier, C.P., Wubbels, T., Korthagen, F.A.J. (1997) Partnership and Co-operation between the Teacher Education Institute and the Schools: A Precondition for Structured

Learning from Practice in School-based Programmes <u>Papers from the 21ˢᵗ. Annual Conference ATEE</u> McCall, J., & Mackay, R. (eds)

Kvale, S. (1996) <u>InterViews An Introduction to Qualitative Research Interviewing</u> Sage Publications, Thousand Oaks, London, New Delhi

Martin, D. (1997) Mentoring in one's own classroom: An Exploratory Study of Contexts. <u>Teaching and Teacher Education Vol.13, No.2</u>, 183-197

Maynard, T., & Furlong, J. (1993) Learning to Teach and Models of Mentoring in <u>Mentoring: Perspectives on School-Based Teacher Education</u> McIntyre, D., Wilkin, M., Hagger, H. Kogan Page Ltd. (eds), London, 69-85

Maxwell, J.A. (1998) Designing A Qualitative Study in <u>Handbook of Applied Social Research Methods</u> Bickman, L. Rog. D. J. (eds) Sage Publications Thousand Oaks, London, New Delhi, 69-100

Mead, G.H. (1934) <u>Mind, Self and Society From The Standpoint Of A Social Behaviorist</u> The University of Chicago Press, Chicago and London

McIntyre, D., & Hagger, H. (1993) Teachers' Expertise and Models of Mentoring in <u>Perspectives on School-Based Teacher Education</u> McIntyre, D., Wilkin, M., Hagger, H. Kogan Page Ltd. (eds), London, 86-102

Miles, B.M., & Huberman, A.M. (1994) <u>Qualitative Data Analysis: An Expanded Sourcebook</u> 2<sup>nd</sup><u>Edition</u> Sage Publications, Thousand Oaks, London New Delhi

Murray, R. (2002) <u>How To Write A Thesis</u> Open University Press, United Kingdom, New York

Nias, J. (1989) <u>Primary Teachers Talking: A Study of Teaching as Work.</u> Routledge, London & New York

O'Brien, J. (1999) The Current Context of Partnership in <u>TNTEE Journal Vol.1, No.1,</u> 71-80 Bates, T. (ed) http://tntee.umu.se/publications/journal1-1html Downloaded 29/04/03,

Patton, M.Q. (1990) <u>Qualitative Evaluation and Research Methods</u> 2<sup>nd</sup> <u>Edition</u> Sage Publications Newbury Park, London, New Delhi

Plummer, K. (2002) Symbolic Interactionism in the Twentieth Century in <u>The Blackwell Companion to Social Theory</u> 2<sup>nd</sup> <u>Edition</u> Turner, B.S. (ed) Blackwell Publishers, 193-222

Plummer, K. (1975) <u>Sexual Stigma</u> Routledge & Kegan Paul, London

Pollard, A. with Filer, A. (1996) The Social World of Children's Learning: Case Studies of Pupils from Four to Seven Cassell, London, New York

Pratt, D.D. and Collins, J.B. (1998) Teaching Perspectives Inventory Available: http://www.teachingperspectives.com

Preparing Teachers for the 21st Century Report of the Working Group on Primary Pre-service Teacher Education (2002) The Stationery Office, Dublin, Government of Ireland

Primary School Curriculum: Introduction (1999) The Stationery Office, Dublin, Government of Ireland

Price, A., & Willett, J. (2006) Primary teachers' perceptions of the impact of initial teacher training upon primary schools Journal of In-service Education Vol.32, No.1, 33-45

Richards, L. (2005) Handling Qualitative Data A Practical Guide Sage Publications, London, Thousand Oaks, New Delhi

Ritzer, G. & Goodman, D.J. (2003) Symbolic Interactionism in Sociological Theory 6th Edition McGraw Hill, Boston, New York, San Francisco, St.Louis, Bangkok, Caracas, Kuala Lumpur, Lisbon, London, Madrid, Mexico City, Milan, Montreal, New Delhi, Santiago, Seoul, Singapore, Sydney, Taipei, Toronto, 334-373

Schon, D. (1995) The Reflective Practitioner: How Professionals Think In Action Arena, London

Schwandt, T.A. (1994) Constructivist, Interpretivist Approaches to Human Inquiry_in Handbook of Qualitative Research   Denzin, N.K., & Lincoln, Y.S. (eds) Sage Publications, Thousand Oaks, London, New Delhi, 118-137

Sherman, R.R., & Webb, R.B. (Eds.) (1988) Qualitative Research in Education: focus and methods. Explorations in Ethnography London, Falmer Press

Silverman, D. (2001) Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction 2nd Edition Sage Publications  London, Thousand Oaks, New Delhi

Stanulis, R. N., & Russell, D. (2000) "Jumping in": trust and communication in mentoring student teachers Teaching and Teacher Education 16, 65-80

Stephenson, J. (1999) The Development of Innovative Strategies of Co-operation between Teacher Education Institutions and Education Services: an overview of current member practice   TNTEE   Journal   Vol.1.   No.1   Bates,   T.   (ed.) http://tntee.umu.se/publications/journal1-1 html (Downloaded 29/04/03)

Stones, E. & Morris, S. (1972) Teaching Practice: Problems and Perspectives Methuen & Co., London

Strauss, A., and Corbin, J. (1990) Basics of Qualitative research: Grounded Theory Procedures and Techniques Sage Publications, Newbury Park, London, New Delhi

Strauss, A., and Corbin, J. (1998) Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory 2nd Edition Sage Publications, Thousand Oaks, London, New Delhi

Strauss, A. (1987) Qualitative Analysis for Social Scientists Cambridge University Press, Cambridge, New York, New Rochelle, Melbourne, Sydney

The Thematic Network on Teacher Education in Europe (1999) TNTEE Journal Vol. 1 No 1

Thomas, W.I. The Child in America Knopf, New York (1928)

Vaisanen, P. (2000) Constructing a model and systematising tools for promoting pre-service teachers' professional development: description of an extended mentoring program in Papers of the 25th. ATEE Annual Conference Montane, M & Cambra, J. (eds)

Vonk, J.H.C. (1993) Mentoring beginning teachers: Mentor knowledge and skills Mentoring Vol. 1 No.1, 31-41

Watt, D. (1995) The roles of the mentor and link tutor in primary school mentor training Mentoring & Tutoring Vol.3, No. 2, 13-18

Wildman, T.M., Magliaro, S.G., Niles, R.A., & Niles, J.A. (1992) Teacher Mentoring: An Analysis of Roles, Activities and Conditions in Journal of Teacher Education Vol.43, No.3, 205-213

Wilkin, M. (1990) The Development of Partnership in the United Kingdom in Partnership in Initial Teacher Education Eds. Booth, M., Furlong, J., & Wilkin, M. Cassell Educational Limited, 3-23

Williams, A. (1993) Teachers perceptions of their needs as mentors in the context of developing school-based Initial Teacher Education British Educational Research Journal Vol.19, No.4, 407-419

Wolcott, H.F. (1992) Posturing in Qualitative Research in The Handbook of Qualitative Research in Education (eds) LeCompte, M.D., Millroy, W.L., Preissle, J. Academic Press San Diego, New York, Boston, London, Sydney, Tokyo, Toronto, 3-52

Woods, P. (1995a) Managing Marginality: Aspects of the career of a primary school head in Creative Teachers in Primary Schools Open University Press, Buckingham, 134-156

Woods, P. (1995b) Self-determination among primary school teachers in <u>Creative</u> <u>Teachers in Primary Schools</u> Open University Press, Buckingham, 157-178


Woods, P. (1992) Symbolic Interactionism: Theory and Method in <u>The Handbook of</u> <u>Qualitative Research in</u> Education LeCompte, M.D., Millroy, W.L., Preissle, J. (eds) Academic Press, San Diego, New York, Boston, London, Sydney, Tokyo, Toronto, 337-404


Woods, P. (1983) <u>Sociology and the School: An Interactionist Viewpoint</u> Routledge & Kegan Paul, London, Boston, Melbourne & Henley


Zembylas, M. (2004) The emotional characteristics of teaching: an ethnographic study of one teacher <u>Teaching and Teacher Education 20</u>, 185-201


Zembylas, M. (2003) Interrogating "Teacher Identity": Emotion, Resistance and Self-formation <u>Educational Theory Vol. 53, no. 1</u>, 107-127

# Appendices for Dissertation

## Appendix One: Consent Form for Cooperating Teacher

Mr. Patrick Fullam has explained the purpose of interviewing me before, during and after this Home-based Teaching Practice. This study is being carried out as part of the Doctoral studies that he is currently engaged in with Sheffield Hallam University, Sheffield, England.

He has explained that I will be given a pseudonym to protect my identity and ensure confidentiality. Also the student teacher in my classroom will be given a pseudonym to protect her/his identity and ensure confidentiality. The student will be informed by Mr. Fullam that this study is being conducted.

No mention will be made of the names of any member of staff, or of any person associated with this school, or of any student teacher or of any member of staff of the College.

Mr. Fullam is not the student teacher's supervisor for this Teaching Practice. This research will not influence in any way whatsoever the grade that is awarded to the student for this Teaching Practice.

Transcripts of the interviews will be given to me and I reserve the right to modify, alter, amend or omit any portion of the interview.

I give my consent to be interviewed by Mr. Patrick Fullam.

Signed:_____

Date:_____

## Appendix Two: Consent Form for Student Teacher

Mr. Patrick Fullam has informed me that he is currently engaged in a Doctoral study with Sheffield Hallam University, Sheffield, England. As part of this study he will interview my cooperating classroom teacher before, during and after this home-based Teaching Practice.

Mr. Fullam is not my supervisor for this Teaching Practice. I understand that this research will not influence in any way whatsoever the grade that is awarded to me for this Teaching Practice.

No mention will be made of the names of any member of the primary school staff, or of any student teacher, or of any member of staff of the College in the dissertation.

The cooperating teachers and students will be given pseudonyms to protect their identities and ensure confidentiality.

I give my consent for the above study to proceed.

Signed: _____

Date: _____

## Appendix Three: Pre TP Interview with Cooperating Teachers

**Memories of self as a Student Teacher**

Q. Perhaps we can start by your telling me your own memories of teaching practice?

Q. What are your memories of the classroom teachers? In what ways did you find them helpful?

Q. How important was TP in preparing you for what you're doing now?

**Prior Experience of Having a Student Teacher on TP**

Q. Tell me about your previous experience(s), if any, of having a student on a home-based TP?

Q. Now that you have agreed to take on a student teacher tell me how you feel about it?

**Why Take on a Student Teacher**

Q. You have some anxieties and concerns so why have you agreed to take on a student teacher?

**Hopes, Expectations, Advantages**

Q. What are the advantages that you see in this situation for yourself?

Q. Are there any aspects of classroom work where you feel you may be particularly helpful to the student teacher?

Q. Are there areas where you may learn from the student teacher?

**Disadvantages**

Q. What disadvantages do you see for yourself in this situation?

Q. And if things aren't working out what will you do?

**Change of Role**

Q. You're handing over your class for five weeks, how do you feel about another person taking your place as teacher?

**Notion of the Self as the Ideal Teacher**

Q. How would you describe "a good teacher"?

Q. So what will you be looking for in your student teacher?

Q. What are the difficulties that the student teacher may face in your classroom?

Q. How do you think you may be able your student?

**Student Teacher as Classroom Assistant/Observer**

Q. What are your views on the student teacher assisting and observing you for three days?

**Cooperating Teacher and Supervisor**

Q. What has been your previous experience, if any, with the College supervisors?

Q. What are your expectations now?

## During TP Interview with Cooperating Teachers

### Initiating a Relationship with the Student Teacher

Q. How did the three days of student teacher as assistant/observer work out?

Q. How did you feel about another adult being present with you in the classroom?

### Arrangements for Student Teacher's Workload

Q. Did you have an opportunity to discuss your work programme with the student? Tell me what discussion took place?

Q. What arrangements were made?

### Classroom Teacher as Observer

Q. Starting with the positive what do you see as the good qualities of your student?

Q. Bearing in mind that this person is still a novice teacher are there qualities that need to be developed?

Q. In general how do you think the student is presenting herself to the class?

Q. How does she interact with the class as a whole?

Q. Tell me about her interaction with children who have special needs?

Q. What about children from the traveller community?

**Situations that cause Annoyance**

Q. Do you find any situation where you find the student's behaviour annoying because of her attitude to you?

Q. Can you describe what happened?

**Interaction between Classroom and Student Teacher**

Q. How would you describe the level of interaction between your self and the student?

Q. Tell me about specific areas where the student sought your help or advice?

Q. How did it feel to be asked/not asked?

**Opportunity of Seeing the Children from a Different Perspective**

Q. Now that you have an opportunity to sit back and watch someone else teach the children, what have you learned about them?

**Reflecting on Self as Teacher**

Q. Having seen your pupils in a new light have you taught about yourself as teacher?

**Redefining Self in the Situation**

Q. You're a classroom teacher that has actually handed over your class so you're no longer teaching the children. So how do you see yourself at the moment?

Q. Suppose things were not going as you would like them to what would you do?

**Relationships**

Q. How would you describe your relationship with the student teacher?

Q. What are your impressions of the supervisor?

Q. How would you describe your relationship with the supervisor?

Q. What interaction takes place between yourself and the supervisor?

Q. Since you see more than the supervisor do you think that you should influence the supervisor?

**Being Valued and Emotional Response**

Q. Do you feel valued by the student?

Q. Do you feel valued by the College? By the supervisor?

Q. Tell me in your own words how do you feel about the whole situation at the moment?

## Post TP Interview with Cooperating Teachers
**Outcomes: Benefits and Concerns**

Q. When we spoke last time you described taking on a student teacher as "a big gamble/luck of the draw". What exactly did you mean by that?

Q. Overall how do you think this gamble worked out?

Q. How did your pupils progress over the five weeks? Did you have work to catch up on?

Q. Were there any particular ways in which your pupils benefited? Any areas in which they may have lost out?

Q. In what ways do you feel the student benefited from the experience?

Q. What about yourself, were there benefits for you? Were there ways in which it contributed to your professional development?

## Relationships

Q. By the end of TP how would you describe your personal relationship with the student?

Q. How would you describe the professional relationship between both of you?

Q. Would you take on another student? Why? Why not?

Q. What was the level of relationship between yourself and the supervisor?

## Interactions

Q. How did the student's relationship with the children continue to develop over the five weeks?

Q. Did she continue to build on her strengths? If so, how was this achieved?

Q. You felt frustrated by the fact that the student didn't seek any help, advice or guidance from you although you told me that you were more than willing to help the student? Were there any developments in this regard? How do you feel about it now?

Q. When we spoke last you had/hadn't any sense of being valued by the student? How do you feel about this now?

Q. You were annoyed by the student's attitude to some professional aspects of her work. Did you find any strategies to intervene?

**Comparing TP to Daily Life in the Classroom**

Q. How important is TP in preparing a student teacher for the profession?

Q. How accurately does it reflect what actually goes on in the classroom every day?

Q. Looking at TP as it is currently organised and conducted what would you change to improve it? What would you not change?

**A Mentoring and Assessing Role for the Classroom Teacher**

Q. In general what are your views on the cooperating teacher as mentor? As assessor?

Q. What are your views now on having a more official mentoring role? A more official assessing role?

Q. Have you any knowledge of the grade awarded to the student? How do you feel about not having any input into the final grade?

Q. In relation to mentoring what do you see as your ideal role?

Q. In relation to assessing what do you see as your ideal role?

**Looking Back and Looking Ahead – Making Recommendations**

Q. What advice would you give another teacher who is about to take on a student teacher foe five weeks?

Q. Have you any advice for supervisors?

Q. Have you any advice for the College authorities?

Q. What advice do you have for student teachers?

**Overall Impression of the Experience**

Q. Now that the TP is over talk to me about your overall feeling?

# Appendix Four: Pre Teaching Practice Interviews Open Coding

NVivo revision 1.2.142     Licensee: MIC

Project: Teaching Practice  User: Administrator Date: 20/12/2006 - 11:28:41
NODE LISTING

    Nodes in Set: All Tree Nodes
    Created:     12/08/2005 - 10:28:05
    Modified:   12/08/2005 - 10:28:05
    Number of Nodes:   485

| | |
|---|---|
| 1 | (1) /DEFINING THE SITUATION |
| 2 | (1 1) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER |
| 3 | (1 1 13) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/delighted to give something back |
| 4 | (1 1 14) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/classroom experience essential |
| 5 | (1 1 14 16) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/classroom experience essential/students lack experience |
| 6 | (1 1 20) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/children benefited |
| 7 | (1 1 21) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/a new perspective on the children |
| 8 | (1 1 76) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/loves to help past pupils |
| 9 | (1 1 86) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/class given to me |
| 10 | (1 1 87) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/likes to help the student |
| 11 | (1 1 128) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/give st same opportunity I got |
| 12 | (1 1 212) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/TP keeps contact with College |
| 13 | (1 1 227) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/encourage them take my class |
| 14 | (1 1 280) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/as a st I was given a class |
| 15 | (1 1 309) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/need to be positive |
| 16 | (1 1 310) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/not right to refuse a local st |
| 17 | (1 1 330) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/oblige the st like I was helped |

| 18 | (1 1 398) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/helps to make choices re classes |
|---|---|
| 19 | (1 1 408) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/we all need a start |
| 20 | (1 1 438) /DEFINING THE SITUATION/WHY TAKE ON A STUDENT TEACHER/all students need a start |
| 21 | (1 2) /PERSPECTIVES/HOPES, EXPECTATIONS |
| 22 | (1 2 15) /PERSPECTIVES/HOPES, EXPECTATIONS/helping constructive criticism only |
| 23 | (1 2 17) /PERSPECTIVES/HOPES, EXPECTATIONS/Likes to mentor, wants to give |
| 24 | (1 2 18) /PERSPECTIVES/HOPES, EXPECTATIONS/wants to share her expertise |
| 25 | (1 2 19) /PERSPECTIVES/HOPES, EXPECTATIONS/open to learning |
| 26 | (1 2 22) /PERSPECTIVES/HOPES, EXPECTATIONS/seeing their little natures |
| 27 | (1 2 85) /PERSPECTIVES/HOPES, EXPECTATIONS/learning from the student teacher |
| 28 | (1 2 99) /PERSPECTIVES/HOPES, EXPECTATIONS/students work hard |
| 29 | (1 2 129) /PERSPECTIVES/HOPES, EXPECTATIONS/willing to help the student |
| 30 | (1 2 130) /PERSPECTIVES/HOPES, EXPECTATIONS/wants to learn from the student |
| 31 | (1 2 176) /PERSPECTIVES/HOPES, EXPECTATIONS/student came for advice |
| 32 | (1 2 177) /PERSPECTIVES/HOPES, EXPECTATIONS/learning from each other |
| 33 | (1 2 178) /PERSPECTIVES/HOPES, EXPECTATIONS/the break is brilliant |
| 34 | (1 2 183) /PERSPECTIVES/HOPES, EXPECTATIONS/opportunities to learn from st |
| 35 | (1 2 184) /PERSPECTIVES/HOPES, EXPECTATIONS/TP contributing to prof~ dev~ |
| 36 | (1 2 278) /PERSPECTIVES/HOPES, EXPECTATIONS/learning something new |
| 37 | (1 2 279) /PERSPECTIVES/HOPES, EXPECTATIONS/a reciprocal learning situation |
| 38 | (1 2 331) /PERSPECTIVES/HOPES, EXPECTATIONS/can learn from st |
| 39 | (1 2 345) /PERSPECTIVES/HOPES, EXPECTATIONS/hopes st will ask for help |
| 40 | (1 2 376) /PERSPECTIVES/HOPES, EXPECTATIONS/st & ct exchanging resources |
| 41 | (1 2 395) /PERSPECTIVES/HOPES, EXPECTATIONS/TP gives confidence |

| 42 | (1 2 396) /PERSPECTIVES/HOPES, EXPECTATIONS/prepares you for the unexpected |
|----|---|
| 43 | (1 2 397) /PERSPECTIVES/HOPES, EXPECTATIONS/TP brings you down to earth |
| 44 | (1 3) /PERSPECTIVES/WORRIES ANXIETIES |
| 45 | (1 3 77) /PERSPECTIVES/WORRIES ANXIETIES/timing of TP |
| 46 | (1 3 78) /PERSPECTIVES/WORRIES ANXIETIES/5 weeks a long time |
| 47 | (1 3 79) /PERSPECTIVES/WORRIES ANXIETIES/re-establishing discipline |
| 48 | (1 3 80) /PERSPECTIVES/WORRIES ANXIETIES/children not prepared for test |
| 49 | (1 3 81) /PERSPECTIVES/WORRIES ANXIETIES/crowded timetable rushing children |
| 50 | (1 3 82) /PERSPECTIVES/WORRIES ANXIETIES/sloppy work |
| 51 | (1 3 100) /PERSPECTIVES/WORRIES ANXIETIES/pressure to get a high grade |
| 52 | (1 3 123) /PERSPECTIVES/WORRIES ANXIETIES/worried for the student |
| 53 | (1 3 124) /PERSPECTIVES/WORRIES ANXIETIES/worried how parents will react |
| 54 | (1 3 125) /PERSPECTIVES/WORRIES ANXIETIES/worried about content and workbooks |
| 55 | (1 3 126) /PERSPECTIVES/WORRIES ANXIETIES/having to re-do topics |
| 56 | (1 3 127) /PERSPECTIVES/WORRIES ANXIETIES/will the st maintain discipline~ |
| 57 | (1 3 175) /PERSPECTIVES/WORRIES ANXIETIES/hoping discipline is maintained |
| 58 | (1 3 179) /PERSPECTIVES/WORRIES ANXIETIES/more tired watching than teaching |
| 59 | (1 3 185) /PERSPECTIVES/WORRIES ANXIETIES/pupils' learning to continue |
| 60 | (1 3 186) /PERSPECTIVES/WORRIES ANXIETIES/discipline a huge thing |
| 61 | (1 3 281) /PERSPECTIVES/WORRIES ANXIETIES/wrong time of year for TP |
| 62 | (1 3 283) /PERSPECTIVES/WORRIES ANXIETIES/potential irritations & annoyances |
| 63 | (1 3 290) /PERSPECTIVES/WORRIES ANXIETIES/class not taught properly |
| 64 | (1 3 302) /PERSPECTIVES/WORRIES ANXIETIES/wrong time of week for observing |
| 65 | (1 3 304) /PERSPECTIVES/WORRIES ANXIETIES/poor timing |
| 66 | (1 3 311) /PERSPECTIVES/WORRIES ANXIETIES/supervisors and morning buses |

