Wolves and whales:

A study of school-based mentoring using metaphor to analyse the professional lived experiences and identities of teachers who are school-based mentors in primary schools.

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Declaration of original authorship:

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

Abstract

This thesis explores the professional lives and identities of teachers in primary schools who are school-based mentors. School-based mentors are currently pivotal in the education of new teachers and the study explores the expectations and tensions inherent in the duality of the roles. With the implementation of the Early Career Framework, school-based mentoring will become even more crucial, and therefore this study is pertinent and timely.

A constructivist approach enabled a focus on the complex social realities inherent in teaching and mentoring in order to explore and gain greater understanding of the roles and identities of teachers who are school-based mentors. Semi-structured interviews and a group activity provided the data for this qualitative study. Thirteen school-based mentors were interviewed and 35 attended a group activity. Data from both methods were analyzed to identify and analyse key themes. Metaphor elicitation was a key feature in the interview and the group activity.

The key findings of the study focused on the tensions implicit in the duality of the roles of teacher and school-based mentor. Although teachers showed enthusiasm for their mentoring role, in reality their duties and responsibilities as mentors needed to be fitted into an already full day of teaching. Teaching was inevitably prioritized and the stresses around aspiring to be an effective mentor as well as an effective teacher were considerable. Participants had a strong teacher identity. Identity as a mentor was less evident. Metaphor featured strongly in the analysis of the data and was key in addressing the research questions. In particular, one participant's view of her teacher self as a wolf and her mentor self as a whale was especially illuminating with regard to her role and identity.

The study recommends that local and national initiatives to ease the workload of teachers be continued, to ensure well-being but also to enable them to focus on their supplementary yet vital role as school-based mentors. The study identifies further areas of research needed to gain a greater understanding into the role of the school-based mentor, particularly through the lens of teacher education.

Covid-19 – a note, July 2020

This dissertation was written and almost completed before Covid-19 hit us and had – and is continuing to have – such a devastating impact on all of us, professionally and personally. When lock-down happened, I stepped aside from my doctorate in order to support my trainees and Colleagues, both University and School based. It has been challenging to reengage and I am aware that once we emerge from the pandemic chaos, it may be into a different world, societally and particularly educationally. Some of the initiatives and themes that are mentioned in the dissertation, such as the Early Career Framework, may be delayed. Currently, schools are grappling with the notion of social distancing for their children and as such, supporting trainees may not be a priority. ITT/E is changing and will need to continue to change to accommodate these challenges. Whether these changes find themselves embedded in practice remains to be seen.

An already demanding role, teaching has become even more challenging in the past few months. As well as providing insights into role and identity, I hope this study can be seen as a celebration of the amazing, selfless work our teachers do and will need to continue to do to ensure the mental and physical health of our children.

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1. Introduction

Teacher education is one key to a stable and healthy future for our society. Locally, nationally, globally and as a species we face unprecedented political, economic, and environmental challenges. It is our children and their children who will need to solve these issues, if indeed they are solvable, and it is teachers who will guide children to be active members of our future society. Quality teaching is dependent on quality teachers, and the latter which is seen as one of the most significant school-related factors influencing children's academic outcomes (Darling-Hammond, Chung, & Frelow, 2002; Hattie, 2011; OECD, 2005). There is an increasing realization nationally and internationally that if teachers are the greatest school-based influence on educational outcomes for children (OECD, 2005) then teacher education must be a priority (Cochran-Smith, Stringer Keefe, & Carney, 2018). In our fast-changing society, effective teaching requires teachers who are self-aware and active agents of social change (Olsen & Buchanan, 2017). In turn, there must be teacher educators who can foster reflective and equitable approaches to teacher development (Ping, Schellings, & Beijaard, 2018). Trainees spend the majority of their Initial Teacher Training/Education (ITT/E) in school, and so school-based mentors are at the forefront of teacher-training and-education for trainees as well as for newly qualified teachers (NQTs). When the Early Career Framework (ECF)[1] is implemented nationally, the significance of the mentor role will increase.

School-based mentoring was established within ITT/E alongside initiatives to develop more explicit partnerships between schools and universities (Hobson & Malderez, 2013). Within the profession, mentoring is a mechanism to develop professional and practical experience (Bean, Lucas, & Hyers, 2014). Mentoring as a process has been subject to many definitions and these will be explored in more detail in chapter two. For the purpose of this study, school-based mentoring in ITT/E will refer to the multi-faceted relationship between a trainee teacher or NQT and the qualified teacher who is assigned to work with and support them in school.

Identity theory underpins this study, and the hypothesis that teachers who have a strong professional identity are more effective as teachers is fundamental to the analysis (Cohen, 2010;

[1] The Early Career Framework is a two-year package for new teachers. It will expend the Newly Qualified Teacher period to from one to two years. The ECF will become statutory from September 2021.

Friesen & Besley; 2013; Mockler; 2011). Given the importance of the mentoring role to the teaching profession, I wanted to investigate the duality of the identity or identities of school-based mentors. In a world of unparalleled complexity (Gergen, 1991), schools are examples of institutions that have moved away from more traditional habits and customs (Giddens, 1991). I scrutinize participants' perspectives around their identities as teachers and as school-based mentors, focusing on the duality of the roles. The formation of a strong identity within past experiences and stories (Mockler, 2011) is a particular focus.

The study uses metaphor to investigate the professional lived experiences and identities of primary teachers who are school-based mentors. It is hoped that the findings will address the dearth of research around school-based mentoring in primary schools, particularly with regard to the tensions around mentors' identity as a teacher educator. I also anticipate that the findings will support my own practice as Programme Director for a post graduate ITT/E programme. I work closely with the mentors who support my trainees and am aware of the correlation between mentor confidence and expertise and trainee outcomes. Greater understanding may lead to more efficient support for mentors and, in turn, improved trainee outcomes. Having worked in education all my life and more recently with the mentors who support trainees, it is also my aim to give a voice to this group of professionals who are so vital to the development of new teachers and therefore to the education of our children.