| 67 | (1 3 335) /PERSPECTIVES/WORRIES ANXIETIES/hopes st will not be strict |
|----|----|
| 68 | (1 3 343) /PERSPECTIVES/WORRIES ANXIETIES/concerned that the work is covered |
| 69 | (1 3 375) /PERSPECTIVES/WORRIES ANXIETIES/lesson notes the bane of sts' lives |
| 70 | (1 3 384) /PERSPECTIVES/WORRIES ANXIETIES/sts under enough pressure already |
| 71 | (1 3 400) /PERSPECTIVES/WORRIES ANXIETIES/sts timetable cts book driven |
| 72 | (1 3 401) /PERSPECTIVES/WORRIES ANXIETIES/not enough flexibility in timetable |
| 73 | (1 3 411) /PERSPECTIVES/WORRIES ANXIETIES/ct left with the baby |
| 74 | (1 3 417) /PERSPECTIVES/WORRIES ANXIETIES/likes to keep an eye on discipline |
| 75 | (1 3 439) /PERSPECTIVES/WORRIES ANXIETIES/length & time of year for TP |
| 76 | (1 3 448) /PERSPECTIVES/WORRIES ANXIETIES/sts don't have time to revise |
| 77 | (1 3 449) /PERSPECTIVES/WORRIES ANXIETIES/no flexibility in their timetable |
| 78 | (1 3 450) /PERSPECTIVES/WORRIES ANXIETIES/concerned about Maths programme |
| 79 | (1 3 451) /PERSPECTIVES/WORRIES ANXIETIES/unsure of what work to give st |
| 80 | (1 3 454) /PERSPECTIVES/WORRIES ANXIETIES/st's plans and class programme |
| 81 | (1 4) /PERSPECTIVES/ROLE OF THE CLASS TEACHER |
| 82 | (1 4 23) /PERSPECTIVES/ROLE OF THE CLASS TEACHER/official mentoring cautious approach |
| 83 | (1 4 24) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/certain schools earmarked |
| 84 | (1 4 25) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/specialist mentors within schools |
| 85 | (1 4 26) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/present role informal and voluntary |
| 86 | (1 4 27) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/need for special training |
| 87 | (1 4 28) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/mentors to be paid for their time |
| 88 | (1 4 30) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/informal input from ct |
| 89 | (1 4 31) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/preference for mentoring only |
| 90 | (1 4 91) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/sensitive in how to advise st |

| 91  | (1 4 92) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/never interrupt |
|-----|---|
| 92  | (1 4 93) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/support |
| 93  | (1 4 94) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/encourage |
| 94  | (1 4 98) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/support and encourage |
| 95  | (1 4 133) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/won't interrupt even re discipline |
| 96  | (1 4 134) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/plan to maintain discipline |
| 97  | (1 4 180) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/help out the student |
| 98  | (1 4 181) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/staying very much in touch |
| 99  | (1 4 182) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/help st form relationship with kids |
| 100 | (1 4 204) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/subtle in giving advice |
| 101 | (1 4 205) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/different approaches that work |
| 102 | (1 4 206) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/no guidelines from the College |
| 103 | (1 4 207) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/no time to talk to student |
| 104 | (1 4 238) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/ct more involved now |
| 105 | (1 4 239) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/more opportunity for interaction |
| 106 | (1 4 287) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/need to stay in classroom |
| 107 | (1 4 293) /NEGOTIATION/ROLE OF THE CLASS TEACHER/areas where ct can help |
| 108 | (1 4 312) /NEGOTIATION/ROLE OF THE CLASS TEACHER/phonics, homework, library continued |
| 109 | (1 4 313) /NEGOTIATION/ROLE OF THE CLASS TEACHER/not interfering |
| 110 | (1 4 334) /NEGOTIATION/ROLE OF THE CLASS TEACHER/children are the prime concern |
| 111 | (1 4 346) /NRGOTIATION/ROLE OF THE CLASS TEACHER/background info~ on the children |
| 112 | (1 4 348) /NEGOTIATION/ROLE OF THE CLASS TEACHER/ct willing to share her resources |
| 113 | (1 4 361) /DEFINING THE SITUATION/ROLE OF THE CLASS TEACHER/cts act on their own initiative |

114  (1 4 362) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/ct is a valuable resource
115  (1 4 363) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/sts need guidelines from College
116  (1 4 364) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/ct as mentor more pressure on st
117  (1 4 365) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/sts need time to make mistakes
118  (1 4 366) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/resources, charts & lesson plans
119  (1 4 383) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/sts treated like royalty
120  (1 4 386) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/past pupils welcomed with open arms
121  (1 4 387) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/help sts in every possible way
122  (1 4 418) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/will help with local history
123  (1 4 420) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/sensitivity re spelling mistake
124  (1 4 421) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/sts seek suggestions for Theme Day
125  (1 4 425) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/explaining is everything
126  (1 4 441) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/no guidelines, unsure of what to do
127  (1 4 442) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/need for better communication
128  (1 4 443) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/if supervisor present to help or not
129  (1 4 444) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/my role re discipline~
130  (1 4 445) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/keep children aware you're present
131  (1 4 446) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/unsure of what help to give st
132  (1 4 458) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/a demanding role for the ct
133  (1 4 459) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/willing to give help & advice
134  (1 4 460) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/willing to share resources
135  (1 4 461) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/sts grateful for suggestions
136  (1 4 463) /DEFINING THE SITUATION/ROLE OF THE CLASS
     TEACHER/ct staying involved with the class

137 (1 4 471) /DEFINING THE SITUATION/ROLE OF THE CLASS
TEACHER/critical in a nice way

138 (1 4 473) /DEFINING THE SITUATION/ROLE OF THE CLASS
TEACHER/comment discreetly without offending

139 (1 5) /PERSPECTIVES/ADVANTAGES

140 (1 5 34) /PERSPECTIVES/ADVANTAGES/advantages 1 learning from st

141 (1 5 35) /PERSPECTIVES/ADVANTAGES/introduce pupils to computer

142 (1 5 36) /PERSPECTIVES/ADVANTAGES/research class programme

143 (1 5 131) /PERSPECTIVES/ADVANTAGES/catch up on her own work

144 (1 5 132) /PERSPECTIVES/ADVANTAGES/help two weak pupils

145 (1 5 173) /PERSPECTIVES/ADVANTAGES/time for your own work

146 (1 5 174) /PERSPECTIVES/ADVANTAGES/learning from the st

147 (1 5 228) /PERSPECTIVES/ADVANTAGES/catch up on work

148 (1 5 242) /PERSPECTIVES/ADVANTAGES/learning from student
teachers

149 (1 5 243) /PERSPECTIVES/ADVANTAGES/new subjects, new ideas

150 (1 5 244) /PERSPECTIVES/ADVANTAGES/old subjects, old ways best

151 (1 5 246) /PERSPECTIVES/ADVANTAGES/balance the new and the old

152 (1 5 247) /PERSPECTIVES/ADVANTAGES/st is a relief for a teaching
prin~

153 (1 5 264) /PERSPECTIVES/ADVANTAGES/TP learning something new

154 (1 5 265) /PERSPECTIVES/ADVANTAGES/will learn from the student

155 (1 5 289) /PERSPECTIVES/ADVANTAGES/opportunity to catch up on
work

156 (1 5 332) /PERSPECTIVES/ADVANTAGES/good experience for the
children

157 (1 5 333) /PERSPECTIVES/ADVANTAGES/opportunity to help weak
children

158 (1 5 339) /PERSPECTIVES/ADVANTAGES/time to plan for weaker
children

159 (1 5 340) /PERSPECTIVES/ADVANTAGES/time to liaise with other
teachers

160 (1 5 341) /PERSPECTIVES/ADVANTAGES/time for discussing with
parents

161 (1 5 342) /PERSPECTIVES/ADVANTAGES/time for personal
preparation

162 (1 5 414) /PERSPECTIVES/ADVANTAGES/opportunity to work on my
files

163 (1 5 415) /PERSPECTIVES/ADVANTAGES/obseve & learn from st

164 (1 5 416) /PERSPECTIVES/ADVANTAGES/request useful resources

165 (1 5 455) /PERSPECTIVES/ADVANTAGES/learning new ideas from st

166 (1 5 456) /PERSPECTIVES/ADVANTAGES/new approaches in Maths &
Music

167 (1 6) /PERSPECTIVES/DISADVANTAGES

168 (1 6 37) /PERSPECTIVES/DISADVANTAGES/disadvantage luck of the
draw

169   (1 6 38) /PERSPECTIVES/DISADVANTAGES/good discipline crucial
170   (1 6 39) /PERSPECTIVES/DISADVANTAGES/parents querying
      apprentice teacher
171   (1 6 291) /PERSPECTIVES/DISADVANTAGES/class not being
      disciplined
172   (1 6 292) /PERSPECTIVES/DISADVANTAGES/having to go back over
      work
173   (1 7) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER
174   (1 7 50) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/good
      teacher loves the job
175   (1 7 51) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/be a
      communicator
176   (1 7 52) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/have a
      sense of humour
177   (1 7 53) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/aware of
      what's happening
178   (1 7 54) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/children
      trust you
179   (1 7 55) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/a good
      listener
180   (1 7 56) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/cool head
181   (1 7 57) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/share
      what you know
182   (1 7 58) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/give them
      time
183   (1 7 59) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/Teaching
      is a preparation for life
184   (1 7 60) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/empathise
      with children
185   (1 7 61) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/born
      teacher has patience
186   (1 7 62) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/interest in
      teaching
187   (1 7 95) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/imparting
      knowledge
188   (1 7 97) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/get the
      best from each child
189   (1 7 97 96) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/get the
      best from each child/sensitive to needs and backgrounds
190   (1 7 136) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/a good
      teacher is caring
191   (1 7 137) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/kids
      confide in her
192   (1 7 138) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/each
      child is important

193 (1 7 139) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/be a
good listener
194 (1 7 140) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/bring
things to their level
195 (1 7 141) /PERSPECTIVES/THE IDEAL 'SELF' AS
TEACHER/respecting one another
196 (1 7 143) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/linking
caring with learning
197 (1 7 172) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/theory v
practice
198 (1 7 199) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/good
teacher, kind, fair, interested
199 (1 7 201) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/enjoy
teaching children
200 (1 7 202) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/realise
each child's uniqueness
201 (1 7 203) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/ensure
they've learned
202 (1 7 248) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/a child
centred approach
203 (1 7 250) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/make
allowances for differences
204 (1 7 251) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/trusting
you, knowing you care
205 (1 7 252) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/sn
children are the most important
206 (1 7 294) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/need for
willingness to learn
207 (1 7 295) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/caring,
loving, willing to listen
208 (1 7 297) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/children
need to be listened to
209 (1 7 299) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/caring,
loving, good listener
210 (1 7 300) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/children
will confide in
211 (1 7 301) /PERSPECTIVES/THE IDEAL 'SELF' AS
TEACHER/uniqueness of each child
212 (1 7 349) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/ct has
sense of humour
213 (1 7 350) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/need to
be firm, honest, fair
214 (1 7 351) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/how to
bring out the best in them
215 (1 7 353) /PERSPECTIVES/THE IDEAL 'SELF' AS
TEACHER/relationship with kids is No~1

| 216 | (1 7 422) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/a good teacher is well prepared |
|-----|-----|
| 217 | (1 7 423) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/is fair, honest, has discipline |
| 218 | (1 7 424) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/makes allowances for the individual |
| 219 | (1 7 426) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/emphasising importance of explaining |
| 220 | (1 7 464) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/patient, kind, mother them |
| 221 | (1 7 465) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/be firm but fair |
| 222 | (1 7 466) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/be well prepared |
| 223 | (1 7 467) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/hold children's interest |
| 224 | (1 7 469) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/aware of children's individual needs |
| 225 | (2) /NEGOTIATION |
| 226 | (2 1) /NEGOTIATION/WORKING CONSENSUS |
| 227 | (2 1 41) /NEGOTIATION/WORKING CONSENSUS/covering the course |
| 228 | (2 1 42) /NEGOTIATION/WORKING CONSENSUS/negotiating work to be covered |
| 229 | (2 1 43) /NEGOTIATION/WORKING CONSENSUS/sensitive when & how to help st |
| 230 | (2 1 44) /NEGOTIATION/WORKING CONSENSUS/need to encourage st |
| 231 | (2 1 46) /NEGOTIATION/WORKING CONSENSUS/help in specific subject areas |
| 232 | (2 1 111) /NEGOTIATION/WORKING CONSENSUS/basic work done prior to TP |
| 233 | (2 1 152) /NEGOTIATION/WORKING CONSENSUS/student will keep ct's timetable |
| 234 | (2 1 153) /NEGOTIATION/WORKING CONSENSUS/st will observe thematic week |
| 235 | (2 1 154) /NEGOTIATION/WORKING CONSENSUS/strategies that don't work |
| 236 | (2 1 155) /NEGOTIATION/WORKING CONSENSUS/involving the student in class work |
| 237 | (2 1 187) /NEGOTIATION/WORKING CONSENSUS/cover the work, keep kids happy |
| 238 | (2 1 191) /NEGOTIATION/WORKING CONSENSUS/st initiative leading to rapport |
| 239 | (2 1 210) /NEGOTIATION/WORKING CONSENSUS/taking a chance re work to be done |

240 (2 1 211) /NEGOTIATION/WORKING CONSENSUS/selectivity in relation to Maths
241 (2 1 224) /NEGOTIATION/WORKING CONSENSUS/getting work done before sts arrive
242 (2 1 225) /NEGOTIATION/WORKING CONSENSUS/negotiating work
243 (2 1 226) /NEGOTIATION/WORKING CONSENSUS/same end, different means
244 (2 1 237) /NEGOTIATION/WORKING CONSENSUS/negotiate how advice is given
245 (2 1 276) /NEGOTIATION/WORKING CONSENSUS/observing the progress of the st
246 (2 1 282) /NEGOTIATION/WORKING CONSENSUS/will select Maths topics for st
247 (2 1 307) /NEGOTIATION/WORKING CONSENSUS/negotiate work to be covered
248 (2 1 308) /NEGOTIATION/WORKING CONSENSUS/allows time to plan the work
249 (2 1 336) /NEGOTIATION/WORKING CONSENSUS/concerned with learning not methods
250 (2 1 337) /NEGOTIATION/WORKING CONSENSUS/understanding topic before going on
251 (2 1 338) /NEGOTIATION/WORKING CONSENSUS/easier Maths topics for the st
252 (2 1 347) /NEGOTIATION/WORKING CONSENSUS/negotiate timetabling arrangements
253 (2 1 388) /NEGOTIATION/WORKING CONSENSUS/negotiating the work
254 (2 1 406) /NEGOTIATION/WORKING CONSENSUS/st continue with spellings & tables
255 (2 1 412) /NEGOTIATION/WORKING CONSENSUS/insists on discipline & homework
256 (2 1 440) /NEGOTIATION/WORKING CONSENSUS/homework to be kept going
257 (2 1 452) /NEGOTIATION/WORKING CONSENSUS/letters & homework to be continued
258 (2 1 453) /NEGOTIATION/WORKING CONSENSUS/fitting workbooks into st's scheme
259 (2 1 457) /NEGOTIATION/WORKING CONSENSUS/need to maintain routine
260 (2 1 472) /NEGOTIATION/WORKING CONSENSUS/getting work done before st arrives
261 (2 2) /NEGOTIATION/RELATIVE POWER
262 (2 2 29) /NEGOTIATION/RELATIVE POWER/assessing for supervisors only
263 (2 2 32) /NEGOTIATION/RELATIVE POWER/Assessing in one's own classroom~

| 264 | (2 2 33) /NEGOTIATION/RELATIVE POWER/difficult to be objective |
| 265 | (2 2 101) /NEGOTIATION/RELATIVE POWER/ct sees more than the supervisor |
| 266 | (2 2 102) /NEGOTIATION/RELATIVE POWER/would not like to grade |
| 267 | (2 2 103) /NEGOTIATION/RELATIVE POWER/would give an opinion |
| 268 | (2 2 161) /NEGOTIATION/RELATIVE POWER/ct should be involved |
| 269 | (2 2 193) /NEGOTIATION/RELATIVE POWER/experience of ct in Scotland |
| 270 | (2 2 194) /NEGOTIATION/RELATIVE POWER/ct sees more than supervisor |
| 271 | (2 2 195) /NEGOTIATION/RELATIVE POWER/problem of favouritism |
| 272 | (2 2 196) /NEGOTIATION/RELATIVE POWER/no discussion with supervisor |
| 273 | (2 2 197) /NEGOTIATION/RELATIVE POWER/nice if ct's opinion was considered |
| 274 | (2 2 209) /NEGOTIATION/RELATIVE POWER/comparing hospital and classroom |
| 275 | (2 2 240) /NEGOTIATION/RELATIVE POWER/an assessment role for the ct |
| 276 | (2 2 241) /NEGOTIATION/RELATIVE POWER/an unofficial chat with supervisor |
| 277 | (2 2 253) /NEGOTIATION/RELATIVE POWER/supervisors and reality of teaching~ |
| 278 | (2 2 254) /NEGOTIATION/RELATIVE POWER/helpful & unhelpful supervisors |
| 279 | (2 2 255) /NEGOTIATION/RELATIVE POWER/supervisors must not comment on ct |
| 280 | (2 2 256) /NEGOTIATION/RELATIVE POWER/supervisors should be courteous |
| 281 | (2 2 257) /NEGOTIATION/RELATIVE POWER/classroom experience of supervisors~ |
| 282 | (2 2 258) /NEGOTIATION/RELATIVE POWER/less problems with sts |
| 283 | (2 2 259) /NEGOTIATION/RELATIVE POWER/courtesy & politeness of supervisors |
| 284 | (2 2 288) /NEGOTIATION/RELATIVE POWER/her opinion should be sought |
| 285 | (2 2 358) /NEGOTIATION/RELATIVE POWER/inconsistency of supervisors |
| 286 | (2 2 359) /NEGOTIATION/RELATIVE POWER/standardising grades v subjectivity |
| 287 | (2 2 360) /NEGOTIATION/RELATIVE POWER/cts who don't stay in classrooms |
| 288 | (2 2 476) /NEGOTIATION/RELATIVE POWER/supervisors not seeing best lessons |
| 289 | (3) /EMOTIONS |
| 290 | (3 1) /EMOTIONS/POSITIVE EMOTIONS |

| 291 | (3 1 11) /EMOTIONS/POSITIVE EMOTIONS/shock at a past pupil now a st |
| 292 | (3 1 63) /EMOTIONS/POSITIVE EMOTIONS/like the children |
| 293 | (3 1 104) /EMOTIONS/POSITIVE EMOTIONS/comfortable being observed |
| 294 | (3 1 217) /EMOTIONS/POSITIVE EMOTIONS/TP like rearing a family |
| 295 | (3 1 219) /EMOTIONS/POSITIVE EMOTIONS/home-based teachers sheltered us |
| 296 | (3 1 385) /EMOTIONS/POSITIVE EMOTIONS/thinking as a mother |
| 297 | (3 1 447) /EMOTIONS/POSITIVE EMOTIONS/empathy with the student |
| 298 | (3 2) /EMOTIONS/NEGATIVE EMOTIONS |
| 299 | (3 2 83) /EMOTIONS/NEGATIVE EMOTIONS/distractions, interruptions |
| 300 | (3 2 84) /EMOTIONS/NEGATIVE EMOTIONS/frustrated |
| 301 | (3 2 109) /EMOTIONS/NEGATIVE EMOTIONS/make allowances for interruptions |
| 302 | (3 2 110) /EMOTIONS/NEGATIVE EMOTIONS/too many lessons in one day |
| 303 | (3 2 156) /EMOTIONS/NEGATIVE EMOTIONS/negative impact of supervisors on st |
| 304 | (3 2 192) /EMOTIONS/NEGATIVE EMOTIONS/TP and time constraints |
| 305 | (3 2 218) /EMOTIONS/NEGATIVE EMOTIONS/amount of prep, too tired to teach |
| 306 | (3 2 220) /EMOTIONS/NEGATIVE EMOTIONS/felt isolated in city schools |
| 307 | (3 2 232) /EMOTIONS/NEGATIVE EMOTIONS/irritated if discipline isn't kept |
| 308 | (3 2 344) /EMOTIONS/NEGATIVE EMOTIONS/will kids want to keep st |
| 309 | (3 2 357) /EMOTIONS/NEGATIVE EMOTIONS/kick in the teeth from a supervisor |
| 310 | (3 2 371) /EMOTIONS/NEGATIVE EMOTIONS/left isolated on home TP |
| 311 | (3 2 372) /EMOTIONS/NEGATIVE EMOTIONS/intimidated by supervisor |
| 312 | (3 2 382) /EMOTIONS/NEGATIVE EMOTIONS/memory of home TP influential |
| 313 | (3 2 391) /EMOTIONS/NEGATIVE EMOTIONS/sts too tired to teach |
| 314 | (3 2 392) /EMOTIONS/NEGATIVE EMOTIONS/tired, emotional, crying |
| 315 | (3 2 393) /EMOTIONS/NEGATIVE EMOTIONS/tiredness & the supervisor |
| 316 | (3 2 399) /EMOTIONS/NEGATIVE EMOTIONS/incomplete work frustrates children |
| 317 | (4) /CULTURE |
| 318 | (4 40) /CULTURE/need for consistency re homework |
| 319 | (4 45) /CULTURE/maintaining children's interest |

363     (9 1 5) /DEFINING THE SITUATION/OWN TP EXPERIENCE/ct a
        mother

364     (9 1 6) /DEFINING THE SITUATION/OWN TP EXPERIENCE/teaching
        as she was taught

365     (9 1 7) /DEFINING THE SITUATION/OWN TP EXPERIENCE/little
        input from ct

366     (9 1 8) /DEFINING THE SITUATION/OWN TP EXPERIENCE/fear ct
        might influence supervisor

367     (9 1 73) /DEFINING THE SITUATION/OWN TP EXPERIENCE/loved
        children & being in charge

368     (9 1 74) /DEFINING THE SITUATION/OWN TP EXPERIENCE/non
        input of class teachers

369     (9 1 75) /DEFINING THE SITUATION/OWN TP EXPERIENCE/home
        based TP better

370     (9 1 112) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/amount of preparation

371     (9 1 114) /DEFINING THE SITUATION/OWN TP EXPERIENCE/First
        time alone on TP

372     (9 1 115) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/nervous, rushing, anxious

373     (9 1 116) /DEFINING THE SITUATION/OWN TP EXPERIENCE/only
        TP enjoyed

374     (9 1 117) /DEFINING THE SITUATION/OWN TP EXPERIENCE/ct
        more helpful than Mary I

375     (9 1 118) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/observing ct hugely valuable

376     (9 1 119) /DEFINING THE SITUATION/OWN TP EXPERIENCE/TP
        one day per week of no value

377     (9 1 120) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/supervisor's lack of understanding

378     (9 1 121) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/Difficulties teaching with a partner

379     (9 1 122) /DEFINING THE SITUATION/OWN TP EXPERIENCE/home
        TP of value, not the others

380     (9 1 157) /DEFINING THE SITUATION/OWN TP EXPERIENCE/one
        day TP per week futile

381     (9 1 158) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/putting practice before theory

382     (9 1 162) /DEFINING THE SITUATION/OWN TP EXPERIENCE/TP
        thrown in at the deep end

383     (9 1 163) /DEFINING THE SITUATION/OWN TP EXPERIENCE/well-
        prepared but tired

384     (9 1 164) /DEFINING THE SITUATION/OWN TP EXPERIENCE/time
        tabling problems

385     (9 1 165) /DEFINING THE SITUATION/OWN TP EXPERIENCE/home-
        based TP more relaxed

386     (9 1 167) /DEFINING THE SITUATION/OWN TP EXPERIENCE/need
        to prepare lessons well
387     (9 1 168) /DEFINING THE SITUATION/OWN TP EXPERIENCE/must
        have discipline to be effective
388     (9 1 169) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/classroom teachers very helpful
389     (9 1 170) /DEFINING THE SITUATION/OWN TP EXPERIENCE/TP an
        opportunity to experiment
390     (9 1 171) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/seeking advice from colleagues
391     (9 1 213) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/comparing TP past & present
392     (9 1 214) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/emphasis on having resources
393     (9 1 221) /DEFINING THE SITUATION/OWN TP EXPERIENCE/no
        advice from cts
394     (9 1 222) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/traveller children segregated
395     (9 1 260) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/preparing lesson plans
396     (9 1 261) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/resources, new technology
397     (9 1 262) /DEFINING THE SITUATION/OWN TP EXPERIENCE/no ct
        condescending or hurtful
398     (9 1 263) /DEFINING THE SITUATION/OWN TP EXPERIENCE/home-
        based TP, part of the team
399     (9 1 267) /DEFINING THE SITUATION/OWN TP EXPERIENCE/values
        of TP
400     (9 1 268) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/learning from our mistakes
401     (9 1 314) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/benefits of micro teaching
402     (9 1 315) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/teaching with partner, new skills
403     (9 1 316) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/learnig from ct
404     (9 1 317) /DEFINING THE SITUATION/OWN TP EXPERIENCE/ct
        really nice not criticising
405     (9 1 318) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/getting advice from the ct
406     (9 1 319) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/Infants' teacher an inspiration
407     (9 1 320) /DEFINING THE SITUATION/OWN TP
        EXPERIENCE/teaching in a disadvantaged area
408     (9 1 321) /DEFINING THE SITUATION/OWN TP EXPERIENCE/could
        only teach with ct present

409   (9 1 322) /DEFINING THE SITUATION/OWN TP EXPERIENCE/how to create interest in Irish

410   (9 1 323) /DEFINING THE SITUATION/OWN TP EXPERIENCE/needed praise to build confidence

411   (9 1 324) /DEFINING THE SITUATION/OWN TP EXPERIENCE/kindness needed not strictness

412   (9 1 325) /DEFINING THE SITUATION/OWN TP EXPERIENCE/home-based TP a pleasant experience

413   (9 1 326) /DEFINING THE SITUATION/OWN TP EXPERIENCE/TP most important part of course

414   (9 1 327) /DEFINING THE SITUATION/OWN TP EXPERIENCE/only really learning in classroom

415   (9 1 367) /DEFINING THE SITUATION/OWN TP EXPERIENCE/given children's background

416   (9 1 368) /DEFINING THE SITUATION/OWN TP EXPERIENCE/irritated by interruptions

417   (9 1 370) /DEFINING THE SITUATION/OWN TP EXPERIENCE/learned importance of story-telling

418   (9 1 373) /DEFINING THE SITUATION/OWN TP EXPERIENCE/still measures out charts

419   (9 1 380) /DEFINING THE SITUATION/OWN TP EXPERIENCE/not given a grade

420   (9 1 428) /DEFINING THE SITUATION/OWN TP EXPERIENCE/remembers ct had good discipline

421   (9 1 429) /DEFINING THE SITUATION/OWN TP EXPERIENCE/pleasant supervisor

422   (9 1 430) /DEFINING THE SITUATION/OWN TP EXPERIENCE/feeling of tiredness

423   (9 1 431) /DEFINING THE SITUATION/OWN TP EXPERIENCE/problem if there's noise

424   (9 1 432) /DEFINING THE SITUATION/OWN TP EXPERIENCE/lesson notes, charts, a lot of time

425   (9 1 433) /DEFINING THE SITUATION/OWN TP EXPERIENCE/all cts pleasant & helpful

426   (9 2) /PERSPECTIVES/EXPERIENCE OF STUDENTS ON TP

427   (9 2 12) /PERSPECTIVES/EXPERIENCE OF STUDENTS ON TP/wonderful to see this development

428   (9 2 216) /PERSPECTIVES/EXPERIENCE OF STUDENTS ON TP/TP a great foundation

429   (9 2 223) /PERSPECTIVES/EXPERIENCE OF STUDENTS ON TP/students are impressionable

430   (9 2 234) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/st and ct speak openly to each other

431   (9 2 235) /NEGOTITION/EXPERIENCE OF STUDENTS ON TP/correcting sts for their own good

432 (9 2 236) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/treating sts with respect

433 (9 2 245) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/feedback from children & parents

434 (9 2 277) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/from concern to being happy

435 (9 2 284) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/knowing when children are ready

436 (9 2 285) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/a learning experience for the st

437 (9 2 369) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/sts must fit in with schools

438 (9 2 374) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/resources now accessible on internet

439 (9 2 377) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/use of IT today

440 (9 2 378) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/different concept of group work

441 (9 2 379) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/different review procedure

442 (9 2 381) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/would never ask st about grade

443 (9 2 409) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/wouldn't give a disruptive class

444 (9 2 410) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/not fair on st or me

445 (9 2 437) /NEGOTIATION/EXPERIENCE OF STUDENTS ON TP/limited experience of sts on TP

446 (9 3) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER

447 (9 3 64) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/observing class teacher

448 (9 3 65) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/discipline

449 (9 3 66) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/observe how children respond

450 (9 3 67) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/children prepared

451 (9 3 68) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/student as classroom assistant

452 (9 3 69) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/isolation of the teacher

453 (9 3 70) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/autonomy in the classroom

454 (9 3 208) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/student acted on own initiative

| | |
|---|---|
| 455 | (9 3 231) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/importance of observation days |
| 456 | (9 3 303) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/expects st to get involved |
| 457 | (9 3 305) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/become familiar with the class |
| 458 | (9 3 306) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/caring for a deaf child |
| 459 | (9 3 355) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/no problem with being observed |
| 460 | (9 3 356) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/Learn so much from observing cts |
| 461 | (9 3 474) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/performing when st is present |
| 462 | (9 3 475) /DEFINING THE SITUATION/STUDENT TEACHER AS OBSERVER/need for st get a feel for class |
| 463 | (9 4) /DEFINING THE SITUATION/PUTTING ON A PERFORMANCE |
| 464 | (9 4 159) /DEFINING THE SITUATION/PUTTING ON A PERFORMANCE/putting on a show for supervisor |
| 465 | (9 4 160) /DEFINING THE SITUATION/PUTTING ON A PERFORMANCE/impact of performance on me |
| 466 | (9 4 286) /DEFINING THE SITUATION/PUTTING ON A PERFORMANCE/no time for putting on a performance |
| 467 | (9 5) /PERSPECTIVES/TP AND CLASSROOM REALITY |
| 468 | (9 5 107) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP not a realistic situation |
| 469 | (9 5 166) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP and real classroom teaching |
| 470 | (9 5 215) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP and the real world |
| 471 | (9 5 266) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP and normal classroom practice |
| 472 | (9 5 269) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP a preparation for methodology |
| 473 | (9 5 270) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP doesn't prepare you for yard duty |
| 474 | (9 5 271) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP and the nitty gritty |
| 475 | (9 5 272) /PERSPECTIVES/TP AND CLASSROOM REALITY/one lesson v a programme |
| 476 | (9 5 328) /PERSPECTIVES/TP AND CLASSROOM REALITY/theory as a tool to start with |
| 477 | (9 5 329) /PERSPECTIVES/TP AND CLASSROOM REALITY/then practice feeds into theory |
| 478 | (9 5 389) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP a certain level of importance |

479     (9 5 390) /PERSPECTIVES/TP AND CLASSROOM REALITY/lesson
       notes v thinking lessons out
480     (9 5 434) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP not
       same as actual teaching
481     (9 5 435) /PERSPECTIVES/TP AND CLASSROOM REALITY/TP
       opportunity for hands on
482     (9 5 436) /PERSPECTIVES/TP AND CLASSROOM REALITY/such
       intense prep~ unrealistic
483     (105) /advantages for all

# Appendix Five

NVivo revision 1.2.142          Licensee: MIC

Project: Teaching Practice   User: Administrator Date: 20/12/2006 - 12:11:07
DOCUMENT CODING REPORT

      Document:    Pre TP Interview Laura
      Created:      12/08/2005 - 10:31:11
      Modified:     16/08/2005 - 10:36:51
      Description:  Paddy: Tell me your own memories of teaching practice.

      Nodes in Set:  All Nodes

      Node 1 of 485      (1 1 128) /Defining the Situation/WHY TAKE ON A
                              STUDENT TEACHER/give st same opportunity I got
      Passage 1 of 1 Section 0, Para 27, 448 chars.

27: Well I suppose (laugh) looking back if the teacher I went to didn't agree to take me on where would I be? You know what I mean everybody needs a chance. If the teacher didn't give me the chance I wouldn't be where I am today. I wouldn't have learned from her so I don't think you have a choice really. You have to give them the opportunity they need. They need to be placed in a school for five weeks and if they ask to be placed in certain classes

      Node 2 of 485      (1 2 129) /PERSPECTIVES/HOPES,
                              EXPECTATIONS/willing to help the student
      Passage 1 of 1 Section 0, Para 35, 1328 chars.

35: I think Maths definitely. In St. Paul's, I did my Arts Subject in Maths and I always had a love for Maths so that first hour in the morning is one that I enjoy and I love. Like for instance I put different characters with the multiplication tables, a different character for each table so the kids don't think of the tables as being tables. You know instead of a number line I use something else and if I had a particularly weak child like I have one child who is particularly weak and she loves horses. She's had an unbelievable difficulty with the eight times tables and so we have a horse and we give him a name and he is jumping and stuff like that so I love teaching that and I would be a help to her in that. Ahm Irish on the other hand I would stick with what I had, I'd often be afraid to jump beyond that. I'd be grand with the basics but with grammar and stuff like that if she was asking me I don't think I'd be a great help there. Music then and science and geography and history I'm fine with all those. I love science. I did it for my Leaving Cert and I love music. So if she was stuck in areas like that I'd be able to help her out. Other subjects I think like Drama, I'm looking forward to her doing subjects like that because even though we know how important they are sometimes the timetable doesn't allow for it.

**Node 3 of 485**  (1 3 123) /PERSPECTIVES/WORRIES
ANXIETIES/worried for the student
Passage 1 of 1 Section 0, Para 19, 167 chars.

19: Well I suppose I'm worried for her in that I'll be able to help her you know what I mean that I'll be able to guide her and give her good advice that's my first worry.

**Node 4 of 485**  (1 3 124) /PERSPECTIVES/WORRIES
ANXIETIES/worried how parents will react
Passage 1 of 1 Section 0, Para 19, 463 chars.

19: ...and I suppose my second worry would be the parents. I mean they're going to have worries. Are they going to have complaints because I suppose when I was doing it myself I never even thought of the parents. I never thought of their problems or their worries but now from knowing them and stuff like that I would worry that some of them might think is enough being covered, is everything going alright, so I'm worried that they might have worries and queries there.

**Node 5 of 485**  (1 3 125) /PERSPECTIVES/WORRIES
ANXIETIES/worried about content and workbooks
Passage 1 of 1 Section 0, Para 19, 960 chars.

19: I suppose the other thing is just the content. You know the Maths curriculum in third class is just horrific, the start of multiplication and division and all that. Last year I was short of time for that and I had the whole year to myself. Five weeks is a long time out of that programme in particular so Maths is my main worry and then in English you've got the workbooks. The College really doesn't...they're not against workbooks but at the end of the day they have to be covered so my worry is...you know when I did my five weeks I was making out my own activity sheets and everything like that and I tried to stay away from workbooks as much as I could but now I'm hoping she won't do that and say for history, geography and science we've got three workbooks now that need to be covered. Now they're lovely topics, they're lovely headings and they can be covered but teaching practice doesn't allow for that...so getting content and getting workbooks covered.

**Node 6 of 485**  (1 3 126) /PERSPECTIVES/WORRIES
ANXIETIES/having to re-do topics
Passage 1 of 1 Section 0, Para 19, 418 chars.

19: And in teaching practice an awful lot of topics are covered just to say they're covered at times and because of the timetabling structure my main worry is will I have to go back over a lot of topics afterwards. Again you know things may only have been half done because of timetabling. It's not going to be her fault by any means, it's just the time frame that she's given and the structure of the whole thing really.
20:

**Node 7 of 485**     **(1 3 127) /PERSPECTIVES/WORRIES**
                                      **ANXIETIES/will the st maintain discipline~**
**Passage 1 of 1 Section 0, Para 23, 901 chars.**

23: And I suppose at the moment they're only settling because they're only back in school a month, you know discipline-wise and everything they're only coming to grips with the whole thing now. I mean like I've got kids in my class now that are very....unstructured in that they find it hard to sit down, you know what I mean, just to relax and sit down and keep themselves co-ordinated. I've one or two kids who are like that and I feel now I'm bringing them with me but I'm just worried when I come back to my class again after this am I going to be starting from scratch again with them. You know what I mean they're just...In teaching practice she's not going to have an awful lot of time to deal with those problems. It's so unrealistic for her to be faced with those as well. So like even though they are a good bunch and they are bright I hope I'm not panicked at the end of it trying to catch up.
24:

**Node 8 of 485**     **(1 4 133) /Defining the Situation/ROLE OF THE**
                                      **CLASS TEACHER/won't interrupt even re discipline**
**Passage 1 of 1 Section 0, Para 47, 720 chars.**

47: No, I think that's the only one. That's my main disadvantage. I suppose discipline would be the other thing. If discipline is fine there's no problem but if she's...you know...if discipline is not great what I would hate to happen if discipline wasn't great I'd have to interfere. I'd hate that. I would love just to sit there. I've been out on a teaching practice before and the teacher was trying to insist on a different way to the way I was teaching the class and sometimes the teacher would get up and take over. I don't think there's any worse feeling in the world. You just...you feel so low and you think God why couldn't I do that and so I hope that doesn't happen. If she has good discipline there'll be no problem.

**Node 9 of 485**     **(1 4 134) /Defining the Situation/ROLE OF THE**
                                        **CLASS TEACHER/plan to maintain discipline**
**Passage 1 of 1 Section 0, Para 51, 478 chars.**

51: God yes...you see I've got stars going and the kids are gas. They're still so young. Mention a star and they will literally climb to the ceiling if they think they'll get a star. So maybe I won't make a big thing for instance of the fact that we have to be quiet but I'll say I'm going to be watching now and giving stars and I'll say that so they'll know what I mean by it straightaway. I think they'll know what that means. Hopefully then I won't be putting her down either.

**Node 10 of 485** (1 5 131) /PERSPECTIVES/ADVANTAGES/catch up
on her own work
**Passage 1 of 1 Section 0, Para 43, 523 chars.**

43: What else am I looking forward to? Well I'm looking forward to...I'll actually be able to sit down and do my notes. I spent all last year constantly doing notes and so far I haven't even looked at them yet this year. So to be able to sit down and go back over them and be able to sit down and get posters ready for the rest of the year and do up things like that. There are different things that need to be done for the classroom and I'll get a chance now because the day is so packed with everything you don't get a chance.

**Node 11 of 485** (1 5 132) /PERSPECTIVES/ADVANTAGES/help two
weak pupils
**Passage 1 of 1 Section 0, Para 43, 482 chars.**

43: I have one or two kids who are very weak and I'm going to pull them out at different times and spend some time with them and try to bring them up to date if I can. At the moment I'm putting things together for them that I can work through for the five weeks so I'll have extra time with them because say in a Maths class if you're trying to keep twenty four of them going it's very difficult to go and have extra time with one but now definitely I'll have extra time to give them.
44:

**Node 12 of 485** (1 7 136) /PERSPECTIVES/THE IDEAL 'SELF' AS
TEACHER/a good teacher is caring
**Passage 1 of 1 Section 0, Para 63, 366 chars.**

63: A good teacher?...Definitely anyway she has to be caring and has to genuinely care about what she's doing. That she's not going in in the morning just to get a curriculum covered or the content of a curriculum covered. She just has to...I think a teacher has to be so caring in every way, has to care that the child is learning, has to care that the child is happy.

**Node 13 of 485** (1 7 137) /PERSPECTIVES/THE IDEAL 'SELF' AS
TEACHER/kids confide in her
**Passage 1 of 1 Section 0, Para 63, 87 chars.**

63: I think that a teacher just has to realise that kids have to be able to confide in her.

**Node 14 of 485** (1 7 138) /PERSPECTIVES/THE IDEAL 'SELF' AS
TEACHER/each child is important
**Passage 1 of 1 Section 0, Para 63, 204 chars.**

63: And she has to realise that every single child is important in its own individual way even though at times some kids would ahm...well not annoy you, you know what I mean some kids have just little problems.

**Node 15 of 485**      **(1 7 139) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/be a good listener**
**Passage 1 of 1 Section 0, Para 63, 222 chars.**

63: And you just have to be able to listen, to be a good listener, be caring and be a good listener and you also have to be able to take all their opinions into account and the bring everything around to their way of thinking.

**Node 16 of 485**      **(1 7 140) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/bring things to their level**
**Passage 1 of 1 Section 0, Para 63, 251 chars.**

63: You have to be able to bring things down to their level. As well you have to bring all content of the material to their level and sometimes you have to...bring it below an awful lot of their own levels first of all so as to get everyone in with you.

**Node 17 of 485**      **(1 7 141) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/respecting one another**
**Passage 1 of 1 Section 0, Para 63, 372 chars.**

63: But if they can appreciate and have respect for one another and wait then for everyone to learn together well I think that's a big bonus in the classroom. So I suppose to be caring, be a good listener and just to have a sense of respect in the classroom for both teacher to pupils and pupils to teacher and pupils to pupils, then I think everything would go very smoothly.

**Node 18 of 485**      **(1 7 143) /PERSPECTIVES/THE IDEAL 'SELF' AS TEACHER/linking caring with learning**
**Passage 1 of 1 Section 0, Para 67, 513 chars.**

67: She'd be completely opposite to me then because you see I don't think children learn unless they feel cared for. I can remember, not so much in national school, but in secondary school that if I felt a teacher didn't care, you know didn't care whether I got on well or not then I often shied away from that subject and I often felt what's the point? So I think the teacher has an awful lot to do with it and if you're going to learn it depends on what the teacher thinks of you and how you feel in that situation.

**Node 19 of 485**      **(2 1 152) /NEGOTIATION/WORKING CONSENSUS/student will keep ct's timetable**
**Passage 1 of 1 Section 0, Para 83, 171 chars.**

83: I intend to leave it as I've timetabled it because the kids are in a routine and I'm going to try and keep it that way and I'll ask her to do the same with her timetable.

**Node 20 of 485          (2 1 153) /NEGOTIATION/WORKING**
                                **CONSENSUS/st will observe thematic week**
     **Passage 1 of 1 Section 0, Para 83, 671 chars.**

83: But having said that, she'll definitely see a full range of subjects. Practically everything is covered in those three days. I'm going to do it as I always do it. I'm not going to change it because the student is there. I've planned it...I suppose this week is planned around Hallowe'en so I'm doing a thematic week this week on Hallowe'en. I'm not using my own reader. I've separate stories and stuff pulled out on witches and things like that for the week so she'll be kind of seeing a thematic week really, just looking at all the different areas. I'll use the same approaches that I always use so I'll just give her an idea of all the different approaches that I use...

**Node 21 of 485          (2 1 154) /NEGOTIATION/WORKING**
                                **CONSENSUS/strategies that don't work**
     **Passage 1 of 1 Section 0, Para 83, 175 chars.**

83: ...and I might even show her how some approaches don't work say like "this doesn't work in this classroom" just so she can see for herself if she was thinking of trying that out.

**Node 22 of 485          (2 1 155) /NEGOTIATION/WORKING**
                                **CONSENSUS/involving the student in class work**
     **Passage 1 of 1 Section 0, Para 83, 982 chars.**

83: I know when I was there for my observation week the teacher brought me into the lessons as much as she could. She didn't leave me sit there and I loved that because you'd feel awkward at times sitting there looking on. She was great. She gave me a few jobs to do and so maybe I'll ask the student to help one of the weaker children with some activities and she'll get a flavour of how that child learns. Maybe to see how slow that child learns and see the extra help that the child does need. And if there's a child who I feel is very opinionated I might say to her "why don't you work with that child and get to know her and get to know how you're going to work with her". As much as I can I'm going to include her because otherwise she's not going to get any feel for the class. Whereas if they know her and they're aware of what she's there for and if they've worked with her during the three days, then when she comes back the following Wednesday she can start straight into it
84:

**Node 23 of 485          (2 2 161) /NEGOTIATION/RELATIVE POWER/ct**
                                **should be involved**
     **Passage 1 of 1 Section 0, Para 95, 790 chars.**

95: The teacher tried on a few occasions to speak to the supervisor. He wouldn't listen. He didn't want to know. He didn't want her opinion. So one day she eventually just stopped him in the corridor and said "this is the situation". Any *léirmheas* that we got she

always got on better than me. She always got, "you're fantastic, you're a natural", but I got, "to do, to do" and I often felt like saying, "this is the situation", but you can't because they don't appreciate that either. So she tried, the classroom teacher tried, she definitely did try on my part just to say, "this is what's happening", but he didn't listen though. He didn't want to know. He didn't see her opinion as being valid and that was the first time I thought, "my God the classroom teacher should be involved".
96:

### Node 24 of 485     (3 2 156) /EMOTIONS/NEGATIVE
### EMOTIONS/negative impact of supervisors on st
### Passage 1 of 1 Section 0, Para 87, 1351 chars.