The mentoring role lacks clarity and, although it is generally expected that experienced teachers will support early-career teachers through mentoring, the role does not generally feature in a teacher's job description. Teaching and mentoring are distinct roles requiring a different skillset, and the assumption that a good teacher is necessarily a good mentor is not supported by research (Morrison, 2016; Zeichner, Payne, & Brayko, 2015). In view of the widespread perspective that a strong, developed professional identity is essential for teacher efficacy (Cohen, 2010; Friesen & Besley, 2013; Mockler, 2011), this study makes the assumption that a strong mentor identity is essential for efficacy as a mentor. Therefore, as well as scrutinizing the roles and professional experiences of teachers who are also school-based mentors, this study explores the dual identities of those teachers. There is a lack of research around school-based mentoring, and therefore an analysis of how primary school teachers who are also school-based mentors balance often conflicting roles and identities is particularly timely.

Mentoring is a social practice taking place in the social institution that is locally the mentor's school and more broadly, the education system that mentors operate in. The relationships between mentors epitomize Foucault's concept of a world defined by the complex arrangements of social forces (Ball, 2013). More personally, I recognized Ball's (2013) sentiments when considering Foucault's work, described in terms such as 'unease' and 'unsettled'. Mentoring is often challenging to support and these terms summed up my perspectives around the practical issues I face day to day, as well as the more theoretical underpinnings of the institution of mentoring.

The study took place within a context of swift change, educationally, politically, and environmentally. Globally, our species is facing unprecedented challenges with regard to climate change. Brexit, triggering national and local tensions and uncertainties around the impact of a withdrawal from the EU, was confirmed as this study was reaching its conclusion. Three major initiatives, the Early Career Framework and the new Ofsted frameworks for schools and ITT/E providers were being implemented. Concerns around teacher workload, well-being and attrition were profound, with Ofsted warning that a funding crisis in schools was impacting schools' capacity to deliver a broad curriculum as well as addressing the needs of children with SEND (Stewart, 2020).

1.1. Personal and professional background

My working life has been spent being educated and then being an educator. I trained as a primary school teacher in the early 80s and taught in schools for 25 years. For the past nine years I have been leading and managing a postgraduate, university-based ITT/E programme, and my role has entailed working closely with school-based mentors. Since I qualified, numerous government policies rooted in neoliberalism and driven by marketization have instigated fundamental change in the teaching profession (Ball, 1999; Reeves, 2018). Initiatives such as the national strategies (Gov.uk, 2011a), the National Curriculum (Gov.uk, 2013) and Ofsted (2019) have transformed the art and craft of teaching, and the professional landscape of my early teaching career was profoundly different to that which I train teachers for as PGCE Programme Director. As an example, although I can see merits in the standardization of the delivered curriculum, opportunities to develop the less academic children through days devoted to play rehearsals and performances for instance, have completely gone. My answer to a trainee's question: 'what do I do if it snows' – 'take the children

out and go and play in it!!' is given with trepidation – what if the school privileges that day's phonics or maths learning? Many schools do.

1.1.1. The 'problem' – a very personal perspective

In my second year as Programme Director I phoned a trainee who was on placement and clearly finding things challenging – by no means an unusual occurrence. 'I'm marking 90 or 120 books most evenings – is that OK?' they asked. I do not remember my response but suspect it was not suitable to be recorded in this thesis. With my support, the trainee themselves negotiated some reduction in this absurd workload. But this expectation of work outside school hours – evening and weekend - is not unusual. The level of accountability and the data driven landscape means that workload is huge for teachers, and shrinking budgets compared to a rising school population lead to schools that are stretched to, and over, capacity. I have personally witnessed teachers who are clearly struggling to maintain any sort of work life balance, and whose mental and physical health is adversely impacted consequently.

Since I became Programme Director, I have seen the mentoring landscape undergoing change, as teachers are required to fulfil more and more roles within a school. Most mentors are classroom teachers and those that are not are generally members of the Senior Leadership Team (SLT). Most mentors have other duties in addition to being class teachers or SLT. All schools have Special Educational Needs Coordinators (SENCos), Initial Teacher Training Coordinators (ITTCos), subject leaders and phase leaders, and mentoring is carried out alongside these roles. In my experience, the vast majority of mentors are completely dedicated to their role and their job as educators. They generously and graciously shoehorn their mentoring role into their already full teaching job. The Early Career Framework (ECF) which is currently being trialed in some Local Authorities in the north of England, will extend the NQT period from one year to two, with the published guidelines emphasizing the importance of effective mentoring in supporting new teachers (DfE, 2019a).

Experiencing quality mentoring is one of the most significant contributors to trainee progress and developing mentoring and mentors is a fundamental part of my role as Programme Director. I am chairperson for the Mentor Support Group, a group of teacher educator colleagues who are aware

of the importance of quality mentoring to the outcomes of our trainees and who work closely with school-based mentors to support the Partnership. Since the inception of the group, we have put in place a programme of certification, a staged process of professional development tailored to the needs of mentors. In recognition of the importance of identity, all school-based mentors working with our trainees have the title ***** (name of the university) Partnership Mentors. The group organizes an annual conference to support and celebrate school-based mentoring. It is hoped that the outcomes of this study will inform the work of this group.

My work with mentors has been at the same time the most rewarding and the most frustrating and challenging aspect of my role. Part of the remit of this study is to celebrate the work of school-based mentors, however it is from these frustrations and challenges that this study has originated. As will be explored later in this study, the role of the school-based mentor is tensioned. Uncertainties around mentors' day-to-day responsibilities and accountability for trainee progress are exacerbated by the ambiguous nature of partnership and the tensions between a theory/practice approach to ITT/E. Given that teachers are stretched to and beyond capacity in the classroom, how can they also operate effectively as teacher educators? Are mentors even included within the definition of teacher educators? I hope that this study will give me tools to provide better support systems for the school-based mentors that are so crucial to the success of my trainees.