87: Looking back now on that teaching practice that I had the one day per week I very nearly packed it in at the end of the year. It was so negative. The supervisor was so negative and I was so negative at the end of it. It wasn't a good experience, it just definitely wasn't. I don't think supervisors realise the impact they have on a student. I think some supervisors are doing it because they have to do it and they're not doing it because they want to guide or help someone along. You know they're totally negative, everything is negative. If you have one bad lesson then your whole teaching experience is going to be bad. They just they're very opinionated in a way. Now I'm not saying that all supervisors are that way. I'm not saying that for one minute but I've had experiences that were just horrific and if I were to go back to St. Paul's in the morning I don't think I could go back and face that again. It was just...it was soul-destroying. I repeated my Leaving Certificate because I wanted to do teaching so much. I never wanted to do anything else in my life and I couldn't believe that someone could come out and tell me that it wasn't for me, that I should get out of it, that I was Hitler, that I was this, that, you know what I mean. It's just not on. Supervisors have to be careful because they either make a teacher or break a teacher.

### Node 25 of 485     (4 135) /CULTURE/relationship between st and pupils
### Passage 1 of 1 Section 0, Para 59, 1100 chars.

59: For the month of September I've been in and out of hospital so I've been off on a Monday and Friday and there was a sub in for me for the month of September. They've had me for three days and they've had the other teacher so they've been broken into it gently. Ahm but at the same time the feedback wasn't great when I told them I was finishing for now and a new teacher was coming. No but I know myself when I had the class for five weeks I was thrilled when I saw the kids forming a relationship with me. Even when I was coming through the yard in the morning and for the kids to be saying hello, hello, hello, that was a great part of it. So it will be lovely for her if they form this relationship and if she feels coming into the classroom in the morning that the kids are looking forward to her coming in. Then it makes it an awful lot easier and if you walk through the yard in the morning and you get a few smiles then it makes the day an awful lot easier. At least I think so anyway. So I'm hoping it will be like that for her sake otherwise it won't be as enjoyable as it could be for her.
60:

67: So if it was a thing that I found her like that I think I'd have to talk to her and I'd have to say...well I'd compliment her first and say well done, you're going great, you're getting lots done but maybe if you could listen to the kids a bit more or maybe take a few minutes and have a chat with them and get to know them. I wouldn't put it in a confrontational manner by any means. I think I'd say to her maybe they have nice little stories to tell you in the morning that they want you to hear and maybe you could put that into your timetable or even I could say put that into your oral language lesson and bring it around that way because definitely the bunch that she's facing if they're not listened to she won't get anywhere. She won't get on with her lessons unless their opinions are heard first. At the moment we have...when we come back in from break time we have circle time and it's just basically how I got on in the yard today. And you know some will say I'd a great time in the yard today. I played with so many friends and it went great. So they'd be hurt if I didn't take the chance to listen to them during the day when they get the chance to day something to me. So even if she continues on with that and timetables that in for ten minutes after we come in from break-time then they can all go home and say Miss____ heard me today.

71: Yes, because if you're put down as a child you're not going to come back up. It's all about their confidence levels. I have one particular child who is very, very opinionated and we have an opinion on everything. Sometimes I'd have to say to her you had your turn last time so maybe next time. Then it might come to Irish and she'd say whatever she had to say, so she's going to be a problem if she's not heard and she's very persistent. So you know even sometimes I do it myself. I say you'll have to hold on and I'll listen to you later but maybe later never comes but I can see her face. Her face just drops and I know straightaway I have to listen to her otherwise she's not happy in herself and you can see her confidence diminish in front of you. So then even going to circle time I'd say "you wanted to tell me something earlier and I hadn't time to listen to you. What was it?" And then straightaway her face just lights up and she's back to herself again.

71: They just need the opportunity to be heard because in the world we're living in sometimes they're not listened to at home because sure Mammy and Daddy are working and we're all tired in the evening.
72:

**Node 29 of 485        (4 147) /CULTURE/building confidence, small things**
**Passage 1 of 1 Section 0, Para 75, 689 chars.**

75: Yes, take even a silly little thing like margins. I had a child last year who could not see the need for margins and she came up to me the other day when I was in the yard and she said, "Oh thanks so much for working on me last year with the margins. I haven't forgotten once this year". You know such a small thing but it's so big for her. She just found it so difficult to have a ruler and a red biro on her table at all times. And when she talked to me in the yard and said "Oh thank God I didn't forget once this year", it was like as if she was saying you'll be delighted to know now that I can do it. It's such a little thing but if you focus on between what they can and can't do...

**Node 30 of 485        (4 148) /CULTURE/futility of giving out**
**Passage 1 of 1 Section 0, Para 75, 343 chars.**

75: ...and I've a little child at the moment who can't sit properly and I'd say to her at the end of the day, "well how did you get on today? What do you think you were good at today?" Because I often feel like saying to her, "stop this and sit up straight. Stop bending over". And I can feel her saying, "Oh stop, leave me alone. I find it so hard".

**Node 31 of 485        (4 149) /CULTURE/banning the word ~can't~**
**Passage 1 of 1 Section 0, Para 75, 294 chars.**

75: And so I say to her, "how do you think you got on today? How do you feel you did?" And she'd say, "I just can't do it". And the word "can't" is now banned. So she'll say "I did try harder but it was so hard". I think if you keep at them for something they're not good at their confidence goes.

**Node 32 of 485        (4 150) /CULTURE/the carrot instead of the stick**
**Passage 1 of 1 Section 0, Para 75, 510 chars.**

75: So you praise her in other areas and some of the kids are starting to correct her in the class and say things like, "you're sitting wrong again" and sometimes I can see her dwindle in front of me. So now before they go home in the evening they all have to say one positive thing about themselves like, "my handwriting was good today" or "I got all my spellings right", and she'd come up and start with "but sure" and I'd say, "come on now, something positive" and she'd go out the door with a smile on her face.

**Node 33 of 485        (4 151) /CULTURE/kids are sensitive**
**Passage 1 of 1 Section 0, Para 79, 403 chars.**

79: Yes and looking back if a teacher said to me "now plan for that" I'd say "there's no way I can put that in the middle of everything else" but to be honest the day isn't possible unless you do put that in. There are sentences, there are moments in the classroom that have to be catered for and if they're not, it will be interesting to see what way it goes. It just will because kids are very sensitive.

80:

### Node 34 of 485     (9 1 112) /DEFINING THE SITUATION/OWN TP EXPERIENCE/amount of preparation
**Passage 1 of 1 Section 0, Para 3, 131 chars.**

3: Well the first thing was looking at the five weeks. I though I'd never see the end of it you know preparing for that length of time...

### Node 35 of 485     (9 1 114) /DEFINING THE SITUATION/OWN TP EXPERIENCE/First time alone on TP
**Passage 1 of 1 Section 0, Para 3, 218 chars.**

3: ...and I suppose the fear was being in the classroom on your own. For the first time we didn't have a partner with us and I think that was my first fear. First of all would I be able to last the pace of the day on my own.

### Node 36 of 485     (9 1 115) /DEFINING THE SITUATION/OWN TP EXPERIENCE/nervous, rushing, anxious
**Passage 1 of 1 Section 0, Para 3, 704 chars.**

3: The second thing was I was very nervous of the class teacher. Was I going to be covering what she wanted me to cover and would I be covering it in the right way...I think the timetabling factor was definitely the most difficult especially because you're working on a topic and you're getting there and next thing you're looking at the time and you're trying to jump to the next subject. That made it very difficult. I really found I couldn't consolidate any particular topic properly because I had to rush on to the next topic so I think...just...I think that I was very anxious about having enough material first of all but then at the same time trying to consolidate it with the kids. That was my main fear

### Node 37 of 485     (9 1 116) /DEFINING THE SITUATION/OWN TP EXPERIENCE/only TP enjoyed
**Passage 1 of 1 Section 0, Para 3, 705 chars.**

3: Ahm I suppose getting to know the kids properly. Really that was my best memory in that it was the first time I could actually form proper relationships with the kids. At the time I had teaching practice as well my class teacher was out ill for a time so I got to know the kids really well so that gave me my first grasp of it really. Looking back on it it's the only teaching practice that I would look back on and think I would have enjoyed it. It was the only time I enjoyed it because even though I was worried about being on my own it's more real to be on your own rather than having a partner and you're jumping up and sitting down every second time so I think definitely I have good memories of it.

**Node 38 of 485** **(9 1 117) /DEFINING THE SITUATION/OWN TP EXPERIENCE/ct more helpful than St. Paul's**
Passage 1 of 1 Section 0, Para 7, 903 chars.

7: Very helpful definitely. Only for her, even though we did get an awful lot of information from Mary I, I think that was only just in the folder for show. I didn't really feel that I ever used it much. It was her back-up just like saying to me...Tomorrow now are you going to do this? If I was worried about anything I'd say to her I'm going to do this tomorrow is that ok? And she'd say yes but try it around this way. She was extremely helpful and even...you know...if I was worried I didn't cover a topic properly I'd say to her...you know...did I do that well enough or should I go back over that again tomorrow? And she'd know then straight away looking at the kids in the class, looking at different groups, she'd know whether I should spend more time with another group or maybe bring things to a lower level again for another group in the class. I just found that her insight was just unbelievable.

**Node 39 of 485** **(9 1 118) /DEFINING THE SITUATION/OWN TP EXPERIENCE/observing ct hugely valuable**
Passage 1 of 1 Section 0, Para 7, 649 chars.

7: You know the observation week we had, was it four days? I found that of incredible value. It was the first time I had ever seen a teacher in practice since my own primary school days and I think definitely there should be an awful lot more of that. We should definitely be able to see...you know...be able to model ourselves on different teachers, seeing different approaches and all that...definitely there should be more of that. That was extremely beneficial and from that I learned an awful lot. Even just observing the kids and their different learning patterns. How some of them behaved in class...you know...you get a far better feel for the kids.
8:

**Node 40 of 485** **(9 1 119) /DEFINING THE SITUATION/OWN TP EXPERIENCE/TP one day per week of no value**
Passage 1 of 1 Section 0, Para 11, 541 chars.

11: (pause) ahm definitely the first year teaching practice, the one day a week, that was completely ridiculous because you were no sooner with the kids and you knew them and then you were gone again and you weren't back for another week. I mean realistically what can you go into a class and do without referring to it the following day. You know kids' memories don't last for a week. You can't go in and say do you remember what I told you last Tuesday. They don't remember in the evening what they learned in the morning so it was ridiculous.

**Node 41 of 485**      **(9 1 120) /DEFINING THE SITUATION/OWN TP EXPERIENCE/supervisor's lack of understanding**
**Passage 1 of 1 Section 0, Para 11, 590 chars.**

11: You couldn't make any progress and the supervisor couldn't understand that. You know what I mean he really couldn't. He couldn't really come to grips with the fact that like in Maths lesson he couldn't understand why you couldn't have a broad topic covered in an hour. He just couldn't believe that you were rushing an activity at the end of the lesson. You know what I mean...he just had no concept of the whole thing and looking back on it I thought I was failing but now I have the wisdom to know that I wasn't failing. I was doing the very best that I could in the timeframe that I had.

**Node 42 of 485**      **(9 1 121) /DEFINING THE SITUATION/OWN TP EXPERIENCE/Difficulties teaching with a partner**
**Passage 1 of 1 Section 0, Para 11, 887 chars.**

11: Second year with the Infants then...I did find that beneficial. I love Infants so I did enjoy that experience as well but I think it's very difficult with having partners. At the time it's great for preparation because you have only half the day to plan for but it's unrealistic. The kids are looking at one teacher and the next minute they're looking at someone else. They can't...you know...it's very hard for them to get to grips with the thing so you know if I was going back again, if I was going to do teaching practice again I'd prefer to do it all on my own. I'd prefer to have the class to myself and do it my way because when you've got partners and stuff, if you've a good partner that's fine, but if you've a weak partner then she's up for half an hour, you're up then, you have the class under control for half an hour and then they're gone again so you know it's very difficult.

**Node 43 of 485**      **(9 1 122) /DEFINING THE SITUATION/OWN TP EXPERIENCE/home TP of value, not the others**
**Passage 1 of 1 Section 0, Paras 11 to 12, 304 chars.**

11: I suppose, definitely, definitely, the five weeks were the best. It was the length of it. Although going into it, I mean before going into it I thought I'd never see the end of it. But the length of it, it is more realistic and it does prepare you. The rest of them I don't think so, that's my opinion.
12:
13:

**Node 44 of 485**      **(9 1 157) /DEFINING THE SITUATION/OWN TP EXPERIENCE/one day TP per week futile**
**Passage 1 of 1 Section 0, Para 87, 157 chars.**

87: I had one day a week, you know how difficult it is, you can't do anything, you can't consolidate anything. The children can't even form a relationship with you

**Passage 1 of 2 Section 0, Para 87, 670 chars.**

87: Whereas if you were going out, if you were observing, and like that, given a group of children to work with so on week one you work with group one and week two with group two and in that way you get to go through the whole class. If they did that it would be fantastic because you'd go back then and you wouldn't be learning theory you'd be seeing what you were learning and you'd remember what you were learning. Like for example to learn how you teach reading. It is just ridiculous to try to learn it and not have put it into practice first of all. It's impossible to learn it. It's impossible to remember things. Whereas if you see it being done then it makes sense.

**Passage 2 of 2 Section 0, Para 91, 759 chars.**

91: I'd put practice way before theory. I often say to myself I would have loved to have got two days subbing before I went into St. Paul's. Just two days and I think I would have been an awful lot more clued in. If I was just put into a classroom for two days and to see what actually does go on here I would have been an awful lot brighter at some of my lectures. Because some lecturers say the same thing year in year out and you say "sure I know that". But when you go into the classroom you don't know it and maybe now you're trying to draw from it and think what was that that was said. Because it's very difficult when you're inside at lectures and being told you have to do this and you have to do that but when you go into the classroom it's hard to it all.

**Passage 1 of 1 Section 0, Para 95, 1302 chars.**

95: Of course this is the most important teaching practice and just on that point, in my third year when we were teaching fifth and sixth classes I had a supervisor and I had a partner with me and she was a girl who was fantastic when the supervisor was there but when supervisor left, that was it. The show was over and the kids did what they wanted to do like "will we do a quiz now and will we do this?" And everything bar what we were supposed to do. You know there were times when she was supposed to be teaching for forty minutes and after twenty she'd say, "I've enough done. You take over now". I couldn't believe it. Now she was a mature student and when I heard I was paired with her I thought, "Oh my God the pressure is on here". But it was an awfully different ball game. I could not believe it and I was very fortunate the class teacher was very young, she was the same age as myself and she was fantastic. I did get on very well with her and I remember saying to her, "What in the name of God, this is unbelievable!" and the minute a supervisor would walk in it was a big show and she stood up and "do this and do that" and "remember when we did this?" and the kids were all looking at her and he was quite elderly and he was just amused and she was fantastic. She was excellent at everything.

**Node 47 of 485      (9 4 160) /DEFINING THE SITUATION/PUTTING
                      ON A PERFORMANCE/impact of performance on me**
**Passage 1 of 1 Section 0, Para 95, 213 chars.**

95: And then I'd get up and the nerves would set in and everything would start coming out wrong. Singing songs and I'd forget the words...pure nerves...and I was doing the hard graft so I felt I was really hard done by.

> No other nodes in this set
> code this document.

# Appendix Six

NVivo revision 1.2.142     Licensee: MIC

Project: Paddy Fullam     User: Administrator Date: 20/12/2006 - 12:22:23
DOCUMENT CODING REPORT

      **Document:**    Second Interview with Laura
      **Created:**      30/10/2005 - 16:21:38
      **Modified:**    06/11/2005 - 11:42:57
      **Description:**  Second Interview with Laura

      **Nodes in Set:  All Nodes**

      **Node 1 of 504**      **(1 1 1 308) /Defining the Situation/ROLES/SELF OF
                              THE TEACHER/used to other adults in the room**
    **Passage 1 of 1 Section 1, Paras 7 to 9, 620 chars.**

7: Paddy: And how did you feel about another adult observing you in the classroom, did that bring memories back?
8:
9: Laura: It did alright but once you leave College you get so used to that you don't take any notice. Especially having the Dip as well last year you know you're kind of used to having bodies in the classroom and last year I had a Special Needs Assistant for the year as well so I think for that reason I didn't take any notice whereas I suppose if you were teaching for longer and you wouldn't be used to having someone else in the room you would. But it didn't bother me at all. I'm just so used to it really.

10:

      **Node 2 of 504**      **(1 1 1 314) /Defining the Situation/ROLES/SELF OF
                              THE TEACHER/ct getting new views on topics**
    **Passage 1 of 1 Section 1, Para 17, 239 chars.**

17: Overall the kids are enjoying it and I'm enjoying looking at her and just looking at different things...topics like drama and music and poetry and things like that you know and getting different views on those than what I'd be doing really.
18:

      **Node 3 of 504**      **(1 1 1 332) /Defining the Situation/ROLES/SELF OF
                              THE TEACHER/ct's intervention at misbehaviour**
    **Passage 1 of 1 Section 1, Para 73, 655 chars.**

73: Laura: Yes because I feel like turning around and saying, "don't do that. Don't be cheeky" and I have to say to myself, "stop, turn around and shut your mouth. Don't say

any more". Or sometimes the kids'll say, "*a Mhúinteoir*" and they'll ask a ridiculous question that shouldn't be asked and I'll turn around and then I say to myself, "Oh I'll have to turn around again and close my mouth. And then there are times when I turn around and say, "sit down and don't be doing that" and then say, "ooh sorry". You're so used to a child calling you "*a mhúinteoir*" that you want to turn around. I'm still automatically doing it. I can't get used to not doing it.

**Node 4 of 504        (1 1 1 333) /Defining the Situation/ROLES/SELF OF
                                    THE TEACHER/spike my tongue or go for a walk
        Passage 1 of 1 Section 1, Para 73, 400 chars.**

73: Or another thing that I find difficult is if a child is sick I'd nearly be calling them over to me to see if they're alright. I've taken on that role in the class like if the kids are sick looking after them and minding them. So I'm watching them to see if they're really OK. Things like that are kind of difficult. Yes there are times when I have to spike my tongue or else get up and go for a walk.

**Node 5 of 504        (1 1 1 336) /Defining the Situation/ROLES/SELF OF
                                    THE TEACHER/ct learning to be adventurous
        Passage 1 of 1 Section 1, Para 89, 1405 chars.**

89: Laura: I suppose there are different subjects that I kind of thought God I'm not great at teaching that or that's not one of your best subjects when it comes to teaching. Now I say OK what you're doing there is right, you're not messing it up. Looking at the student teaching different subjects then she's quite good at art and I've seen different ideas there. And she had nice ideas for P.E. because I think when you're in College there's different ideas coming through every year so I was getting tired of using my ideas and my notes that I had. It's great now to have a whole new set of games and plans so I've learned a lot in P.E. Ahm...she's good at music, nice songs and things like that. She's done a song that I would have considered, "Oh my God that's not suitable for the classroom", and I've checked because when I heard the song first of all I said, "my God I can't believe this is being done". And it turns out she got it from the College so I said excellent because when we were in College the songs that we were given, the kids wouldn't have found them cool. They were babyish. But I was delighted to see a song like this coming out of the College and so I'm going in that direction now rather than playing it safe all the time. So different ideas like that...I'm now looking at planning in a different way and I won't be staying as safe as I was with music and things like that so that's good.
90:

**Node 6 of 504        (1 1 7 334) /PERSPECTIVES/ROLES/sees the kids
                                    from a new perspective
        Passage 1 of 1 Section 1, Paras 77 to 81, 1630 chars.**

77: Laura: Absolutely. I think that's the main thing from it just to be able to sit down and watch different relationships between kids in the class, watch how kids learn, watch their personalities, watch one child, what distracts her, what doesn't. I had parent teacher

meetings yesterday and I felt so insightful because I had been watching them. I had learned so much from watching them because I think when you're teaching them you haven't time to be looking at all the little things. But now I have picked up on so much. You know even children that clash. I think even for seating arrangements when I go back I'll know who completely to separate or who to put together. And even in group work to see how they're really interacting and what really annoys one child and what upsets another child. That's the most valuable thing I think out of it just having the time to sit down and actually watch the kids.

78:

79: Paddy: So you're seeing things from a different perspective from the back of the room?

80:

81: Laura: A different perspective altogether. Yes you're just sitting down and taking it all in. I find that's fantastic because you're really...I think I've gained an awful lot of knowledge and at the parent teacher meetings, some of the parents said to me, "now weren't you very quick to pick up on that". But it wasn't that I was quick. It was just I had the time to sit down and watch. I suppose there's underlying things in each child's life and there were just different things that I picked up from individual children that really helped me for the parent teacher meeting. It was really great so it's fantastic to have that time.

82:

### Node 7 of 504      (1 2 330) /PERSPECTIVES/RELATIONSHIPS/st won't discuss *léirmheas*
### Passage 1 of 1 Section 1, Para 61, 301 chars.

61: being picky and you'd say, "is that just being picky now or would you think that's right, did I do that?" But she'll never discuss the *léirmheas* with me. She'll never say oh she wasn't happy with this or she wasn't happy with that. She'll always say, "oh yeah, it was grand, fine" so I don't get any info.

### Node 8 of 504      (1 2 331) /PERSPECTIVES/RELATIONSHIPS/st doesn't feel need to discuss
### Passage 1 of 1 Section 1, Paras 63 to 70, 383 chars.

63: Paddy: So is there minimal interaction between you?

64:

65: Laura: Minimal in a way, yes. She's starting to come out of herself I suppose a small bit as time is going on but she doesn't feel the need to discuss the *léirmheas* with me or anything like that.

66:

67: Paddy: It will be interesting when it's all over to see if there are any more developments along that line.

68:

69: Laura: Yes it will be.

70:

### Node 9 of 504     (1 2 335)/PERSPECTIVES/RELATIONSHIPS/parents' reactions ct defends st
### Passage 1 of 1 Section 1, Para 85, 1575 chars.

85: Laura: Yes. One or two parents, because of my fall, said "aren't you lucky now to have a student teacher in with you" and I'd say, "oh yes and by the way how is your child getting on with the student?" One of the parents said, "well she's not really doing any Maths at the moment", which is unfair because there are chapters with 2D shapes and symmetry and everything like that so I said, "they're doing those things", but the parent said, "sure all they're doing is shapes and measuring shapes and that's not Maths". But I explained to her that this was a strand in the curriculum and she said, "so they'd have to know that now" and I said, "yes they would". Another parent said her child was having awful difficulty with Irish at the moment and she was coming home asking the mother to explain it to her as she was having difficulty in understanding it. So I didn't put down the student anyway but said, "we'll have a look at that again at a later date and maybe if she comes asks me or the student teacher to go through it again with her" and so we discussed it that way. A few of them would have said the kids are getting on great with her and they're enjoying her and another parent of a particularly bright child in my class said, "You know she really hates to see the students coming through the door because she hates the disruption of it and she finds it boring at times because students have the tendency to bring down the level a small bit". But she said she's happy this year and she's getting on well with her and I said "that's good" so that was good to hear.
86:

### Node 10 of 504     (1 2 341) /PERSPECTIVES/RELATIONSHIPS/offers of help are refused
### Passage 1 of 1 Section 1, Paras 107 to 113, 639 chars.

107: Paddy: Are you saying that you feel inhibited at the moment?
108:
109: Laura: Yes. You know what I mean I'd love to be able to help her and I find it difficult that I can't. I'd love to be able to say, "later will we have a look at that now and see the way we can do it tomorrow", or even if I say to her, "the supervisor is in the school and you'll probably have her after lunch, is there anything I can do for you? Are you alright?"
110: "No everything is fine it's grand".
111: I'd love to say "show me what you're doing, are you sure all those steps are OK?"
112: "No, it's fine, grand, everything is fine" (laugh).
113: It's a very difficult situation to be in.
114:

**Node 11 of 504** (1 2 342)
/PERSPECTIVES/RELATIONSHIPS/disappointed at
relationship with st
Passage 1 of 1 Section 1, Para 117, 898 chars.

117: Laura: How would I describe the relationship?...I thought and I expected that we'd be...that a good relationship would have developed in that we'd become friendly out of it. Because my own class teacher that I did my five weeks with she rings me maybe on a fortnightly basis and we keep in contact and we'd have a chat and we still get on very well together although she's not in the school any more. We meet up every Christmas and we meet up at Easter and we've done so ever since my TP so I have developed a great relationship with her. I was expecting and hoping for the same thing here but it's not happening, you know what I mean, it's not happening at all which is disappointing. It is a bit disappointing. I think that's my main disappointment about it. I though that we'd become friendly and everything like that out of it and in later years if she was teaching locally we'd get together.

**Node 12 of 504** (1 2 343) /PERSPECTIVES/RELATIONSHIPS/not a
personal relationship
Passage 1 of 1 Section 1, Para 117, 334 chars.

117: But no it's very...it's just...it's not a personal relationship at all anyway. If there's anything to be spoken about or any questions to be had it'll just be on something like, "could you do some photocopying for me?" or "I was expecting the supervisor today and she didn't come". It'll be just about the school day and nothing else.

**Node 13 of 504** (1 2 344) /PERSPECTIVES/RELATIONSHIPS/one
exception that pleased ct
Passage 1 of 1 Section 1, Para 117, 683 chars.

117: Now having said that though she did...when I fell...she did make contact because the kids were worrying. There were kids crying in the school and stuff because in the class they'd heard that I wasn't in on the Monday and they knew I fell on Friday. And when I wasn't in on the Monday they were up in a heap. So she texted me to make sure that everything was OK so that she could relay the news to the children which was nice. That was lovely of her to take time out to make sure the kids would be more happy the following day when they knew I was alright. So I was delighted with that but you know it's just...she gets on with her work and that's it really and yes that's disappointing.

**Node 14 of 504** (1 2 345) /PERSPECTIVES/RELATIONSHIPS/fair
supervisor but no st feedback
Passage 1 of 1 Section 1, Para 121, 425 chars.

121: Laura: Ahm...she is...yeah...no she is quite fair. I think she definitely takes everything into account but in a very subtle way. You see the thing is I've heard nothing. I've got no feedback from the *léirmheasanna* so I'm not finding out that much about her.

But looking at her in the classroom and stuff she seems to be quite fair and she'll take it all in and because she's a teacher herself she knows exactly what to expect.

121: She'll go around to the kids and she'll have a little chat with them and she's great for giving them praise before she leaves. She'll say, "Oh you were marvellous today", and the kids love that. They love to think great of themselves.

125: Laura: Ahm…The first time she came in, the first time she arrived I kind of felt by her presence in the classroom she [the supervisor] was just a bit uneasy. I felt and I thought definitely she knows what's going on here. But then afterwards when I asked the student, "how did that go?" She said, "Yeah fine, that was fine she's very happy". And I thought, "Oh my God how could she be very happy?" because this first visit was very disappointing for me. I had seen her teach better than that. The lesson she [the supervisor] had seen was pointless in that the student just read from the book and I just couldn't understand that. And then there was an experiment which she demonstrated from the top of the classroom when you're expected to give out materials and let the kids find out for themselves and I just couldn't understand it. I was saying to myself, "how could that be grand? How could that be fine?" But then I copped on that I just wasn't going to know what went on in the *léirmheasanna*.

5: Well on my own behalf I thought it went well. I tried to cover as much of a range of subjects as I could but I didn't change anything that I was doing. I just did things in the normal way that you'd see the normal classroom, my normal classroom of a normal day.

5: I think what happened was the time. It was the three days before the mid-term break and I think it was a disaster of a time to pick because no classroom is running in a proper way during those three days especially on the Friday. We were going to the library so that was half of Friday gone because it meant that we were leaving the school at half twelve and we weren't coming back again until half two so that was that chunk of a day out. I think something else was going on in the Halla on the Thursday so that was another part of a day gone you know what I mean. Different things were happening so the classroom

wasn't as it was normally and because it was Hallowe'en the kids wanted to finish off pieces of art and you know you're trying to pack up things like that so really it was hard to try to fit everything in. I thought...I definitely thought I'd have it more structured than what it was but it was impossible because different things were arriving that had to be dealt with and had to be done like they were entering an art competition as well so they had to have things ready to send off on Friday. You know different things that take time so I think the College will definitely have to look...you know even if they came for the three days at the start of the week rather than the end of the week. I just felt the timing wasn't great.

**Node 19 of 504      (2 304) /DEFINING THE SITUATION/wanted st to get more involved**
**Passage 1 of 1 Section 1, Para 5, 393 chars.**

5: Ahm I suppose I would have preferred if she got more involved in the classroom you know, if she was more you know...she just at the start definitely for the first day she kind of sat back an awful lot and I felt she was catching up and doing notes herself and things like that whereas I would have preferred if she got more involved and then I encouraged her to get more involved and she did do.

**Node 20 of 504      (2 305) /DEFINING THE SITUATION/disappointed st didn't ask questions**
**Passage 1 of 1 Section 1, Para 5, 238 chars.**

5: I suppose I had prepared myself for a massive range of questions because I know myself when I went out I had so many things to ask but she didn't. She didn't have an awful lot to ask. She had one or two sheets to fill up for the College

**Node 21 of 504      (2 307) /DEFINING THE SITUATION/ct felt wrong week picked**
**Passage 1 of 1 Section 1, Para 5, 562 chars.**

5: I just feel she would have benefited more from it if it was at a different time like maybe if it was the week before it would have been much more free-flowing you know what I mean. You can understand when it comes to the end and the kids are going for a week they're all excited and they're counting down the days to start getting ready for trick-or-treat at Hallowe'en. Everything is based on Hallowe'en. I was doing a thematic week and everything was on the whole theme of Hallowe'en so it was a different week and it was a bit hectic on the Friday especially.

**Node 22 of 504      (2 309) /NEGOTATION/work moving at too slow a pace**
**Passage 1 of 1 Section 1, Para 13, 701 chars.**

13: Laura: It did. On the Thursday I pointed out to her where I am in the books and what I would be hoping she would cover for me. Now a lot of it has been done but then again there's still a lot of stuff that needs to be you know...She's finding it hard to fit in

English workbooks and stuff but that's because she's more inclined to do her own worksheets and stuff like that. I'll encourage her now I suppose to start giving them English writing like she's doing messages at the moment and I'm saying to her, "give that page for homework tonight". But I feel like things are moving at a slower pace than what I'd be doing myself and I think I'd be more...I think I'd be more inclined to get more done.

### Node 23 of 504    (2 310) /NEGOTATION/unhappy with time-keeping
### Passage 1 of 1 Section 1, Para 13, 567 chars.

13: She's...when I was on teaching practice I was so conscious of the timetable and having only so much time in the day whereas that fear doesn't seem to be there any more. Like, say, Maths lessons, where I have tied myself time-wise when it comes to an hour at Maths that's it I finish up whereas I feel some Maths lessons are going on for maybe an hour and a half, maybe an hour and three quarters, which is really dragging you know what I mean. Therefore there's a subject or two gone in the day at the other side of it so time-keeping and stuff needs to be looked at.

### Node 24 of 504    (2 311) /NEGOTATION/st has great relationship with kids
### Passage 1 of 1 Section 1, Para 17, 96 chars.

17: Laura: She's definitely getting on very well with the kids. She's a great relationship with them...

### Node 25 of 504    (2 312) /NEGOTIATION/children enjoy her
### Passage 1 of 1 Section 1, Para 17, 407 chars.

17: ...and they enjoy what she does you know the songs and the poems. They get great enjoyment out of those things. I suppose Maths at the moment they're really enjoying that because she's doing things like shape and symmetry and they're really enjoying everything like that. Ahm... suppose the main thing would be her relationship with the kids. They enjoy talking to her. They enjoy looking forward to the day.

### Node 26 of 504    (2 313) /NEGOTIATION/kids see her as younger than ct
### Passage 1 of 1 Section 1, Para 17, 85 chars.

17: Even though I'm still young they still look at her as being so much younger than me.

### Node 27 of 504    (2 315) /NEGORIATION/difficulty with classroom mgt~
### Passage 1 of 1 Section 1, Para 21, 297 chars.

21: Laura: Ahm...classroom management at times like sometimes teaching at the board when maybe two kids are having a chat or another child would be fiddling with a pencil

case, different things like that. Being aware of all of them I suppose...Sometimes even though it can happen with myself sometimes.

**Node 28 of 504     (2 316) /NEGOTIATION/children making too free**
**Passage 1 of 1 Section 1, Para 21, 179 chars.**

21: The kids are a bit free with her in that I would class them as being a bit cheeky at times but they may be just having a joke. But I'd think they're crossing the line a small bit.

**Node 29 of 504     (2 317) /NEGOTIATION/prep~ not consistent**
**Passage 1 of 1 Section 1, Para 21, 111 chars.**

21: Maybe preparation sometimes, not every day but sometimes preparation would need to be a little more consistent...

**Node 30 of 504     (2 318) /NEGOTIATION/time-keeping**
**Passage 1 of 1 Section 1, Para 21, 71 chars.**

21: ...but other than that time-keeping, being aware of the length of the day.

**Node 31 of 504     (2 319) /NEGOTIATION/voice monotonous, now**
                          **improving**
**Passage 1 of 1 Section 1, Paras 25 to 29, 744 chars.**

25: Well at the start her tone of voice was the same the whole day. She never raised her voice or never lowered her voice and for myself I found it a bit monotonous at the back of the room. I felt like saying you know I'd love to say, "put a bit of life into it you know a small bit", but whether that's been said to her by her supervisor I'm not sure but there seems to be an improvement coming there now. At this stage it seems to be getting a little more...
26:
27: Paddy: Animated?
28:
29: Laura: Yes a small bit. At the start it felt like everything, you know, she started with Irish in the morning and we came to drama in the evening and it was still the same the whole day and I found myself dropping off at the back of the room but that's improving now...

**Node 32 of 504     (2 320) /NEGOTIATION/expressionless face**
**Passage 1 of 1 Section 1, Para 29, 601 chars.**

29: Facial expression, eye contact and all that...I feel sometimes she could just kind of use her face a little more. Sometimes it's the one expression during the whole lesson or even if a child makes a comment or something even just to raise her eyes a small bit just to show that it's been taken in. Rather than...because sometimes I think the kids are

talking to her and it's not obvious by her face that she is listening you know little things like that. I'm not being picky but if I was a child and I was telling her what I wanted to tell her, I'd feel a bit like at times, "are you really listening?"
30:

### Node 33 of 504     (2 321) /NEGOTIATION/ct has to help s~n~ child
### Passage 1 of 1 Section 1, Para 37, 701 chars.

37: Laura: Ahm…it varies. Some days the child was out of the class for maybe an hour so sometimes she remembers to give her the extra bit of attention but more times fair enough she's so busy that she often forgets and then I'll go over and I'll sit beside her and I'll see where she's at and what's she doing or sometimes if an activity sheet was too hard I'd have something else for her, something a little bit easier. In a way she's doing her best but I think there's so much pressure on students anyway. There's pressure on all of us looking after the other twenty three as well. Nine times out of ten the child is being looked after but if she's not then I'll sit in beside her and help out there.
38:

### Node 34 of 504     (2 322) /NEGOTIATION/wrong approach with
                                  traveller child
### Passage 1 of 1 Section 1, Para 45, 824 chars.

45: Laura: Ahm…she tends to be a bit sharp with them at times. I have one child especially of quite low ability. She's a very funny child. You have to take the time and really encourage her to bring her along with you all of the time but I think she's frustrating the student at the moment because she can't come at the same pace as everybody else and she's tended to lose the cool a small bit with her at times. I feel that child will not come along if that's the way you treat her. You know you've just got to take the joke and bring her with you. I mean I try to praise her to the hilt and then once you do that she'll come with you. She needs an awful lot of praise and I think sometimes the student hasn't the time or feels she doesn't have the time to give her so she takes the other approach which doesn't work at all.

### Node 35 of 504     (2 323) /DEFINING THE SITUATION/ct annoyed that
                                  st's attitude to her
### Passage 1 of 1 Section 1, Paras 55 to 57, 366 chars.

55: Paddy: And as the classroom teacher you obviously have a lot you could impart to her so the fact she doesn't ask you, does that annoy you?
56:
57: Laura: Does that annoy me yes. I know what you mean now. It does and it did annoy me that day. You know you feel like saying, "is there anything else you want to ask?" or "have you made sure that everything you want is there?"

**Node 36 of 504    (2 324) /DEFINING THE SITUATION/ct annoyed at st's teaching methods**
**Passage 1 of 1 Section 1, Para 57, 1332 chars.**

57: And there have been a number of lessons that I have been unhappy with. Just take Irish for an example. Her lessons at the start would have consisted of "take out your books" and she'd read. She'd read the new bit and then straightaway she'd pick a number of children to read. I couldn't understand it and as I said to you in my last interview my own Irish wouldn't be...I feel it's not strong and it's something I'd always be worried about during teaching practice. But I just felt like I couldn't believe it. I just sat at the back of the classroom and I just had to bite my tongue and say, "Oh my God". And the kids were completely lost and once they get lost they get frustrated and they're getting chatty you know one's asking the next, "what's that word?" And then she marked their spellings and that was it. That was the Irish lesson. I was just shocked and I couldn't believe it. And the other thing was she spoke the whole thing through English. There wasn't an Irish sentence or an Irish word used other than the *léitheoireacht*, the bit of reading right and I will always put myself under pressure in the classroom today because I constantly need to keep reminding myself, "no English" and so we speak Irish all the time and I keep having to remind myself. I'd be trying very hard to do that and so that did really annoy me.

**Node 37 of 504    (2 325) /DEFINING THE SITUATION/ct doesn't want confrontation**
**Passage 1 of 1 Section 1, Para 57, 497 chars.**

57: You know I didn't want to be confrontational about it or anything like that so I just said to her, "how do you think the Irish went today?" and she said, "yeah I was very happy with it. Yeah it was grand". And she didn't give me any chance by saying, "well what do you think?" If she said that I could have...you know I'd have an opportunity. I didn't want to say, "well actually I didn't think it went that well" because it was only her first few days and I didn't want to be you know what I mean.

**Node 38 of 504    (2 326) /DEFINING THE SITUATION/annoyed st not following advice**
**Passage 1 of 1 Section 1, Para 57, 536 chars.**

57: Different things like for example English reading and the story might have been four or five pages long and she did the whole thing in one day whereas I would have done that over the week, you know breaking it up. OK she's only a trainee but at the same time if she'd taken notes over the three days she would have known that I said to her, "only do a page and a half a night", but she just took everything in orally. She wrote down nothing of what I had said during the observation week and I felt a bit annoyed about things like that.

**Node 39 of 504**      **(2 349) /DEFINING THE SITUATION/extra surge of**
**energy for supervisor**
     **Passage 1 of 1 Section 1, Para 125, 334 chars.**

125: Ahm...sometimes I feel there's an extra surge of energy when the supervisor is around that's not there when she goes out the door. And I think she's aware of that too. You know the way you just sense these things. Now I haven't been speaking to the supervisor since but...you know you don't want to influence their impressions either.
126:

**Node 40 of 504**      **(2 350) /DEFINING THE SITUATION/putting on a**
**performance**
     **Passage 1 of 1 Section 1, Paras 127 to 129, 484 chars.**

127: Paddy: We'll return to that last point in a moment but when you say there's a surge of energy are you saying there's an element of a performance being put on for the supervisor?
128:
129: Laura: At times yes. Yes. And the reason that I would be aware of that was because it happened to me at one of my own TP's. I had a partner who did the same thing and I told you about that at our last interview. That's why I'd be so aware and I'd be watching for that. Yes, there is, there definitely is.
130:

**Node 41 of 504**      **(2 353) /DEFINING THE SITUATION/putting on a**
**show**
     **Passage 1 of 1 Section 1, Paras 135 to 141, 851 chars.**

135: Paddy: However how do you feel about a person who puts in extra energy not for the children but for the supervisor?
136:
137: Laura: Would I not be right in saying supervisors are looking out for that sort of thing so they'd be quick to pick up on it, wouldn't they?
138:
139: Paddy: They should be but from your own experience supervisors can be fooled.
140:
141: Laura: Yes I know because I told you at the start of this interview about the Irish OK. I just couldn't believe the lack of interest in the lesson but the supervisor was there last week for an Irish lesson. It was fantastic. I couldn't believe it do you know what I mean I couldn't believe it. I felt like saying, "why can't you do that everyday?" It was excellent. There was a bit of drama, she had *fearas*, they were talking about the new words, everything was perfect. I just felt like saying, "she can do it".
142:

143: Paddy: But could that have resulted from the léirmheas after the first visit and the supervisor had said, "this is what I expect" and the student delivered what was expected.
144:
145: Laura: True but I haven't seen the same level since. It comes and goes but it's just I felt like when someone can do it it's a shame. You know Irish is a tough one because you either have the knowledge of Irish or you don't and some people feel restricted when it comes to an Irish lesson. But there's no problem with her Irish. Her Irish is perfect, just use it. Even like starting an Irish lesson, "open your books on page" you know it's very basic, why not put that sentence in Irish. If I'm telling children to take out any book for any lesson it will be through Irish. I'll try to bring in Irish as much as I can during the day but from the moment the Irish lesson is over there's not a mention of any Irish word but while the supervisor is there she'll be throwing in the Irish words here and there.
146:
147: Paddy: And while the supervisor was there did she teach the Irish lesson exclusively through Irish?
148:
149: Laura: Yes, no bother.
150:
151: Paddy: No word of English?
152:
153: Laura: No word of English.
154:
155: Paddy: But if the supervisor isn't there?
156:
157: Laura: It'll be all English. You know she'll say something like, "*tá sé anseo*" now that means and she'll explain it all through English and what's happening the kids aren't retaining it and that's why I heard from the parents that the children weren't retaining the Irish. You tell them but they don't remember. You've got to act it out or put pictures to it and let them learn it that way. At the start like I felt well maybe it was her own Irish because I was nervous myself and was afraid I'd say the wrong thing. But no, her Irish is not a problem.

157: Then there's some days you know how students have supervisors well-timed. They have it all well sussed and there'll be days when there are no lesson plans written because there's no supervisor coming that day you know that kind of way. A float arrived last week and there was big panic to get the lesson notes written in case she came in.

158:
159:

### Node 44 of 504        (2 356) /NEGOTIATION/ct still helps her out
### Passage 1 of 1 Section 1, Paras 159 to 161, 301 chars.

159: Paddy: And did she come in?
160:
161: Laura: No (laugh) she didn't she went to another class. I mean I was panicked myself (laugh) because when you're in College you know the ones to look out for and I was thinking, "Oh my God" and I was rushing around and doing photocopying for her and getting her organised.

### Node 45 of 504        (2 360) /NEGOTIATION/things that turn out lovely
### Passage 1 of 1 Section 1, Paras 183 to 185, 928 chars.

183: Paddy: Do you think you'll have a lot of lee-way to make up when the student leaves?
184:
185: Laura: In some areas I will do. I will but at the same time there are things that she does that turn out lovely and even though they might take the extra time like that letter writing, the kids absolutely loved it. Because what happens is those letters are being sent to Galway to a friend of hers who's teaching up there. Now that's a great set up to have. But it's just that I suppose she puts a lot of pressure on herself to get things done. If the kids were writing a letter for me, by the time they had done first draft, second draft, editing and so on, I would be looking at a number of weeks well maybe not a number of weeks but you'd be talking about a number of days certainly and maybe going on to the following week. But she just got the whole thing done and they were sent away that evening. A deadline was set and had to be met.
186:

### Node 46 of 504        (2 365) /DEFINING THE SITUATION/ct is taking a big gamble
### Passage 1 of 1 Section 1, Paras 207 to 209, 144 chars.

207: Paddy: I suppose a thank you note wouldn't go amiss.
208:
209: Laura: Yes, true exactly...just to feel...because you know what I mean it is a big gamble.
210:

**Node 47 of 504 (3 1 306) /NEGOTIATION/WORKING CONSENSUS/ct gave her resources**
Passage 1 of 1 Section 1, Para 5, 105 chars.

5: And I got all the books and everything organised for her so I gave her all those resources at that stage.