1.2. The context of the study

This study is situated within a landscape within which teachers are required daily to deal with huge diversity and uncertainty (Hargreaves & Fullan, 2000). Our education system is a vital part of the welfare state but is typified by assumptions and unchallenged beliefs (Foucault, 1978). Daily in my role as Programme Director I see the impact of these on my school Colleagues and my ITT/E trainees. My concerns around the well-being of teachers is a common recurrent theme in the press and in the Twitter sphere (eg. Rigby, 2019). Teachers are experiencing high levels of stress and the number of teachers taking sick leave for poor mental health is increasing (Busby, 2020b). Class sizes are rising, particularly regarding the numbers of children with SEND, and numbers of support staff are falling, as school budgets cannot stretch to affording these vital members of staff.

Unsurprisingly, there are growing concerns around attrition, particularly with regard to teachers in the first five years of their career (Allen & Sims, 2018; NEU, 2018; Parliament.uk, 2019a).

My experiences of the tensions around the practical and theoretical implications of a partnership between Higher Education Institutions (HEI) and schools was also formative in the nascency of the study. The evolution of ITT/E is grounded in this concept and fundamental to the notion of partnership is the role of the school-based mentor. School based mentoring continues to be a mandatory element of ITT/E (Gov.uk, 2018a). Trainees spend the majority of their ITT/E in schools and are required to be supported by a school-based mentor, thus the role of mentor is universal within schools that support ITT/E (Gov.uk, 2018a). The role of the mentor has been identified as a critical factor in the success of a teacher (Dunne, Lock, & Soares, 1996) however my experiences concur with the perspectives of McIntyre and Hagger (1994). The mentoring role is unclear, and this lack of clarity is exacerbated by ambiguities around the nature of mentoring.

There are practical and theoretical concerns around the current situation in which school-based mentors are so influential and instrumental in the training and development of teachers new to the profession. Mentoring and teaching are two quite distinct roles requiring a distinct skillset, and expert teaching does not necessarily imply expert mentoring (Bullough, 2005; Feiman-Nemser, 2001; Kosnik, 2013). The roles of the school-based mentor are many, and 'school-based mentoring' is challenging to define (Grimmett, Forgasz, Williams, & White, 2018). The workload study conducted by the DfE in 2017 does not mention mentoring as one of the roles of the teacher. If there is a generic national 'job description' for school-based mentors, then I have yet to find it. The mentoring role is defined locally within schools and/or by the partnership HEI. What is not open to question is the importance of good quality mentoring to trainee progress (Grima-Farrell, 2015), however the mentoring role can be challenging, with evident conflicts.

Whilst there is a substantial body of literature and research around teacher educators, including, as Castanheira (2016) notes, a journal developed in 2012 to gain more insight into school-based mentoring, there is a lack of consensus as to whether mentors should be considered as teacher educators. In the context of this study, I am clear that school-based mentors are, indeed, teacher educators, and Zeichner's (2010) description of them as 'hybrid educators' may well be very apt (p. 94). The majority of an ITT/E programme is spent in school, and whilst in school, it is the mentor

who is in direct contact with trainees and it is the mentor's job to support and assess them (Gov.uk, 2018a). My perspective of mentors as teacher educators does refute much of the research on teacher that considers teacher education to be based in a Higher Education Institution (HEI) (Murray & Male, 2005; Swennen, Jones & Volman, 2010; White, 2014). Foucault might have considered mentoring as typifying the complex social relationships that he described as being characterized by practices and techniques of power (Ball, 2013; Foucault, 1978). Almost daily, I witness the complexity of these relationships, often 'somewhat fraught' (Patrick, 2013, p. 209) between mentor and mentee and between mentoring and teacher education. It is these tensions that will be explored in more depth later in this thesis, with the intention of providing solutions or at least areas to focus on to improve the situation.

Within the theoretical perspective there are a great many studies focused on the perspective of the mentee, but fewer on the mentors themselves (Iancu-Haddad & Oplatka, 2009; Leshem, 2014). There is also a dearth of studies focused on the education of the teacher educator (Cochran-Smith, 2003; Korthagen, Loughran, & Lunenberg, 2005; Livingston, 2014). Most teacher educators have transitioned from a career in teaching, and the impact of this transition is also under-researched (Field, 2012). Field's scrutiny of the transition from teacher to teacher educator reveals challenges and difficulties, particularly with regard to identity (2012), and it is these tensions that I wanted to explore. Following similar themes, Kosnik (2013) highlights the lack of research into teacher educators, particularly with regard to their knowledge base, posing the question what do teacher educators actually need to know in order to be effective? It is this gap in the theory that this study hopes to address.

John (1996) comments that the nature of teacher educators is hard to define – they are the 'missing persons' in the literature of teacher education (p. 119). John repeats Judge's warning of the 'collective death' of teacher educators if more attention is not paid to an understanding of their lives and experiences (Judge, 1993, cited by John, 1996, p. 119). As a teacher educator, I am mindful that 'collective death' continues to be a concern over 25 years later, and this study aims to provide some understanding of the identity and experience of a group of educators, namely school-based mentors, hopefully to avoid this grim outcome.

1.3. Identity

The lens through which I have chosen to study school-based mentors and mentoring is that of identity, and, as discussed more fully in chapter two, I draw on identity theory to underpin the study. Gee's (2000) notion of institution identity (I-identity) resonated with regard to this study, particularly with regard to mentoring. One can choose one's I-identity as a calling, or have I-identity imposed (Gee, 2000). Teachers who are mentors can be 'called' to mentoring, but equally, teachers are told to be mentors – their identity is imposed (Gee, 2000). Goffman (1990) describes the masks of identity that are assumed, consciously or unconsciously, and this also resonated with regard to teachers needing to assume a role as a mentor, sometimes reluctantly.