**Node 48 of 504 (3 1 363) /NEGOTIATION/WORKING CONSENSUS/college should communicate with ct**
Passage 1 of 1 Section 1, Para 205, 549 chars.

205: Laura: ...I suppose really like I said at the start there should be guidelines just something small. Or even if there was something put in place say even if they encouraged the student more to seek the help of the classroom teacher and if they did check up on that. If there was a phone call to the school from the College during the five weeks asking, "is your student looking to you for help? Is she following your guidelines?" just to feel there was some check up. I'd be happy if they just set out the guidelines and encouraged more that way.

**Node 49 of 504 (3 1 364) /NEGOTIATION/WORKING CONSENSUS/invite cts to speak to sts before TP**
Passage 1 of 1 Section 1, Paras 205 to 206, 330 chars.

205: You know the way you have lectures preparing you for TP even if there was something based on the role of the classroom teacher. And even if they got classroom teachers in to speak to the students and say, "This is what has been my experience and this is what we invite you to do", something like that, something just that basic.
206:
207:

**Node 50 of 504 (3 2 337) /DEFINING THE SITUATION/ROLES AND RELATIVE POWERS/College needs to clarify roles**
Passage 1 of 1 Section 1, Para 93, 1691 chars.

93: Laura: What am I? I'm an observer at the moment basically and I'm someone who's doing odd jobs around the school. I do think what's lacking is guidelines. For a student like that who is unaware of what my role is in the classroom. If she had guidelines that set out well that I am there as facilitator or I am there for help if she needs it, I think she might be more inclined to ask for it. For that reason I think that's where the College is falling down because they're not discussing what our role is. You know we're just supposed to evaporate into thin air for the five weeks, which is silly in that we're there and if a part of a lesson isn't going well I can't understand why she wouldn't say, "What am I going to do here? This is not going well", and then let me just give her a few ideas and I think she could be using me a lot more than what she is. I think if that was discussed in College and students were given guidelines, given different ways to approach a class teacher and different ways to ask for help, then we might be used a little

more. I feel like the other two teachers in school at times feel the same way, that they're feeling a lack, that they're not feeling useful. Whereas I don't know whether I would have been forward or not when I was out in my TP but anyone I would have asked like, "I'm going to be doing this tomorrow would you think that's OK?" I'd be checking and I'd be feeling a bit anxious over it but I think this year and it's an all round thing because I've been speaking to a teacher in another school who's got a student as well and she feels she's just there and she's not needed either so maybe it's something that really needs to be looked at.

**Node 51 of 504        (3 2 338) /DEFINING THE SITUATION/RELATIVE
                        POWERS/ct's dilemma re giving advice
Passage 1 of 1 Section 1, Para 97, 373 chars.**

97: Laura: Well I don't think classroom teachers are aware of that. Anyway it's very difficult to offer advice and to give advice when you feel it's not being sought. Maybe...I don't know...maybe I should be more assertive and say, "listen why don't you do it this way", but I'd be afraid of doing more damage than good. You know you don't want to shatter somebody's confidence.
98:

**Node 52 of 504        (3 2 339) /DEFINING THE SITUATION/RELATIVE
                        POWERS/ct in a delicate situation
Passage 1 of 1 Section 1, Para 101, 802 chars.**

101: Laura: ...Would I act then? Well I think things would have to be going very badly before I would act to be honest. Because...I mean this five weeks is preparation for the rest of their lives and this is really important for them and their jobs for the rest of their lives so you don't want to give somebody a negative attitude towards it in any way. If it was a thing I had parents complaining or if it was a thing of none of my programme being covered then I would have to act because pressure was going to come on me because things weren't going as planned and then after Christmas I'd be the one who'd have to get the work done so I think I would have to get complaints and such before I would act because it's a delicate situation. It's actually far more delicate than what I thought it would be.
102:

**Node 53 of 504        (3 2 340) /DEFINING THE SITUATION/RELATIVE
                        POWERS/it's tiptoey
Passage 1 of 1 Section 1, Paras 103 to 105, 175 chars.**

103: Paddy: Is it?
104:
105: Laura: Yes far more delicate definitely. I didn't expect it to so...tiptoey. I wasn't expecting that at all because I'm going back to my own...to the way I was.
106:

**Node 54 of 504**      **(3 2 357) /NEGOTIATION/RELATIVE POWERS/supervisors can't see everything**
**Passage 1 of 1 Section 1, Para 161, 492 chars.**

161: She was just...she kind of...when she's relaxed she does things on a whim. There wouldn't be an awful lot of planning or there wouldn't be continuation from one day to the next so I really feel that you know how a supervisor comes in and they just look at the notes for that day and they don't have the time to go back over previous days. I'd love to sit down with a pencil and paper and go through all the days but I know supervisors can't be there for everything. They can't see everything.
162:

**Node 55 of 504**      **(5 1 347) /EMOTIONS/POSITIVE EMOTIONS/v~ pleased her opinion is sought**
**Passage 1 of 1 Section 1, Para 121, 799 chars.**

121: Yes she seems fair and what I do like about her she has asked my opinion and she's asked the other teachers' opinions as well which is great you know what I mean that's very good but at the same time what do you say? You're not going to be negative. I feel anyway I couldn't be. I'd say I was pleased or something like that. Now I spoke to the supervisor at the start. She was teaching maybe for a week and a half and at that stage I had seen an improvement so it was good to be able to say that I had seen an improvement and she had said the same thing. But she seems to be very friendly and very forthcoming and she said she'd have a chat with me again towards the end of teaching practice. So it's good to think she's taking us into account and everything like that and I'm very pleased with her.

**Node 56 of 504**      **(5 1 362) /EMOTIONS/POSITIVE EMOTIONS/feels valued by supervisor**
**Passage 1 of 1 Section 1, Paras 195 to 197, 129 chars.**

195: Paddy: Do you feel valued by the College?
196:
197: Laura: I suppose I do feel valued in that the supervisor is asking my opinion so I do.

**Node 57 of 504**      **(5 2 327) /EMOTIONS/NEGATIVE EMOTIONS/ct bored at back of room**
**Passage 1 of 1 Section 1, Para 57, 545 chars.**

57: The fact that I had gone over things that she didn't take into account. I had said to her to use the History and Geography and Science books and what she thought I meant by that was she took out the book and she read the chapter right and I would know from my days at College I would have always kept away from that and just take out the book for the last five minutes to see what was inside in it but her whole lesson was based around reading the chapter and getting the kids to read it and I was just bored at the back of the classroom myself.

**Node 58 of 504**      **(5 2 328) /EMOTIONS/NEGATIVE EMOTIONS/ct**
**feeling frustrated**
**Passage 1 of 1 Section 1, Para 57, 633 chars.**

57: So I try to look for opportunities to offer advice and I know myself it kind of annoyed me in that I would always have said to my class teacher, "Do you think that was OK?" I would always have been seeking improvement. But any time I'd say to the student, "do you think that was OK now, were you happy with that?" everything would be "grand, yeah fine" and move on to the next thing. So I was losing opportunities and it's the only thing I couldn't understand because I myself would have always...begged for help. If there was any help coming I would have taken it but she's just...she's quite confident and I find that hard at times.
58:

**Node 59 of 504**      **(5 2 329) /EMOTIONS/NEGATIVE EMOTIONS/st's**
**complacency is hardest thing**
**Passage 1 of 1 Section 1, Para 61, 1080 chars.**

61: Laura: I just think she feels she's doing her bit and she's doing enough and that's it. You know that kind of way what's done is done. There seems to be...I would have...I don't know...I would have been striving to go higher the whole time, you know trying to improve in what I am but she seems to be happy with the level that she has and it's grand let it be that kind of way. That's the hardest thing that I'm finding. I'd love if she came to me and said, "well what do you think of that?" because I'd love to give her advice. I'd love to give her the help but I don't want to be pushy either. I just feel that she has the potential to do better than what she is doing and I just feel that even when... you know a little thing like when I used to get my *léirmheas*, my sheet, I would go up the room, sit down with my classroom teacher and look at the bad points and say, "were those obvious to you, do you think that's right?" Because sometimes you'd feel supervisors were just being picky and you'd say, "is that just being picky now or would you think that's right, did I do that?"

**Node 60 of 504**      **(5 2 351) /EMOTIONS/NEGATIVE EMOTIONS/to tell**
**or not to tell supervisor**
**Passage 1 of 1 Section 1, Paras 131 to 133, 842 chars.**

131: Paddy: Let me be devil's advocate here. There are students out there who are genuine and should a student deserve a particular grade putting on a performance while other students are putting in the hard graft and not getting as good a grade. In other words do you think that you should influence the supervisor? I know that's a hard question.
132:
133: Laura: It is a hard question yes. It is because like that I know how it feels. I know to be in that situation exactly how it feels and it's an awful situation to be in. You can look at it from both sides. Obviously my conscience is saying, "get out and say it". But then my other half is saying, "Oh listen, this is so important to her. It's double weighted. It's

going to decide whether it's going to be an honours degree or a pass degree. At the end of the day it decides it all. It really does".

### Node 61 of 504     (5 2 352) /EMOTIONS/NEGATIVE EMOTIONS/will tell only a fraction
### Passage 1 of 1 Section 1, Para 133, 392 chars.

133: So I think, you know what I mean, by saying a fraction, I mean the way I'll do it I'll say so much and let her [the supervisor] read between the lines to figure out the rest. Because I don't want to, I wouldn't have it in me to put someone down that much and people improve with time you know what I mean. When she gets her own classroom she won't have the energy to put on a show every day.

### Node 62 of 504     (5 2 358) /EMOTIONS/NEGATIVE EMOTIONS/what happens if I'm not present
### Passage 1 of 2 Section 1, Paras 163 to 167, 510 chars.

163: Paddy: But does the student realise the seriousness of the situation, what if the supervisor found out that lessons were not being planned?
164:
165: Laura: But the thing is you see like I'm only out of College going on my second year but is that fear diminishing inside there do you think? I'm sorry I shouldn't be asking you questions.
166:
167: Paddy: Not at all, you're quite entitled to ask. If students take a chance on not preparing lesson plans they run the risk of getting caught and the consequences could be serious.
168:
### Passage 2 of 2 Section 1, Para 169, 1039 chars.

169: Laura: Well as you know I was out myself the previous Monday so I'm trying to keep track for my own *cúntas míosúil* as to what's going on and I just said, "can I see your lesson plans for Monday?" and they weren't there and she said, "Oh yeah, take my folder", obviously forgetting we were now on Wednesday. There were no lesson plans for Monday, no lesson plans for Tuesday and only half the lesson plans done for Wednesday and she said, "I forgot to bring them with me today", but I've never seen them since. I know when you're in and out of the classroom it's very difficult to keep track of everything. But I just felt, "what went on on that Monday when I wasn't there. When I wasn't there to keep an eye on things. And for that reason now I'm more inclined to stay in the classroom all the time to see what's going on. Because sometimes...say letter writing was being done last and she started the lesson come eleven o clock and come half two that evening it was just being put away. Now that's a long time to be doing letter-writing.
170:

**Node 63 of 504**      **(5 2 359) /EMOTIONS/NEGATIVE EMOTIONS/things drag & kids miss out**
**Passage 1 of 1 Section 1, Paras 171 to 181, 810 chars.**

171: Paddy: That certainly was a long time.
172:
173: Laura: What tends to happen is you've children of all different abilities so OK you've one child who's finished on half an hour and there's another child and if you gave them three hours they wouldn't get to do it. But she will give that child the three hours to finish the letter if she needs them so things just drag.
174:
175: Paddy: And what about the children who have finished?
176:
177: Laura: One child will be colouring, another child will be reading and you can imagine...
178:
179: Paddy: Does that annoy you?
180:
181: Laura: Absolutely. Instead of moving on and letting the child finish it at home. And then of course you're missing out on the other subjects, drama one day, SPHE another day. If there's something she's doing that goes well for the first half hour she tends to keep with that.
182:

**Node 64 of 504**      **(5 2 361) /EMOTIONS/NEGATIVE EMOTIONS/not valued by the student**
**Passage 1 of 1 Section 1, Paras 187 to 194, 228 chars.**

187: Paddy: Now that you've given over your class for five weeks do you feel valued for having done so?
188:
189: Laura: ...Do I feel valued? No, I don't think I do.
190:
191: Paddy: Do you feel valued by the student?
192:
193: Laura: No, definitely not.
194:
195:

**Node 65 of 504**      **(5 2 366) /EMOTIONS/NEGATIVE EMOTIONS/feeling of frustration**
**Passage 1 of 1 Section 1, Para 213, 132 chars.**

213: Laura: A bit frustrated at times. I suppose really because you are giving...you're laying out everything on the cards for them really.

213: It's there for the taking and the College make me die. The College gets the Principal the whole time. I mean why not look for the class teacher and discuss with the class teacher, even to talk dates, "does that suit?" or something like that. Just to make you feel involved in the whole process instead of the Principal relaying messages to you the whole time. If the just...I don't know...if they just put more emphasis on the class teacher basically because otherwise you tend to be frustrated and you tend to feel, "sure what am I here for, couldn't I be at home?" whereas I've had this discussion with teachers before, "should teachers be involved in the grade?" I'd say not so much they be involved in the grade but they should have some way of giving a formal input to the supervisor. There should be some formal way set out just waiting for the supervisor to ask, "what do you think?" The College would be definitely appreciating the class teacher when they allow them to do that because otherwise we have no role.

214: No other codes in this set code this document.

code this document.

## Appendix Seven

Document:    Third Interview with Laura
Created:     02/12/2005 - 16:21:59
Modified:    04/12/2005 - 16:35:53
Description: Third Interview with Laura

Nodes in Set: All Nodes
Node 1 of 581        (1 2 137) /EMOTIONS/NEGATIVE EMOTIONS/ct
                     extremely disappointed
Passage 1 of 1 Section 1, Paras 15 to 17, 579 chars.

15: Paddy: So how do you feel your gamble worked out over the five weeks?
16:
17: Laura: ...Ahm to be honest at the time I was extremely disappointed because I was hoping that the kids would benefit from it and it would enrich their year, that it would be...you know...because there's always that element of excitement  when a student is coming but it's just like...looking back on it now it doesn't even stick out in the kids' memories. Anything that was covered isn't even referred to any more. The whole visit is like something that just happened and the kids aren't even looking back on it.

Node 2 of 581        (1 2 144) /EMOTIONS/NEGATIVE
                     EMOTIONS/frustrated at st's performance
Passage 1 of 1 Section 1, Paras 39 to 42, 127 chars.

39: Paddy: And as you were observing how did you feel watching this student who wasn't giving it her all?
40:
41: Laura: Frustrated yes.
42:
43:

Node 3 of 581        (1 2 158) /EMOTIONS/NEGATIVE EMOTIONS/PE
                     impressed but good taken from it
Passage 1 of 1 Section 1, Paras 75 to 77, 431 chars.

75: Paddy: Did you see any improvements in her teaching over the five week period in any subject area? Last time we spoke you mentioned P.E. as one of her better areas.
76:
77: Laura: Yes there was a nice P.E. lesson and I was very impressed and I did get some ideas from it. But come week four, week five, when she knew the supervisor wasn't

248

coming, the same lessons were being done again so whatever good was there she was taking it back again.

77:  Like her Irish in my opinion was very poor. It was just there was so much English being used. I know it's hard enough to try to do all of the Irish lesson through Irish. I find it tough going myself and it's a tough hour of the morning. But when I saw the Irish lesson basically taught through English I was horrified. But then we had the supervisor in one day for Irish and I couldn't believe the standard. So what was annoying me was the fact that she could do it but she was just being relaxed about it.

79: Paddy: A word that you used last time to describe your feelings was "frustrated". At the end of the TP how did you feel?
80:
81: Laura: I suppose I was happy to see the end of the five weeks coming. I was. Because I was expecting loads of things. Because when you think back on your own TP you're trying your best and I was looking forward to all these lovely things that would impress me. Because even though I'm only two years out of College you can get rusty and you can start getting into a routine and I thought it would be great now if I saw different things this year and I'll get more ideas and new ideas to keep myself going. But there was nothing like that.

81: Everything was just like it was in the book. Everything was read from the book and it was all at the same pace, her tone of voice even. That was one thing I learned for myself to vary my tone of voice. That was one thing said to me during a TP and I thought well if they're going to be picking up on that what else were they going to pick up on. But my supervisor was dead right. To be listening to someone starting in the morning with Maths and finishing in the evening with whatever and it was the same tone and the same level of voice the whole day through. So by the end of the day I was thinking, "God will half two ever come". Even to give a roar out of her (laugh) every now and then even for disciplinary reasons but it was just so monotonous.

**Node 7 of 581**      **(1 2 163) /EMOTIONS/NEGATIVE**
**EMOTIONS/wanted to help as she was helped**
**Passage 1 of 1 Section 1, Para 81, 879 chars.**

81: I hate being so negative about the whole thing. Everyone deserves a chance and I was genuinely looking forward to that five weeks and giving somebody the same level of help that I had been given. Because I still look back on it and I'm still so grateful to that lady. She's a great friend to me and I feel if you can get that from any teaching practice that's all you want. Even when it came to going for interviews that summer she wrote me a brilliant reference and I had that to go with my CV which is definitely a fantastic thing to have because she was the only person to have seen me teaching for that length of time. And even before I went for my interview she was ringing me at night and telling me different questions that I might be asked and how to answer them. I met her the day before the interview and she gave me so much help and guidance and everything like that.

**Node 8 of 581**      **(1 2 164) /EMOTIONS/NEGATIVE**
**EMOTIONS/student had her own agenda**
**Passage 1 of 1 Section 1, Para 81, 257 chars.**

81: But the student...she was just...I don't know....she was just coming in and she had her own agenda, she had her own ideas on what she was going to teach and that was it, you know what I mean. If it worked, it worked, and if it didn't, it didn't and that was it.

**Node 9 of 581**      **(1 2 170) /EMOTIONS/NEGATIVE EMOTIONS/ct**
**couldn't wait for TP to end**
**Passage 1 of 1 Section 1, Paras 99 to 105, 1242 chars.**

99: Paddy: But even if she managed to fool the supervisor did you find that attitude disrespectful to you and the pupils?
100:
101: Laura: It was just...I don't know...it was very weird. I don't think the level of maturity was there for her to realise what she was doing. She thought the only important time in the classroom was when the supervisor was there. And there's only so much you can say.
102:
103: Paddy: Was it a situation that annoyed you?
104:
105: Laura: Very much so. I couldn't wait for the five weeks to be over. One of the things I had been looking forward to so much and now I couldn't wait for it to be over. All summer I was thinking this is going to be great. But no, there was an awful element of laziness. She just didn't care. And sometimes I'd say "did you have a hectic week-end preparing?" because I'd be thinking back on my own TP. And she'd say, "No I was working part-time on Saturday, working on Saturday night and I spent a couple of hours preparing on Sunday. I was very late getting to bed last night. It was half ten when I finished". I remember being up until two or three in the morning getting things organised,

having posters completed and things like that. But she would just put in the few hours and if things weren't done, so be it.
106:

### Node 10 of 581     (1 2 177) /EMOTIONS/NEGATIVE EMOTIONS/110
### more worries than usual
### Passage 1 of 1 Section 1, Para 137, 1069 chars.

137: Like I was there...you know I really thought that when I had the student there I'd go home every day at half two completely relaxed, sit down on the couch, watch television, have nothing to worry about. God I was thinking it's going to be great instead of bringing home loads of books and loads of copies this is going to be fantastic. But instead I was going home every day at half two thinking, "how am I going to put this to her tomorrow or how am I going to say this?" I was going home with a hundred and ten more worries than I'd normally go home with. And that is unbelievable to be going home saying, "I want this done tomorrow, but how am I going to put it? How can I say it without it sounding insulting? How am I going to say it to her?" But after all that I could be spending the whole evening with all of that going through my head over and over again. Then I'd go in the next day and say it and she'd just say ok and that would be it. You know instead of saying, "how would you go about that?" or, "explain that again to me." But she just wasn't interested.

### Node 11 of 581     (1 2 178) /EMOTIONS/NEGATIVE EMOTIONS/an
### input into grade would change st
### Passage 1 of 1 Section 1, Para 137, 317 chars.

137: But if she knew that you had some input into her grade she would be interested and she would take it on board. So I think without that an awful lot of teachers are going to be frustrated because I don't care in any course that you go to there will always be some people that will sit back and just hope for the best.
138:

### Node 12 of 581     (1 2 180) /EMOTIONS/NEGATIVE EMOTIONS/I was
### taken advantage of
### Passage 1 of 1 Section 1, Paras 147 to 149, 1166 chars.

147: Paddy: Any other advice you would have for them?
148:
149: Laura: ...I suppose...I don't know would I be as friendly with the person next time. I was very forthcoming. I was very welcoming and in a nice way I showed her what I'd like to be covered over the five weeks. I think next time I'd be more straightforward, more down to business and say, "look this is what needs to be covered, timetable it in", and that would be it. No niceties about it because this time I think I was too nice. I think that's what happened. I was too welcoming and I was just taken advantage of. Whereas there were other teachers in the school and they didn't know the students from Adam and they just didn't know the students because these teachers aren't from the local area. They

would just have said to the students, "this is what needs to be done, just do it" and if they weren't happy with something they'd say, "now you've been trying that method for the last number of days and it doesn't seem to be working. Would you not change it around and try this way". And they had no qualms about it. It needed to be said and it was said, but it's very difficult to do that when you know the person.
150:

### Node 13 of 581      (1 2 186) /EMOTIONS/NEGATIVE EMOTIONS/hurt disappointed not appreciated
### Passage 1 of 1 Section 1, Paras 175 to 177, 432 chars.

175: Paddy: How would you sum up how you felt at the end of the five weeks?
176:
177: Laura: ...I just think...at the end of it I just felt a little bit disappointed and a little bit hurt at the end of it because it's an awful lot to open your door and hand over twenty four children to this person. It is an awful lot and I feel it could have been appreciated a lot more. It was just that she took the situation for granted you know what I mean.

### Node 14 of 581      (1 2 187) /EMOTIONS/NEGATIVE EMOTIONS/st followed her own agenda
### Passage 1 of 1 Section 1, Para 177, 1037 chars.

177: She did. She had her own agenda. Look at subjects like Art and Music. We had an external music teacher coming and so she taught only one music lesson in the whole five weeks. Can you imagine that? Now the music teacher was teaching them some things like they knew the difference between a polka and a reel and all that and they were doing traditional Irish music but the kids weren't learning any songs and she did one, yes one music lesson in the five weeks. And they learned one poem, one English poem and half an Irish poem and here are subjects that you can do so much with. For example in Art I was expecting great things. We went to the library one of the observation days and they made clay animals and she got two more weeks out of that because she got the kids to paint them one week and the following week they varnished them. Even a simple thing like the bell went off at half two and she was nearly gone before the kids. She was packed up at a quarter past two and so when that bell went at half past two she was ready to go.