Mockler (2011) posits a potential tension between the career long professional identity of a teacher, and the demands and requirements of mentoring, a role with a markedly different skill set to teaching. It is on this aspect, namely the potential tensions between a teacher's professional identity as a teacher and their identity as a teacher educator/mentor, that this study will be focused. Teacher identity has been thoroughly researched, particularly with regard to the development of a teacher identity in trainee and early career teachers (Akkerman & Meijer, 2011; Arvaja, 2016; Williams, 2014). Historically, there has been less focus on the identity of teacher educators (Leshem, 2014; Murray & Mutton, 2016) and this is seen as detrimental to this aspect of practice within the profession (Bullough, 2005). The question of whether school-based mentors are, or should be, considered to be teacher educators underpins this study and is developed further in chapter two, as well as through the chapters focused on analyzing and discussing the data.

1.4. Methodology – a brief overview.

The driver for the choice of methodology for this study was the relational nature of mentoring and the identity lens through which it was studied. The study is therefore qualitative, adopting a constructivist, interpretative approach which enables rich description of nuanced findings (Silverman, 2017). Within the interpretative paradigm, the notion of an absolute reality defined in statistical terms is rejected in favour of a constructivist approach which supports a focus on the

construction of the social realities of relationships in schools rather than the dynamics (Silverman, 2017). These themes are discussed in more depth in chapter three.

The methods for this study were twofold. Teachers who were mentoring PGCE trainees contributed to a group activity which was part of a training session prior to the start of my trainees' final school experience. Mentors were asked to work in groups to consider their teaching and mentoring roles in terms of metaphor, and record on post-it notes. The discursive informality of the activity was apposite for the underpinning qualitative methodology. I also chose to do interviews as an appropriate method to suit the qualitative methodology that underpinned this study. As 'the construction sites of knowledge' (Kvale, 1996, p. 2), interviews enabled me to gain an insight into mentors' lives and identities. Thirteen mentors who worked in partnership schools volunteered to be interviewed, and I conducted two interviews with each mentor. These interviews were semi-structured, facilitating the co-constructing of knowledge between myself and the participant (Brinkmann & Kvale, 2015). Questions were carefully considered and designed to explore participants' perspectives of their roles and their identities as teachers and school-based mentors. The analysis was presented thematically, with a focus on the participants' perspectives, and quotations within the thesis enabled the privileging of their voice.

1.5. Metaphor

Metaphor was chosen as a tool to support the study of the participants' perspectives around role and identity. Metaphor is an integral part of communication (Lakoff & Johnson, 2003) and is used increasingly as a methodological tool to explore identity in particular (Ahmad & Samad, 2018; Awaya et al., 2003; Fenwick, 2013). Although they were actively elicited, metaphor also suffused the responses of the participants during the interviews and are also apparent within the literature.

1.6. Why primary?

This study is based in primary schools, focusing on mentors who also teach primary aged children. My programme is a primary programme and therefore the mentors I work with and support are based in primary schools. It was therefore appropriate for the development of my knowledge,

understanding and practice. Although all trainees, whether they train to work in the primary or secondary phases, are supported in school by a named person, commonly known as a mentor (Gov.uk, 2018a), there are significant differences between primary and secondary schools over and above the age range for which the schools cater, and these differences are reflected in the mentoring environment. Campbell and Kane summarise the differences in ethos and culture very effectively, identifying size and therefore the capacity of the school to support ITT/E as a significant factor (1996). The small size of primary schools means that there may have only one teacher mentoring a trainee during an episode of training, in contrast to secondary schools that have the capacity to host larger numbers of trainees and therefore have more teachers acting as mentors at one time (Campbell & Kane, 1996). The implications of these differences can be significant with regard to the opportunities for peer support and communities of practice, for instance (Campbell & Kane, 1996). A further significant difference between primary and secondary mentors is situated within the role of the teachers in those phases. Primary teachers need to be familiar with the requirements of the whole curriculum for Key Stage one and/or two whereas secondary teachers are subject focused and therefore need specialized knowledge of their subject area (Campbell & Kane, 1996). Furlong (1996) analyses the consequent pedagogical differences between primary and secondary teachers in terms of child-centered vs subject centered. The notion of 'teacher as carer' is generally explored in the context of primary rather than secondary schools.

In terms of identity, Day, Kington, Stobart and Sammons' (2006) research reveals differences in the identities of primary and secondary teachers. All teachers' identities are formed by external policy and internal organizational factors as well as personal experiences, but the personal and professional identities of primary school teachers are more closely connected than those of secondary school teachers, whose identity is much more related to their subject and the status it holds (Day et al., 2006). My reading of the theory and research around mentoring and particularly identity within school-based teacher education has revealed that the majority is focused around secondary mentoring. The body of theory focused on mentors in primary schools is somewhat sparse, and this motivates me to fill a gap within this aspect of practice.

1.7. A note about terminology and acronyms

This study is focussed on school-based mentors. Although mentoring is a tool used in teaching and other professions as a colleague-to-colleague support process, 'school-based mentoring', the focus of this study, is the process that has developed to support teachers who are new to the profession. These teachers are trainee or newly qualified, and with the inception of the ECF, 'newly qualified' will include the first two years of a teacher's paid employment. This study will use the phrase 'early career teacher' as an umbrella term covering trainee teachers on their Initial Teacher Training/Education (ITT/E) programme and Newly Qualified Teachers (NQT).

The education sector is noted for the number of acronyms it uses, and these can be confusing for outsiders (and indeed insiders at times). As per academic convention, terms and terminology that are shortened to an acronym are written in full the first time they are used.

1.7.1. ITT, ITE or ITT/E?

These seemingly simple acronyms carry a wealth of nuanced meaning. All three acronyms in the above heading are in use to denote the programmes designed to initiate and prepare students into and for teaching. The first two letters, 'IT', are relatively simple and connote 'Initial Teacher'. But whether to end the acronym with 'T' – training, or 'E' – education, opens a wealth of dispute with regard to the nature of teacher preparation, is it 'training' and 'education'? The differences are profound. Training implies an apprenticeship model based in the workplace, whereas education privileges theory and pedagogy (Swennen et al., 2010). Beauchamp, Clarke, Hulme and Murray (2015) highlight the implications of these appellations and acronyms. Public pronouncements in England generally use the term 'initial teacher training' (eg the ECF) whereas in Northern Ireland and Scotland the term used in policy documents is 'initial teacher education' (Beauchamp et al, 2015). For the purpose of this study, I will be taking the middle ground and using the acronym 'ITT/E'.

1.8. Conclusion and structure of the thesis

This study explores the roles and identities of the primary teachers who, as school-based mentors, support ITT/E trainees in primary schools. The study is organized into the following chapters. This chapter introduces the study, giving overviews of the themes and an outline of the underpinning theory, as well as introducing me as author. My role within ITT/E which is central to the study is explained and the significance of my relationships with school and university-based Colleagues is made clear. Chapter two describes, analyses and critiques the body of literature around mentoring, beginning with an analysis of the historical and political contexts that have contributed to the current situation in which teachers, as school-based mentors, have a vital role in the training of new teachers. The expectations of the roles of teacher and school-based mentor are analyzed. Finally, in chapter two, I draw on identity theory to scrutinize the potential duality of the identities of teachers who are also school-based mentors. It is from this analysis, together with my own personal perspectives, that the overarching research questions for the study were formalized:

1. What are the professional job roles and experiences of teachers who are school-based mentors in primary schools?
2. What is the nature of the dual identities of teacher and school-based mentor?
3. How can the school-based mentors be supported more effectively?

Chapter three sets out the methodological approach taken to explore the research questions. The qualitative approach I adopted is described and analyzed, together with the ontological and epistemological assumptions. The process of data collection and analysis is described in detail, and the implicit and explicit ethical implications are addressed. The chapter includes a rationale for my choice of metaphor as a tool to explore identity, as well as an explanation of the way the results are presented. The chapter concludes by introducing the participants with a very brief pen portrait.

Chapters four, five, six and seven present and discuss the findings from the research, following key themes arising from the analysis of data and addressing the research questions. Chapter four is focused on the participants' perspectives around their dual professional roles as teacher and mentor. Chapter five develops the analysis presented in chapter four by considering the data through the lens of identity theory. Both chapters four and five draw heavily on the metaphors given by the participants. Chapter six presents the animal metaphors elicited from participants and analyses potential meanings in terms of the theory presented in chapter two. In chapter seven I

present the participants' perspectives around how their professional lives as teachers and mentors could be improved.

Finally, chapter eight concludes and summarises the findings, including the implications for practice – my own, my institution and wider contexts.

2. Literature Review

The purpose of this literature review is to explore the duality of the role of school-based mentors in primary schools, scrutinizing the lived experiences of school-based mentors as well as their identities. That school-based mentoring is a key feature of the education of new teachers is explored, and this review commences with a brief overview of successive government policies around partnership. The dual experience of teaching and mentoring is then scrutinised, both from the perspectives of the teachers who are new to the profession as well as experienced teachers who are school-based mentors. Identity is then explored and analysed. Theories around identity are briefly scrutinised before moving on to consider more specific issues around the professional identity or identities of teachers who are school-based mentors. Finally, in this literature review the underpinning theoretical framework is explicitly set out.

2.1. Setting the context

Central to this study is the importance of the role of the school-based mentor in ITT/E, particularly in view of the evident positive correlation between effective mentoring and the positive outcomes for early-career teachers (Lejonberg & Christophersen, 2015; Swennen et al., 2010). The literature review begins with a consideration of the issues around teacher education, before moving on to scrutinizing the political contexts driving policy. The nature of mentoring and role of the mentor is explored, particularly in the wider context of teacher education. The final section of the literature review explores identity theory, commencing with a brief overview before moving on to consider the multiple professional identities involved in teaching and mentoring. There is dearth of literature focused on school-based mentoring (Hobson, Ashby, Malderez & Tomlinson, 2009), particularly in primary schools and it is hoped that this study based in primary schools and giving a voice to mentors themselves with regard to their identity, may go some way to address this deficit.

2.2. The scope of the literature review

The issues that are being discussed in this study are not limited to the UK, and therefore the review will include international studies where the themes are relevant. Neoliberalism is a global phenomenon and has impacted political and education systems worldwide (Calderhead & Shorrock,

1997; Reeves, 2018). School-based ITT/E is not limited to the UK but has been a feature of teacher education in the US (Zeichner et al., 2015), Australia (White, 2019) and various countries in Europe (eg. Grima-Farrell, 2015; Raaen, 2017).

2.3. The political background

The literature review commences with an analysis of the shifting contexts underpinning the model of partnership between provider and schools, and the consequent emergence of school-based mentoring as such a vital aspect of ITT/E.

Education is situated in a political and economic context and this study was conducted during and in the aftermath of the 'ferment of policy change' (Whitty, Furlong, Barton, Miles, & Whiting, 2007) of successive Conservative and Labour governments over the past four decades. The landscape of ITT/E has been transformed by the 'breath-taking' (Ball, 2003, p. 216) complexity of education reform, in particular the expansion of mentoring as a key mechanism in the school-based training of novice teachers. An analysis of developments in this area over the past decades is essential in contextualizing the themes and outcomes of this study.