### Node 15 of 581      (1 2 189) /EMOTIONS/NEGATIVE EMOTIONS/who cares what I think
### Passage 1 of 1 Section 1, Paras 183 to 185, 414 chars.

183: Paddy: Are you saying you felt let down?
184:
185: Laura: I really felt at the end of it sure I could have stayed at home for the five weeks. Who cares what I think. It would have been very easy to get up and walk out of the classroom and stay out for the day and do different things around the school that needed to be done but I just felt if I wasn't in the classroom, if I didn't stay there, what would be done? Nothing.

**Node 16 of 581**      **(1 2 190) /EMOTIONS/NEGATIVE EMOTIONS/ct's**
**interaction with the principal**
**Passage 1 of 1 Section 1, Para 185, 1321 chars.**

185: And towards the end the Principal came to me and said, "how do you feel? How did she get on? What did you think of her?" And I didn't say much and she said, "do you mind me saying something? You haven't looked a bit happy in the last five weeks. I'm so used to seeing you coming through the yard with a big smile on your face, so what happened?" And I said, "I'm sorry about that. It's not me but I'm just completely disheartened and completely disappointed with the way the situation is going and to be honest I feel my hands are tied, there's not a whole pile I can do, or a whole pile I can say". And she said, there was a about a week and a half still to go at this stage and she just said to me, "all I can say is bite your tongue and hold it because nobody will appreciate it." She said, "nobody will appreciate your going out on a limb here" so she said, "I know you're frustrated. I know you're disappointed but your hands are tied, there's nothing you can do". And I said, "I know they are but it's so disappointing. Even when I was out sick I know there was nothing covered". "Listen", she said, "I'm no fool. I've it copped to a T. I know exactly what's going on." So she wasn't in the classroom and she knew exactly. She knew it inside out. I didn't have to say much. She knew exactly what the situation was.

**Node 17 of 581**      **(2 1 138) /PERSPECTIVES/TAKING ON ROLE OF**
**CHILDREN/doubts if children benefited**
**Passage 1 of 1 Section 1, Para 17, 744 chars.**

17: They never mention her or it and I really wonder did they gain anything at all from it. It just seems like a void space. Now because I was ill in the middle of it, it was great to have someone there who was getting used to the class and could follow on. That worked fine. But...overall I don't know...looking back on it I'm not saying that I wouldn't take a student again but it is a gamble what type of student you get. I know there's another teacher in the school who was quite happy with her student and what was covered was covered well and she's no worries for the rest of the year whereas I'm going through the content now with the hope of having time to go back over stuff that was done during those five weeks and that's really impossible.

**Node 18 of 581**      **(2 1 139) /PERSPECTIVES/TAKING ON ROLE OF**
**CHILDREN/doubt confirmed**
**Passage 1 of 1 Section 1, Paras 19 to 21, 101 chars.**

19: Paddy: So you didn't see any real benefits for the children then?
20:
21: Laura: No, not really, I didn't.
22:

31: Paddy: Were there any benefits in it for you?
32:
33: Laura: Ahm...were there any benefits for me? I...definitely it was a fantastic five weeks for me to sit down and absorb what the children were doing, to see their strengths and weaknesses, the way they communicated with one another you know what I mean, I picked up on an awful lot during those weeks. We had parent teacher meetings during it and it was fantastic that I had the opportunity to observe because when you're teaching in the classroom you miss so much because you're going at such a pace and you're listening to so many stories and you're trying to filter through what you need to hear and what you don't need to hear so for that particular reason it was invaluable to be able to watch the kids, watch their interactions with one another, watch the kids who like to sit back when they know the teacher is not looking. Just look for the little things and I know afterwards I'm more on the ball now. I know who to watch and who not to watch when it comes to different subject areas. During that time too I found out about the children who were interested in one particular area but not the next and who liked to participate or didn't like to participate or the child who participated too much you know what I mean. Different things like that, I gained a great insight into the kids. So I benefited in that way yes.
34:

45: I left her full time with the kids but sometimes I'd whisper to a few kids to keep the noise down, or to settle down, or things like that. Kids are so quick they know how far they can go. A few kids that I never had problems with at the start were beginning to get a bit cheeky and a little bit forward and I found that quite hard to take too and you'd like to say, "listen bring them back down a notch or two if you could". I felt they were starting to overstep the mark a small bit.

53: Laura: The discipline was fair at the start but the longer the teaching practice was going on the worse it was getting because the kids were quite...I don't know did they really see her as a teacher at times. I mean she'd be great starting off the day but by the end of the day she'd be sitting back a small bit and the kids would be kind of...it was more like...how would you put it? They definitely weren't seeing her as someone being senior in the room. They wouldn't have treated her at all in exactly the same way they

would have treated me. It was just turning into a lot of friendly chatter in the evening time and very relaxed and the discipline got relaxed and the longer it went on the more relaxed the discipline got and that's fine but then when you go back in and take over...the TP finished the first week in December so you're going into two crazy weeks there anyway because the kids are on a high with Christmas coming but they were on an extra high now and trying to bring them back down again and trying to get some work done was really difficult. As she finished up there was an attitude in the room of it's nearly holiday time because for the last three or four days of TP there was very very little done because the supervisor had come pretty early that week and wasn't coming anymore so she knew she was finished with the supervisor at that stage.

**Node 22 of 581**      **(2 1 192) /PERSPECTIVES/SEEING THE SITUATION FROM CHILDREN'S PERSPETIVE/nobody remembers it happened**
**Passage 1 of 1 Section 1, Paras 190 to 192, 296 chars.**

190: Paddy: Did you ever hear anything back from the parents after she had left?
191:
192: Laura: No there just wasn't a thing. It was...that's what I'm saying...it's a weird situation. It's like it happened but nobody remembers it happened. Nobody ever commented good or bad or nobody asked about her afterwards.

**Node 23 of 581**      **(2 1 193) /PERSPECTIVES/SEEING THE SITUATION FROM CHILDREN'S PERSPECTIVE/didn't keep her promise to kids**
**Passage 1 of 1 Section 1, Paras 192 to 193, 479 chars.**

192: Another thing she promised the kids she'd come back the day they got their holidays. She never showed up or never made any excuse for not being there. You can't make a promise like that to children and...Remember she was there only a short time before the day of the holidays. They were waiting for the day of the holiday to arrive but she never showed.
193: You shouldn't make promises like that and not keep them or at least let the children know you can't come or whatever.

**Node 24 of 581**      **(2 2 140) /PERSPECTIVES/TAKING ON ROLE OF STUDENT/st missed the whole point of TP**
**Passage 1 of 1 Section 1, Paras 23 to 25, 1691 chars.**

23: Paddy: Did you see any benefits for the student teacher?
24:
25: Laura: ...Ahm to be honest I think it's an awful thing to say but I think she was kidding herself. Because she could have used it to get fantastic experience from it. I really found last year that the five weeks it does prepare you for going out in September and it was the most substantial teaching practice that we had done and it was the main one that you get so much experience from. It's unreal like if you use it for your benefit.

But the way she used it if that's the way she's going to face next September I'd be worried for her because she missed the point of when you are on teaching practice. The supervisor plays such an important role that you do put it all in when that person comes in the door but at the end of the day it's your job and it's children that you're educating. You're not going in to impress people, you're going in to teach the children and I just felt that point was being missed. Her important role in the class I don't think she understood it. I think she just felt that she was there to get a grade and to get through it whereas she really needs to understand that this is her job and this is what she has to do for her teaching life. So this is what would worry me at the end of it. I'd love for her to have realised for that five weeks that this is what teaching is really like because for the other teaching practices you're going in and you're saying, "what have I got at the end of it?" Whereas in the five weeks teaching practice you do have the opportunity to consolidate the material and get it well taught. So to be honest I think that she could have used it a lot better than what she did.

26:

**Node 25 of 581        (2 2 141) /PERSPECTIVES/TAKING ON ROLE OF
                        STUDENT/st just doing the minimum
      Passage 1 of 1 Section 1, Paras 27 to 29, 365 chars.**

27: Paddy: What exactly were you picking up on that made you realise she didn't see the importance of this TP?
28:
29: Laura: Well it was more like just going through the timetable and ticking off the lessons, that's done, that's finished, only one lesson plan covered from last night and delighted if a subject wasn't taught and it could be carried forward to the next week.
30:

**Node 26 of 581        (2 2 145) /PERSPECTIVES/TAKING ON ROLE OF
                        STUDENT/walk out rather than interrupt
      Passage 1 of 1 Section 1, Paras 43 to 45, 721 chars.**

43: Paddy: Did you ever feel like interrupting and saying, "look this is how it's done."
44:
45: Laura: There were times. But it's awful too to say, "this is how you do it" and I suppose it would take an awful neck too because I've been teaching for such a short time. But there were times when I did stand up and just walk out of the room and say I'm going for a quick walk because that would be the last thing to interrupt. It's very disheartening for a teacher to be interrupted. I know because it happened to myself when I was out on First Year TP. The kids were getting rowdy and the teacher just took over and oh my God it is an awful feeling. So I said definitely I'm not going to do that because I know how it made me feel.

**Node 27 of 581**     **(2 2 154) /PERSPECTIVES/TAKING ON ROLE OF**
**STUDENT/was lack of respect down to age**
**Passage 1 of 1 Section 1, Paras 67 to 69, 697 chars.**

67: Paddy: I find it quite surprising that since you were the classroom teacher and you were present when she was teaching that even out of respect for you she would have done her best.
68:
69: Laura: Yes but then I suppose you'd look at it and you'd say to yourself was there much respect there because I was only two or three years older than her. What I'm saying is did she think I knew a lot, did she think would she benefit at all from me. Whereas I know myself if I went into a classroom and there was a teacher there who was only a few years older than me I'd be thrilled because I'd feel I'd be more capable and more at ease approaching her for advice rather than an older teacher. But no she didn't.

**Node 28 of 581**     **(2 2 155) /PERSPECTIVES/TAKING ON ROLE OF**
**STUDENT/next st must be unknown to ct**
**Passage 1 of 1 Section 1, Para 69, 389 chars.**

69: I do feel I would have known the student slightly before the teaching practice and I would never get into a situation like that again. I would prefer a complete stranger that if I did have a problem with I could discuss it with her and deal with it but it's harder when it's a person that you do know the person even slightly beforehand and you don't want to tread on anybody's confidence.

**Node 29 of 581**     **(2 2 181) /PERSPECTIVES/TAKING ON ROLE OF**
**STUDENT/sts work the system to their benefit**
**Passage 1 of 1 Section 1, Para 153, 1059 chars.**

153: Laura: I think the whole system needs to be looked at in St. Paul's because of the way it is at the moment. Ten years ago this system would have worked and did work and did work even in my time because when my supervisor came in the door I had no idea from one week to the next what day or what time the supervisor would arrive. But now the students have copped on to the way it works and they're now working the system to their benefit. They do know when the supervisor is coming. They have a network. You know the meeting you have with your supervisor before TP begins. Well now you know all the surrounding schools the supervisor will visit so you swap numbers and when the supervisor leaves the school you send on a text. You know even a simple thing like the supervisor goes outside the door well is the car turning left or right you know the direction she's gone in so you can pick the next school. It's very easily done. So even if there were two supervisors allocated to students they couldn't predict or they couldn't know when a supervisor was arriving.

**Node 30 of 581       (2 2 191) /PERSPECTIVES/TAKING ON ROLE OF STUDENT/st ruined chances of job in school**
**Passage 1 of 1 Section 1, Paras 186 to 188, 568 chars.**

186: Paddy: Do you think the Principal should have said something to the supervisor?
187:
188: Laura: Did she? I really don't know. But I do know the Principal had the situation sorted in her own mind. She knew the way things were and it's a pity for the other person too because she could have used that five weeks to get her name in there. I know a lot of substitution jobs have come up since and her name wouldn't be mentioned which is a pity for her because if I didn't have that five weeks up there I wouldn't have got my name into the school and I wouldn't have my job today.
189:

**Node 31 of 581       (3 1 152) /NEGOTIATION/PERSONAL RELATIONSHIP/no personal relationship**
**Passage 1 of 1 Section 1, Paras 59 to 61, 271 chars.**

59: Paddy:   By the end of the five weeks how would you describe your personal relationship with your student teacher?
60:
61: Laura: At the end...I'd really say that I don't think I knew her any better at the end of the five weeks than I did at the start. That's the way I'd put it.

**Node 32 of 581       (3 2 153) /NEGOTIATION/PROFESSIONAL RELATIONSHIP/professional advice backfired**
**Passage 1 of 1 Section 1, Paras 61 to 65, 2142 chars.**

61: She just wasn't very forthcoming. She never sought advice or she never asked me "was this ok or is it ok if I do this?" She never really looked to me at all, you know what I mean. She had her own agenda. This is what she had planned and this is what she was going to do. So that was the way it was. You'd often try to be nice and say, you know that lesson or whatever but I just found it so hard to say, "you might go back over that for me again".
62:
63: Paddy: Did you ever actually say that to her?
64:
65: Laura: There were one or two things that I did say to her in Maths. Maths and Irish were my main things because they're such important subjects. What was happening was at the start she was going a bit fast and I said, "listen, you might slow down a small bit and go back over that again tomorrow because they're difficult and the children haven't done them before". That was grand but it backfired on me because now there was too much repetition being done so it went from one extreme to the other. Just looking back on it now, take the chapter on 2D shapes in third class which is basically revision. There were two weeks spent on that you know crazy stuff which meant again by the end of the two weeks the kids had lost all interest in that topic and the discipline was gone haywire.

It was great at the start because they were making things from the 2D shapes and they did love that. But when they're doing the very same thing the following week it's just repetition and they lost interest. Different things like that backfired on me. You know how we've got these workbooks and even if they were to be given for homework. I appreciate that time couldn't be spent on them during the day because students have their own timetables to attend to and I asked that they be given for homework at least two or three times but it was never given. So basically you say to yourself, "I'll make it up myself when I get back to the class". It was just that no matter what you said it was never taken in. No matter what you'd say you'd get the response, "yeah that's fine, that's grand". Everything was fine and grand but nothing was done at the same time.
66:

### Node 33 of 581     (3 2 156) /NEGOTIATION/PROFESSIONAL
### RELATIONSHIP/asked once for advice
### Passage 1 of 1 Section 1, Paras 71 to 73, 296 chars.

71: Paddy: And what about your professional relationship, did she ever ask for your advice on any aspects of teaching?
72:
73: Laura: Just once in Maths. She wasn't sure how to approach the teaching of multiplication and I gave her the usual outline that I do, the steps that I take. That was the only time.

### Node 34 of 581     (3 2 157) /NEGOTIATION/PROFESSIONAL
### RELATIONSHIP/wouldn't confide in ct re supervisor
### Passage 1 of 1 Section 1, Para 73, 1247 chars.

73: Other than that she never did come to me or we never discussed...like to this day I wouldn't know one point in any of her *léirmheasanna*. I wouldn't know a thing. I wouldn't know what her supervisor considered were her strengths and her weaknesses. Now I saw some horrific lessons, in my opinion, that the supervisor was there for and yet she proceeded to come back to me and told me the supervisor said they were perfect. Now that couldn't happen. I don't think that it could. I mean if I could see faults and I remember the faults that were pointed out to me on TP and you know the usual things that supervisors pick up on and I couldn't believe they weren't being picked up on here. I know I would have come back when I was on TP and go to my classroom teacher and say, "this is what she said". And I'd go through the whole *léirmheas* with her and I'd say, "what do you think of that now? How could I improve on that?" I'd ask, "did you see that today?" And sometimes she'd say, "no I didn't" and more times she'd say "yes I did see that but tomorrow do it this way", and I'd say, "that's great, I'll try that". I mean you do try to improve on what's not going well. But I've never seen her *léirmheasanna* or couldn't tell you one thing about them.

**Node 35 of 581**      **(3 3 169) /NEGOTIATION/RELATIONSHIP WITH SUPERVISOR/st fools the supervisor**
**Passage 1 of 1 Section 1, Paras 93 to 98, 1370 chars.**

93: But then one day I remember the supervisor did arrive out of the blue. It was the only time it happened and the student hadn't a thing ready, not a thing. So she rips out the PE lesson from Week One, tipexes out the date and changes the date. She had no SPHE lesson plan so she ran down to the student who was in with the Standard Two teacher, got her *fearas* that she had used which the supervisor hadn't seen and got her lesson plan which the supervisor hadn't seen, which was typed and so she got away with that too. And I was like an idiot running around getting photo-copying done for her. Then according to her the *léirmheas* was brilliant, everything was perfect, everything was rosy.
94:
95: Paddy: So she fooled the supervisor?
96:
97: Laura: Yes. She was above in the classroom. We were just starting our lunch when the supervisor arrived. I ran up to her to tell her the supervisor was in the school. And she was going, "what am I going to do? I have no lesson plans, no *fearas*, nothing". She had nothing. But what I was going to say to her was, "what were you planning on going to do for the evening? What were you going to do for the next hour and a half? An hour and a half is quite a long time to have twenty four kids in front of you and nothing planned". So I was saying to myself, "thank God it's about time. This might get her going", but sure she got away with it.
98:
99:

**Node 36 of 581**      **(3 3 171) /NEGOTIATION/RELATIONSHIP WITH SUPERVISOR/first interaction with supervisor**
**Passage 1 of 1 Section 1, Paras 107 to 109, 754 chars.**

107: Paddy: You told me the last time that you had a good relationship with the supervisor. At the end, did the supervisor have a discussion with you about your student?
108:
109: Laura: She did. The first time she came we had a quick chat in the room and she asked me how I felt she was getting on and at that stage because we were only starting off and she'd only done the Wednesday, Thursday, Friday and Monday and so at that stage it's very early days to comment on anybody and it's very soon to make any type of a judgement so I said, "so far it seems to be ok". I didn't say great or anything like that because I was disappointed from day one but I wasn't going to give that report at the start because I wanted to give her a chance to see would things improve.
110:

**Node 37 of 581**      **(3 3 172) /NEGOTIATION/RELATIONSHIP WITH SUPERVISOR/use of ok to alert supervisor**
**Passage 1 of 1 Section 1, Para 113, 371 chars.**

113: Then I talked to her towards the end. Towards the end she spoke to me in the classroom and while the student was in the room there was no way I could criticise her because if she heard even the slightest bit she'd be horrified. So what could you say? I just said "things are ok" and I thought when I used the words "ok" that she would cop on that I wasn't 100% overjoyed.

**Node 38 of 581**      **(3 3 173) /NEGOTIATION/RELATIONSHIP WITH SUPERVISOR/why ct should have an input**
**Passage 1 of 1 Section 1, Para 113, 1985 chars.**

113: But I did meet her then the following day in the yard and she said, "how are you getting on?" One of the other teachers was with me and I just felt I would love to have got her and said, "you're being made a pure fool of here. Would you not come some other day when you're not expected?". But what happened was one of the other teachers was with me and she said, "my student is getting on great and I'm really pleased with her. She's putting such an amount of work in." Then the supervisor turned to me and said, "do you feel the same?" and I said to myself here I go, "to be honest", I said "not really. I am a bit disappointed at the level of work", and she said, "Really?" I don't think she was expecting it, I really don't think she was. Because whatever posters were seen they were the only ones that were brought out when the supervisor was there. Overall in the five weeks I'd say there were two or maybe three posters made and they would have been introduced during the time when the supervisor was there and there was no other *fearas* brought in apart from that. The theme of the Egyptians started on the first week and was still going on in Week Five. I know you can do a lot of development on that theme but it's only one topic covered in five weeks. But how can you sit down with a supervisor and go through all that when all I got was literally three minutes to say what I wanted to say because she was rushing again because she had to go from one place to the next. So as I said before the class teacher should have an input. Now I know there can be a clash of personalities and that but even if the supervisor said, "I want to meet you on a certain day for ten minutes after I've seen the student teach your class." So there would be a time set aside where the teacher could have an input and say, "this is the situation when you're not around". And wouldn't there be more of a push on from the student if they knew that the classroom teacher was keeping an eye as well.

**Node 39 of 581**      **(3 3 185) /NEGOTIATION/RELATIONSHIP WITH SUPERVISOR/teams of supervisors, more visits**
**Passage 1 of 1 Section 1, Para 173, 209 chars.**

173: I'd change the supervision as well so there would be a team of supervisors and more visits because three visits out of five weeks isn't really an awful lot. It certainly didn't work in the case of my student.
174:

**Node 40 of 581**      (3 3 188) /NEGOTIATION/RELATIONSHIP WITH
                              SUPERVISOR/disappointed at supervisor's attempt
         Passage 1 of 1 Section 1, Paras 179 to 181, 815 chars.

179: Paddy: Because you had indicated to the supervisor that you were unhappy with the level of work were any steps taken to bring about some improvements here?
180:
181: Laura: Well it was a case of the supervisor having made up her mind and she had decided well I know how she's getting on. But I said to her, "things aren't great" or "to be honest it's a bit disappointing the level of work that's being covered", and she just said, "leave it to me I'll have a word with her" and I just said, "subjects like history, geography, science and art the kids really do enjoy those subjects and there's been very little of these covered". Well she said, "I'll have a word with her so and ask her to do a few of those at the end of the week", but sure who was there to check that a few of those would be done at the end of the week.
182:

         **Node 41 of 581**      (3 4 176) /DEFINING THE
                              SITUATION/MENTORING/can't mentor a st who
                              won't listen
         Passage 1 of 1 Section 1, Paras 135 to 137, 302 chars.

135: Paddy: What about the classroom teacher and a mentoring role?
136:
137: Laura: Yes I think the classroom teacher should have a more active role in helping the student but when you've got a student like I had that no matter what you said or how you said it, it wasn't taken on board. It was just a complete lack...

         **Node 42 of 581**      (3 5 174) /DEFINING THE
                              SITUATION/ASSESSING/some cts don't want that role
         Passage 1 of 1 Section 1, Para 113, 177 chars.

113: But then looking at it another way, are there a lot of elderly teachers out there who wouldn't take students in if they thought they were going to have an input into the grade.

         **Node 43 of 581**      (3 5 175) /DEFINING THE
                              SITUATION/ASSESSING/setting out assessing role for
                              ct
         Passage 1 of 1 Section 1, Paras 113 to 133, 1754 chars.