Education policy reflected, and continues to reflect, the trend towards neoliberalism and the neoliberal values that advocate a business model approach to the management and development of society, including education (Ball, 1999; Reeves, 2018). Market based free choice was evident in the empowerment of consumers (parents and students), particularly in their choice of schools (Reeves, 2018). The data driven ethos of the teaching profession is indicative of a dependence on quantitative outcomes (Brown, 2018) and Brown (2018) notes that what had been introduced to measure school performance has come to define and police the boundaries of the profession. Initiatives such as National Curriculum first introduced by the Education Reform Act of 1988, were designed to standardize educational provision, and Ofsted, intended to monitor standards, were introduced to systematize the education system (Furlong, 2005). The revised Teachers' Standards, written in a language of 'corporate materialism' (p.160) were predominantly skills based rather than developmental, indicating a shift from the notion of teaching as an intellectual, research-based profession to that of a craft and skills-based occupation (Beauchamp, Clarke, Hulme & Murray, 2015). Allen and Sims (2018) claim that improving the quality of the teaching workforce was never

a genuine government policy initiative. Rather these are 'box-ticking initiatives' (Allen & Sims, 2018, p. 4) which, together with endless curriculum reform diktats and an increasing audit culture, result in an increase in workload and a drop in morale.

2.3.1. Teacher education

The marketization of teacher education and the moves towards school-based ITT/E has meant that teacher education has become increasingly diverse (White, 2019), moving away from its traditional university base (Ducharme, 1993, cited by White, 2019). The knowledge bases, pedagogies and identities of the role of the teacher educator are complex, characterized by wider uncertainties around the nature of teaching and what knowledge, skills and understanding is needed to train teachers (Vanassche, Kidd, & Murray, 2019). Vanassche et al (2018) cite the neoliberal foundations of the recent discourses and reforms around teaching as contributing to the lack of clarity of the role of the teacher educator. An approach focused on the technical aspects of teaching has been promoted by leaders and policy makers in part because it seems to offer measurable outcomes, the new teacher that can be deemed as 'classroom ready' (Loughran & Menter, 2019). Teaching is not just about 'doing', it is about articulating the 'why', the underpinning rationales for a particular action (Loughran & Menter, 2019) and teacher education should be 'a purposeful commitment to a professional life that is centered on the teaching of teachers and a deep understanding of what it means to teach about teaching' (Goodwin, Roegman, & Reagan, 2016, p. 285). In these times of societal change, teachers need to be confident agents of social change and their educators need to have a reflective and equitable approach to their work (Olsen & Buchanan, 2017).

2.3.2. Partnership

As education and policy is driven by the political and economic context in which it is situated, so is policy underpinning ITT/E (Kennedy, 2018), and reform of ITT/E needs to be set within the context of much broader social, political and religious debates over the direction and purpose of educational change (Gardner, 1994). Neoliberal policies have contributed to a marketization of ITT/E as well as schools and schooling (Childs & Menter, 2013). An understanding the complexity of the relational tensions between universities and schools is instrumental in analyzing the issues around school-based mentoring, many of which are reinforced by the findings of this study.

The ‘pendulum swing’ (Mutton, Burn, & Menter, 2017, p. 12) of shifting policy away from the dominancy of the universities towards a greater involvement of schools began in 1992 when the concept of a partnership between HEI and training school was formalized by new requirements from the Department of Education (DfE, 1992, cited by Dunne, Locke & Soares, 1996). This shift in focus from university to school-based training, a ‘shotgun wedding’ (Dunne et al., 1996, p. 1), embodied profound changes within the conceptualization of ITT/E. ITT/E should be a joint responsibility and schools should be full partners in the process, taking an equal or even leading role in the training of teachers (Dunne & Locke, 1996). This ‘pendulum swing’ (Mutton et al., 2017, p. 12) represented a paradigm shift away from the dominance of universities in ITT/E to a system that was centralized and responsive to government policy (Furlong, 2005) . The DfE directive also stipulated the school based support mechanisms to be established for ITT/E trainees (Dunne et al., 1996): conceptions of mentoring would need to change with the move to school based ITT/E (Elliott & Calderhead, 1994).

Successive governments continued and developed the commitment to a school based system of ITT/E (Mutton et al., 2017). The White Paper of 2010 promised a growth in the quality of trainees whilst pledging to give ‘outstanding schools a much greater role in teacher training in the same way that our best hospitals train new doctors and nurses’ (DfE, 2010). The rhetoric in Education Secretary Gove’s speech in 2010 asserted the claim that the necessary knowledge for ITT/E was rooted in schools rather than in the Universities (Gov.uk, 2010). The proposals within the 2016 Education White Paper recommended further reductions to the role of Universities in ITT/E whilst intensifying the role of school based, ‘on the job’ training for teachers (Brown, 2018; DfE, 2016). ITT/E is emphatically ‘teacher training’ and, in keeping with the tenets of privatization, trainees are ‘customers’ (Brown, 2018), although they face a ‘bewildering array of options’ (p3). Alongside the rhetoric, however, was developing concern around attrition and consequent teacher shortages (Brown, 2018).

Although a fundamental aspect of the partnership between universities and schools, school-based mentoring continues to be a contested concept (Brown, 2018; Burn, 2006). Czerniawski et al (2018) cite the global recession, compounded in the UK by Brexit, as contributing to tensions and uncertainties within the education system and in ITT/E in particular . The ‘headlong dash’ (Frost, 1994, p. 130) to school-based ITT had been carried out with little sound research to support the

concept (Bines & Welton, 1995) and in this respect the UK is an outlier in comparison to our European partners whose ITT/E programmes contain far more of a theory/practice balance than ITT/E in the UK (Beauchamp et al., 2015; Brown, 2018). In analyzing the threats to universities, Czerniawski et al refer to a 'seismic shift' (2018, p. 136) in teacher education triggered by the conflicting demands and tensions of a research agenda within a teacher education profession that is becoming more and more school based and which has added to career uncertainty for the teacher educators themselves. The 'ivory-tower' perspective of universities as elite establishments is still prevalent (Brennan & Magness, 2019).

There is a lack of agreement as to what 'school based' actually means (Elliott & Calderhead, 1994, p. 167). Burn (2006) notes the challenges inherent in a definition of 'partnership' and suggests that a specific conceptualization does not exist. Schools may be motivated financially to engage in school-based ITT/E (Elliott & Calderhead, 1994), since school-based ITT/E is less costly than university based programmes and Brown (2018) hazards that this is a factor in the governments drive to develop training programmes in school. Crowther (1995) questions the motives of senior leaders in schools who seek involvement in ITT/E . Schools should have the needs of the students at their core, involvement in ITT/E can potentially jeopardize this, although it is admitted that the increased funding that accompanies trainees may be very welcome (Crowther, 1995). Although placement is an essential part of learning to teach (Dewhurst & McMurty, 2006, cited by Mifsud, 2018), Martin (2017) observes that successful ITT/E programmes are those that are able to interweave school and university experiences to achieve an overarching coherence. McNamara and Murray question the assumption that longer time in schools leads to better learning and outcomes for trainees, however with a greater proportion of training spent in schools, ITT/E becomes closer to an unproblematic apprenticeship model of craft learning, rather than a complex and fundamentally intellectual process of learning (2013, cited by Czerniawski, et al, 2018).

Daily, my role requires me to engage with these tensions and ambiguities around school-based ITT/E and mentoring in particular. It is these frustrations that inspired the inception and development of this study.

2.4. Teaching

This study aims to gain a greater understanding of the roles and identities of school-based mentors. The following section considers the teaching role from the perspective of the new teacher who is being mentored as well as the experienced teacher who is mentoring the new teacher.

2.4.1. Learning to be a teacher

The metaphors used to describe the process of learning to be a teacher are varied and vivid, giving some insight into the training process. Variously (and rather dispiritingly) described as a 'dizzyingly steep…white knuckled ride', a 'complex, bewildering and sometimes painful task' (Maynard & Furlong, 1994, p. 69) and a 'boot camp experience' (Smith & Ingersoll, 2004, p. 682), learning to teach is also portrayed as a 'sink or swim' or 'trial by fire' initiation into a profession that 'cannibalizes its young' (Smith & Ingersoll, 2004, p. 682).

'How trainees learn to teach' is a deceptively simple phrase that opens up a multiplicity of debate, discussions and perspectives around how to prepare early-career teachers and in order to understand the role of the mentor within the process of ITT/E, it is essential to analyse the 'multi-dimensional, dynamic and idiosyncratic' processes involved in becoming a teacher (Caires, Almeida, & Vieira, 2012, p. 163). Teaching is currently a post-graduate profession, with trainees gaining their degree prior to or alongside their Qualified Teacher Status (QTS) (Gov.uk, 2019c). To qualify for QTS, trainees need to provide evidence that they have addressed the Teachers' Standards according to the prescribed expectations at the end of their training (Gov.uk, 2011b). Central to the development of the trainee is their mentor (Campbell & Kane, 1996; Le Maistre & Paré, 2010), a relationship which will be considered later in this review.

Learning to be a teacher is a complex and fundamentally intellectual process (Czerniawski, 2018), however the organization of teacher learning is at the heart of a 'conceptual muddle' arising from a lack of consensus around the value of pedagogical theory compared to experience in schools (Ellis, 2010, p. 107). Professional growth is multidimensional, involving cognitive and affective changes, and simply placing students in schools and assessing them against a list of predefined competencies does not result in professional learning (Elliott & Calderhead, 1994). ITT/E is a dynamic process,

particularly with regard to negotiating the complexity of interactions within the school community (Meijer, de Graaf, & Meirink, 2011). Developing an identity as a teacher is important, and complex (Lee & Schallert, 2016; Mifsud, 2018) but is an aspect of development that is not privileged within the training process (Alsup, 2005). Even just a basic question around identity, is a student teacher a student or a teacher, can be challenging for those in the early years of their career (Lee & Schallert, 2016).

2.4.2. Being a teacher in a primary school

The roles that a primary school teacher needs to embrace are many and varied – teaching is multifaceted (Loughran & Menter, 2019). Primary school teachers teach all the curriculum areas and are accountable for the 'attainment, progress and outcomes' of the children in their class (Gov.uk, 2011b). In an interview for the TES, Robinson relates that there is no such thing as a typical day for a primary school teacher (2019c). They dispel the commonly held myth that teaching is 'playing', instead describing a day that starts nearly two hours before the children arrive and ends long after they leave (TES, 2019c). Robinson's day is full, no two days are the same (TES, 2019b). They describe the fun and magic that is working with the children, but also the planning requirements which are like an iceberg, as what happens in the classroom is only a small fraction of the planning process (TES, 2019b). Robinson also relates the impact of accountability, with six data points during the year and constant book checks and scrutiny (TES, 2019b).

Nias (1989) analyzed the teachers' role in the context of teacher as carer, and Vogt (2002) explored the identities of primary teachers with regard to the caring aspects of their role, noting that this was more evident as a motivator in primary teachers than secondary. Caring is an integral part of primary teaching, but 'caring' should not be conflated with 'mothering' or 'parenting', as this risks perpetuating patriarchal discourses which are unhelpful (Vogt, 2002). O'Connor (2008), however, notes that the caring nature of teaching does not feature in policy documents or the Teachers' Standards. Teaching involves contradictory dimensions (McNess, Broadfoot, & Osborn, 2003). Teachers need to be 'moral agents' (p.244), with the ability to empathize and build effective relationships with learners, but these social and emotional aspects may conflict with government requirements to be accountable and rational (McNess et al., 2003).