113: But I just feel nine out of ten students don't need the teacher to be in the room because they'll go ahead and do their job but you have one or two coming out and that's a different story.
114:

115: Paddy: Because you had intimate knowledge of how your student was performing do you think that you should have had an input into the assessment of that student?
116:
117: Laura: Yes, I do.
118:
119: Paddy: And in what way? For instance would you go so far as the supervisor saying to you, "I intend to award grade X to this student".
120:
121: Laura: What do you think of that? Yes yes definitely that's the type of discussion that's needed.
122:
123: Paddy: Do you know the grade your student got?
124:
125: Laura: Oh God sure I'll never know. But if she got anything higher than a C2 I would be completely horrified.
126:
127: Paddy: You would?
128:
129: Laura: Yes absolutely completely horrified. And for that reason I think it should be discussed with us and we should know. Look at it from another point of view. You might have a student that absolutely loses it when a supervisor comes through the door. That can happen too. You can have a student who is breaking her heart and really working hard and the minute the supervisor comes in she loses it. I know it happens. There was a friend of mine who used to kill herself with work and the minute the supervisor came in the door she could have it all meticulously planned and everything in order and she'd just fall to pieces with nerves. Do you know what I mean you've got that situation too to look at. I definitely think the supervisor should sit down and say, "this is the grade I think she deserves, what do you think?" I don't think that's a lot to ask for.
130:
131: Paddy: So basically you're saying classroom teachers should have a role in assessing?
132:
133: Laura: Yes I am.
134:

**Node 44 of 581        (4 134) /DEFINING THE SITUATION/TP a gamble content-wise**
**Passage 1 of 1 Section 1, Para 5, 138 chars.**

5: A big gamble..well content-wise especially whether everything is going to be covered or you're going to be rushing at the end of the year.

**Node 45 of 581**      **(4 135) /DEFINING THE SITUATION/TP work**
                                      **continuity or a break**
    **Passage 1 of 1 Section 1, Para 5, 581 chars.**

5: The other thing is you've got your own set plans for the year, your own *scéim bliana* and you're looking for this person to fall into place and you know obviously everyone is going to teach everything differently. The kids are used to your way and it is a big gamble whether they continue in the flow or whether it's just going to be a little break for them in the middle of the year. Just content-wise is the main thing because the year is so short and there's so much extra educational things that must be done as well in the middle of it. You need every minute you have really.
6:

**Node 46 of 581**      **(4 136) /DEFINING THE SITUATION/putting on a**
                                        **show for the supervisor**
    **Passage 1 of 1 Section 1, Paras 7 to 13, 1061 chars.**

7: Paddy: In relation to the student and covering the content could it happen that some students that do better than others?
8:
9: Laura: Well you could have a student that was great to cover the content when the supervisor was in and there was great stuff done and then got quite lax, especially say if the supervisor came on a Monday and the students knew that they weren't going to have anybody for the rest of the week, they'd stand back a nice bit and then the following Monday there was a big push on again to get things covered. There was a lot of that going on and I think it's come to the stage now that the students can determine the date and the time that the supervisor will arrive and then there's a show put on for that specific time.
10:
11: Paddy: We'll come back to that again when we're discussing the supervisor, but as regards putting on a show were you referring to students in general or to your own student?
12:
13: Laura: To my own student but also in general because having been on teaching practice I've seen what your own teaching partner can do as well.
14:

**Node 47 of 581**      **(4 143) /PERSPECTIVES/benefited from observing the**
                                        **kids**
    **Passage 1 of 1 Section 1, Paras 35 to 37, 296 chars.**

35: Paddy: You mentioned parent teacher meetings and at our last interview you spoke of how some parents remarked on how quickly you were able to pick up on things.
36:
37: Laura: I wouldn't have spotted half of them bar the fact that I was able to sit down and really observe everything that was going on.

38:

**Node 48 of 581      (4 147) /NEGOTIATION/lessons being rushed**
**Passage 1 of 1 Section 1, Para 45, 232 chars.**

45: Or if there was part of a lesson and I could see from the from the kids that she should be spending a longer time on it and she was flying through it and you'd love to say, "listen go back over that again, they're not sure of that".

**Node 49 of 581      (4 149) /NEGOTIATION/lessons redone, no structure**
**Passage 1 of 1 Section 1, Para 53, 627 chars.**

53: She felt her work had been done so literally there were lessons being re-done that had been done the first week so if we went to P.E. the lesson that had been done the first week was re-done again because no new lesson plans were being prepared and there is no way during the five weeks TP that you can do anything off the top of your head. You need to have your lessons well thought out but this wasn't happening and when you're not prepared and things aren't structured then it just won't work. You know yourself coming up to the holidays if things don't remain structured the kids can just get out of hand in the classroom.
54:

**Node 50 of 581      (4 160) /DEFINING THE SITUATION/a show put on**
**                    for supervisor**
**Passage 1 of 1 Section 1, Para 77, 248 chars.**

77: There were some nice lessons. The supervisor did see one or two nice things right towards the end of it and I'd say to myself, "that's great maybe we'll see more of that again tomorrow", but no, it was a once-off for the benefit of the supervisor.
78:

**Node 51 of 581      (4 165) /DEFINING THE SITUATION/shoddy**
**                    preparation**
**Passage 1 of 1 Section 1, Paras 83 to 85, 1390 chars.**

83: Paddy: There were professional aspects of her work that we spoke about the last time for example not preparing lesson plans, did that continue?
84:
85: Laura: Yes and it got worse. The last week the supervisor came on the Monday and there were no more lesson plans done for the rest of that week. And that is just not on. It happened one day because I was keeping track of what was being covered for my own *cúntas míosúil* and I realised afterwards that I was very silly because it was part of their...the student was expected to complete a *cúntas míosúil* but sure I wasn't told that so that was another piece of paper work that was gotten away with scot free. But even to look at her lesson plan notebook. It started off lovely. It was typed and it was fine for the first week but from then on it was like a scrap of foolscap paper that had been found in a

drawer with one lesson written on that and another sheet of paper thrown somewhere else and another plan written on the back of that. I couldn't credit it. I couldn't believe it. And you can't blame the supervisor either. Obviously the supervisor is only in the room for a certain length of time. They can't go back through the entire folder and scrutinise it and make sure everything is there. But then towards the end where she had six lessons to teach in one day, she had lesson plans for four and two would be missing but who'd notice?

86:

**Node 52 of 581      (4 166)/DEFINING THE SITUATION/sts knew supervisor's routine**
**Passage 1 of 1 Section 1, Paras 87 to 89, 555 chars.**

87: Paddy: Suppose the supervisor came for those two lessons?
88:
89: Laura: But they had it all...they had it all completely sussed out. They knew exactly and they were dead right, they knew the day and the time the supervisor was coming and it wasn't because the supervisor was telling them. It was because they were friendly with students in the other schools and there were phone calls every night and they'd say, "well she wasn't there yet this week so she'll be going there tomorrow". So it was easily done really. They had the supervisor's routine off by heart.

**Node 53 of 581      (4 167) /DEFINING THE SITUATION/other sts didn't take advantage**
**Passage 1 of 1 Section 1, Para 89, 174 chars.**

89: But having said that, there were other students in the school who didn't take that approach. They taught as normal and so you can't paint them all with the same brush either.

**Node 54 of 581      (4 168) /DEFINING THE SITUATION/even less done when ct was out ill**
**Passage 1 of 1 Section 1, Paras 91 to 93, 1175 chars.**

91: Paddy: But did you ever feel like saying to her that having her work prepared was a necessary part of teaching practice?
92:
93: Laura: I remember once I did look for her lesson plans. I was missing one day, sorry two days, I had to go to hospital with my arm and I remember saying to her the following day when I came in, "sorry I was out for two days" and I said to her "can I have your lesson plans for the past two days I just want to jot down what was done". I literally had a timetable made out for each day so I could keep track of what was done so I'd have that information for my *cúntas míosúil*. There were no lesson plans for either of those two days. Now she had rang me at the week-end asking me could she do such a thing in Art and would she have enough time to do it half an hour. I was trying to explain to her what she would and wouldn't get done in that length of time and I told her I wouldn't be in on

the Monday and Tuesday. So it just shows that even when she knew I wasn't coming in she sat back even further. I still think that what was done during those two days isn't worth talking about. There wasn't any real continuation from the previous Friday anyway.

### Node 55 of 581    (4 179) /DEFINING THE SITUATION/only take a st who's a stranger
### Passage 1 of 1 Section 1, Paras 141 to 146, 415 chars.

141: Laura: I would under the agreement that I would never have seen her before or heard of her before and that she was a complete stranger to me. That's what I would look for the next time. I would take a student on again, of course I would but that would be my main criterion that I don't know this person at all.
142:
143: Paddy: Would you give that advice to other classroom teachers?
144:
145: Laura: Yes, that would be the advice.
146:
147:

### Node 56 of 581    (4 182) /PERSPECTIVES/5 weeks prepared me for teaching
### Passage 1 of 1 Section 1, Paras 159 to 165, 678 chars.

159: Paddy: How well does TP actually reflect the reality of daily life in the classroom?
160:
161: Laura: Teaching practice in general or the five weeks?
162:
163: Paddy: Well let's talk about the five weeks.
164:
165: Laura: Well it does prepare you. Up to that, any other teaching practice before that, not at all. They're just ridiculous. They're not of any benefit at all. But in that five weeks I did get an awful lot of confidence I think and it did definitely prepare me for going in teaching for my first year. I mean five weeks is a long time. You're planning for five weeks and it seems like a year. It does seem like a year when you're sitting down to plan it but personally I did benefit from it.
166:

### Node 57 of 581    (4 183) /PERSPECTIVES/TP a performance, it's not natural
### Passage 1 of 1 Section 1, Paras 167 to 169, 1375 chars.

167: Paddy: I hear what you're saying how it prepared you and that you benefited from it but is it like what you are doing now in the classroom?
168:
169: Laura: No it's not. It's far more...what's the word I'm looking for now...it's more like acting, it's more like a performance. It's not natural like. I mean you go in and it's completely structured. You have just five weeks and if the kids have fantastic stories to

tell you in the middle of it you're shutting them up so you can just get on with it. It doesn't in that way, it definitely doesn't. For the teaching part of it you have to be so structured and you're not that structured. Ok you are in the first year you go out because you have to be because you're doing your diploma and the inspector is coming. So you are structured for the first year but I see a massive difference between this year and last year. There's no comparison. Because I have the same class as I had last year and I went through the programme last year, so you know what's coming up next in the programme and what way you're going to try to teach it because you tried out certain methods and so there's not as much thinking involved. But I think the five weeks can be used...I think they can be of great benefit and I think there should be more teaching practices like that in the College, more blocks like that rather than a week here and a week there.
170:

**Node 58 of 581   (4 184) /PERSPECTIVES/questions the value of lesson plans**
**Passage 1 of 1 Section 1, Para 173, 650 chars.**

173: I wouldn't ask for so many lesson plans. Let them do lesson plans for the first week and then you do your fortnightly schemes as we do and your *cúntas míosúil*. St. Paul's doesn't really prepare you for the paper work because you don't do fortnightly schemes inside. The emphasis is on lesson plans. I remember when I was doing my five weeks I was all up in a heap because I was doing my lesson plans first and then the schemes instead of the other way around, making out the scheme first and then the lesson plans. But talking of lesson plans it's ridiculous, when you leave College when do you ever see a lesson plan again? You don't, you really don't.

**Node 59 of 581        (4 194) /PERSPECTIVES/there has to be a better way**
**Passage 1 of 1 Section 1, Paras 199 to 206, 354 chars.**

199: Paddy: You seem really most unhappy with the whole experience.
200:
201: Laura: There has to be a better way. What's there isn't working. I know you can't generalise either, there's probably some people out there and it worked very well for them.
202:
203: Paddy: Is there anything further you'd like to add?
204:
205: Laura: Just there needs to be change. Things need to happen.
206:
207:

**Node 60 of 581        (5 150) /CULTURE/things allowed get out of hand**
**Passage 1 of 1 Section 1, Paras 55 to 57, 502 chars.**

55: Paddy: So you're telling me that the kids were becoming over familiar with her and the work wasn't being done?
56:

57: Laura: Definitely yes. The kids were becoming over familiar with her and there was a general chitter chatter that didn't really have anything to do with the lesson. They could be doing Maths in the morning and up talking about anything at all. Now I know that happens. It could happen nearly every day in the class but you'd bring them back. But with her it could just get way out of hand.

**Node 61 of 581     (5 151) /CULTURE/ct had to deal with after effects**
**Passage 1 of 1 Section 1, Para 57, 1585 chars.**

57: Even now you can still see it coming through, there are a few kids who will lose the run of themselves but then they realise they can't behave like that but they can be a bit on the cheeky side. I have one particular child in my class who can be completely over-powering. She's quite an intelligent child but always likes her voice to be heard and would always want to give her opinion. I suppose she got that opportunity during the five weeks. I had spent September trying to get her to wait her turn or when the kids were working in groups to listen to the others. Now there was very little group work done over the five weeks which I was shocked with because I know how much that is emphasised in the College. But the kids were out of the routine of working in groups and this child's voice was now being constantly heard in the classroom for the five weeks so therefore whatever work I had done in September and October I was starting from scratch again when I came back after Christmas because the two weeks before Christmas were impossible. So when I came back in January there were a lot of problems there trying to bring that child back down again to realise her place in the classroom. And I know it's hard for the child because she is intelligent and she knows the answers to everything so it is very hard on her to keep her mouth closed at times. I know it's hard on her to have to keep bringing her down but she can't be allowed to dominate in the classroom either. I suppose really it's a balance but a lot of my January went into getting her back into the routine.
58:

No other nodes in this set
code this document.

## Appendix Eight

### From Open Codes to Category – Pre-Teaching Practice Interviews

### Why take on a Student Teacher

Document 'Pre-TP Interview Orla', 1 passages, 196 characters.
And for me I was delighted to be of service. I was delighted to be able to give back to the profession, certainly to the development of the profession, something that I had benefited from myself.

Document 'Pre-TP Interview Orla', 1 passages, 191 characters.
I mean I know that it wouldn't be possible for a student to do their training without having access to first hand experience in the classroom, so in that sense, I was delighted to be of help.

Document 'Pre-TP Interview Orla', 1 passages, 203 characters.
Also it was good for the children, it was a fresh face to look at, a young face, everything all full of...you know vibrant, everything and enthusiasm so I thought that was of benefit to the children also.

Document 'Pre-TP Interview Orla', 1 passages, 555 characters.
Also it gave me...actually...and I suppose I have this view of it going into it now another time, giving you a chance to observe the children yourself outside of being their teacher. You're in the room, you're still there, but you're standing outside it a little bit. You can actually see the type of personalities they have and you know when you're so busy sometimes in the process of getting things done that the humour of the children doesn't come across to you the funny little side of them and I could see all that and I was delighted...a new perspective.

Document 'Pre-TP Interview Nuala', 1 passages, 522 characters.
I don't know really. Well a lot of the students that we've had here have been past students of our own so we've known them very well. We've known them when they were kids themselves and you do...like that you do the best for them and you help them as much as you can so I'd be helpful and I'd be very interested in how they were getting on and I love to see them getting on especially when you've had them as your own pupils and you love to see them getting on and you love to be able to do anything to help them.

Document 'Pre-TP Interview Nuala', 1 passages, 281 characters.
Would I see disadvantages? Not really, because as I say I don't mind handing over my class, especially if I know that the student has been a past pupil of the school. I was a

student teacher once and I was very pleased that somebody handed over their class to me so I don't mind.

Document 'Pre-TP Interview Nuala', 1 passages, 91 characters.
And I'd like to help the student as much as I could, support them, advise them or whatever.

Document 'Pre-TP Interview Laura', 1 passages, 488 characters.
Well I suppose looking back if the teacher I went to didn't agree to take me on where would I be? You know what I mean everybody needs a chance. If the teacher didn't give me the chance I wouldn't be where I am today. I wouldn't have learned from her so I don't think you have a choice really. You have to give them the opportunity they need. They need to be placed in a school for five weeks and if they ask to be placed in certain classes....

Paddy: Did your student request your class?

Laura: She did yes she requested it.

Document 'Pre-TP Interview Eileen', 1 passages, 301 characters
My own memories would have gone back to when I was in College from September '76 to '79. And although it seems like the other day, it was some time ago. The strangest thing I suppose is because of having students over the past number of years it keeps us in touch really still with the College

Document 'Pre-TP Interview Eileen' 1 passages, 360 characters
But I do, I have to be honest in saying that some teachers accept it more than others because they see it of course as a little bit of an intrusion but in general they are most co-operative and will help them in every way and from my own point of view, I'm principal in the school as well and I love to see them coming and encourage them to take my own class

Document 'Pre-TP Interview Fiona', 1 passages, 181 characters.
I suppose the first thing I would say is this, I was a student myself one day and I needed a class and you were glad to get your school etc. that would be one of the main reasons.

Document 'Pre-TP Interview Fiona', 1 passages, 351 characters.
Well my biggest problem would be the time of the year to be honest but if I have a student coming in I have to do it positively because if it's a drag it's not going to be of any value to me. No as I said to you we all needed to get a school in our day to get teaching practice done and we have to look at it from that point of view.

Document 'Pre-TP Interview Fiona', 1 passages, 278 characters.
But it wouldn't be a thing I'd do every year put it like that, I wouldn't now. I did it last year I'm doing it this year again because if a local girl came in and wanted your class I'd feel how could you say no because it wouldn't be right I mean I'd like to view it positively

Document 'Pre-TP Interview Kathleen', 1 passages, 415 characters.
I suppose you would like to oblige somebody who was looking for classes. I mean that I know there are a lot of students in the College and a lot of them are coming a long way to try and find a school and if somebody would like to have your class and it suits then you would like to oblige them you know, you remember yourself ringing up a school and asking what class have you available

Document 'Pre-TP Interview Patricia', 1 passages, 481 characters.
I hand over my class because the person who comes in more often than not is a past pupil. My own might be at that stage some day and I wouldn't like anyone to refuse them. Not saying that because I gave over my class they might be refused they wouldn't be refused here anyway. I know that because we take them in. Well, I mean we all had to start, if I was refused back in say 1973/74 whenever I was out in my first teaching practice sure I wouldn't be where I am today.

Document 'Pre-TP Interview Sarah', 1 passages, 220 characters.
Why do I agree? Well I know we all had to go through the system. We all had to do our own teaching practice so when you think about it that way students have to have somewhere to learn and to practise.

Document 'Pre-TP Interview Denise', 1 passages, 513 characters.
Why do I agree to do it? OK definitely number one is the break you know it's brilliant. I know sometimes you can get tired, you can actually get more tired sitting in the back of the room than teaching. I love teaching. Two weeks would probably suit me better but just to help out the student as well because I think most of the girls have gone to this school and they have to learn somewhere and you know I'd love to help out a student as much as I could, learn from them definitely, save me from reading a book or looking up stuff on the internet, just look at them and learn different methods and different ideas and that's it really.

**Properties**

A sense of personal obligation

The student teachers were past pupils of the school

Very difficult to say no to a person from the locality

Student teachers need classroom experience

An opportunity to give something back to the teaching profession

Good for children to see a new face

Children will benefit from the experience

An opportunity to see the children from a new perspective

A desire to help and support the student teacher

Keeps the school in contact with the College

Relieves the teaching principal of teaching duties

Provides a break from teaching

**Dimensions**

Seven of the nine gave the reason that they were given a class by a teacher when they were student teachers and now felt a sense of personal obligation to host the student who had requested their class.

Three said they were anxious to accommodate past pupils of the school.

Eileen the teaching principal saw it as a relief from teaching duties and an opportunity to look after administrative tasks.

Denise saw it as a break from teaching.

All of the other reasons received one mention with Orla giving four reasons for giving over her class.

**Memo**

A sense of personal obligation was by far the most dominant reason given for handing over the class. They had been obliged when they were students, now they had an opportunity to repay. There was also a sense of loyalty to past pupils of the school or to students from the locality. There was a willingness to support and help these students.

Although all nine teachers were now free of teaching duties only two mentioned the break from teaching. Eileen, the teaching principal, encouraged students to take her class. Denise described the break as "brilliant" but then went on to qualify this assertion, stating that one could actually get more tired sitting at the back of the room than from teaching. There was no evidence that this was some sort of a vacation and it was made clear repeatedly throughout the interviews that the children remained the top priority.

Eileen was the only respondent who actually mentioned that TP kept the school in contact with the College, highlighting the fact that the College had a different relationship with the Principal than with classroom teachers.

It was significant that none of the nine expressed a sense of obligation towards the College.

## Appendix Nine: Copy of Letter Written By Orla, Signed and Dated 3<sup>rd</sup> May 2006

I had three interviews with Paddy where we spoke at length about having a student teacher in my classroom. There was a student teacher in my room for five weeks around this time and so the interviews happened at a very suitable time for me. Why? It got me thinking about the whole idea of the student teacher in the room.

Over the years, I have had many different people spending some time in my room be it transition students, exchange teachers from America, a Chinese student acquainting herself with the Irish education system and, of course, student teachers from St. Paul's College. I realise now that I have never really stopped to think about my "could be" role in the whole process. Having spoken with Paddy, I came to realise that, yes, there is an opening for a class teacher to become involved in student teacher placement if he/she wishes. Of course, this involvement should be totally voluntary and as a result might even go on to limit student teacher placement only in those classes where the class teacher is willing to participate in supervision, assessment, etc. of the student teacher, in other words, take on the role of mentoring.

In my experience of student teacher training, be it my own training or student teacher placement over the years, the role of class teacher has been solely to provide the facility, i.e. the children in the class. It seems to me that everyone is working in isolation, the College, supervisor and class teacher. Surely it would be far more helpful to the student teacher and teacher training in general if there was a unified approach with the College and school working together as a support for the student teacher. After all, the class teacher has first hand experience of how the student teacher is coping everyday and has a fair good idea of the quality of teaching that is going on. The supervisor can only visit a certain number of times as he/she has many other students in his/her care.

In my opinion, some liaison between supervisor and class teacher would therefore lighten the load of the supervisor and also bring another opinion to the final assessment. The

student teacher would therefore benefit from the college expertise and first hand knowledge from the classroom teacher.

Now that I have though about it, I see this co-operation between college, supervisor and class teacher as being the way forward in moulding well-informed and the highly skilled teachers of the future.