The impact of an unsustainable workload (Allen & Sims, 2018; Busby, 2020a; Dorrell, 2019) is an on-going concern for the profession. Teachers experiencing job stress are more susceptible to mental and physical ill-health and consequent burnout (Katz, Greenberg, Jennings, & Klein, 2016). Absence due to poor mental health rose from 213 000 days in 2004 to approximately 312 000 days in 2017 in the UK, equating to a financial cost of over £65 million (Hassard, Teoh, Cox, & Dewe, 2014, cited by Birchinall et al., 2019). Heikkinen, Wilkinson, Aspfors and Bristol (2018) list feelings of inadequacy and decreased self-efficacy, the uncertainty of role and position as new-comers, concerns about job loss and precarious employment conditions as causal factors in the stresses experienced by new teachers. These triggers lead to exhaustion and high rates of early career attrition (Heikkinen et al., 2018). McLean, Abry, Taylor and Gaias (2020) note that the additional challenges of dealing with difficult students and 'onerous parents' (p. 2) are all contributors to poor mental health which in itself can lead to a new teacher leaving the profession. The profession has such high rates of stress because it is comprised of people who care and who want to do their best (Dorrell, 2019).

The Workload Survey (DfE, 2019b) reported that less time was spent on lesson planning, marking and pupil supervision in 2019 than in 2016. Most respondents to the survey did, however, report that their workload was not acceptable, and it was not possible in their contracted hours (DfE, 2019b). Poor leadership, planning and assessment, particularly unnecessary expectations around marking and unnecessary meetings are all cited as stress-inducing (Harris, 2017). In response to these growing concerns, the DfE published a toolkit to support schools and senior leaders with strategies to reduce workload (Gov.uk, 2018b). The guidance supported senior leaders in the identification of workload issues, together with wide ranging and practical suggestions to reduce the workload of staff (Gov.uk, 2018b).

The pressures of accountability have been cited as a cause of teacher stress (Dorrell, 2019), and the new Ofsted framework for schools (2019) acknowledges this. Speaking in 2019, Spielman, Ofsted's Chief Inspector, reiterated the desire to refocus back to the 'real substance of education': the curriculum and the 'intent, implementation and impact' of what is being taught (Gov.uk, 2019b). The rhetoric in the framework document (Ofsted, 2019) supports this, with repeated emphases that the inspection process should not create additional workload for teachers. Roberts (2019), writing for the TES, reported that the new 'deep dive' scrutiny into curriculum areas was increasing workload for middle leaders. This was particularly evident in small primary schools where of

necessity, teachers have responsibility for multiple curriculum areas (Roberts, 2019). Many teachers themselves concur with Roberts' (2019) findings, with Speck (2020) reporting on a survey that found that only one in four teachers believed that the new Ofsted framework would reduce stress.

The need for resilience for new teachers is a theme through paperwork, documentation and literature (Allen & Sims, 2018; Birchinall et al., 2019). Resilience emphasizes 'thriving' rather than 'surviving' as a teacher and is situated in a complex web of risk and protection rather than being a personal disposition (Beltman, Mansfield, & Price, 2011). Particularly in the light of the links with attrition, Beltman et al (2011) stress the importance of facilitating resilience in trainee teachers and highlight issues such as mentoring and partnership as key in this area. More research is, however, needed (Beltman et al, 2011). A lack of agency is also an issue for many teachers, and this will be discussed more fully in the context of teacher identity, later in this chapter.

2.4.3. School funding

School funding is experiencing a real-time freeze (TES, 2019a) and is highlighted as contributing significantly to the challenges and pressures that teachers face (Ratcliffe, 2017), as well as limiting capacity for schools and teachers to provide effective support for trainee teachers. In July 2019 the Parliamentary Education Committee for School and College funding published their report which is currently awaiting a response from the government (Parliament.uk, 2019b). The report acknowledged the pressures on school funding arising from rising pupil numbers, the cumulative effect of educational reforms, and the increasingly complex social needs of pupils (Parliament.uk, 2019b). The NAHT's document 'Empty Promises' (2019) presented the perspectives of school leaders with regard to funding and the impact on their pupils with Special Educational Needs and Disabilities (SEND) in particular. The findings were bleak, with the majority of respondents reporting increased challenges providing for the needs of children with SEND as well as long waiting lists for referrals and external support (NAHT, 2019).

2.4.4. Attrition

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The high rate of attrition from the teaching profession, particularly the numbers of new teachers leaving in the few years after training, is concerning. The quality of the mentoring of new teachers is a crucial factor in the effective support and therefore the retention of teachers (Feiman-Nemser, 2001). It is hoped that the exploration of these themes in this study may lead to improvements in the structures of and arrangements around mentoring, both locally in the partnership within which I work, and nationally. This may therefore contribute to reduction of these rates of attrition. A survey conducted by the NEU (2018) found that 81% of teachers said that they had considered leaving the profession in the last year due to an unsustainable workload. At the end of 2019, the House of Commons briefing paper concluded that the ratio of pupils to qualified teachers had increased from 17.8 in 2011 to 18.9 in 2018 (Parliament.uk, 2019a). The paper expressed concern at the low numbers of trainee teachers recruited onto training programmes as well as the numbers of teachers, particularly new teachers, leaving the profession (Parliament.uk, 2019a). As well as being a national concern, teachers leaving the profession after their NQT year is hugely disruptive for schools and pupils (Allen & Sims, 2018). The challenges facing new teachers and the importance of addressing those challenges to support new teachers to remain in the profession have been recounted many times (Heikkinen et al., 2018; Taylor, 2019; van Rijswijk, Bronkhorst, Akkerman, & van Tartwijk, 2018).

2.5. Mentoring and the role of the mentor

Having analyzed the developing landscape of ITT/E with regard to HEI/school partnership, the following section will focus on the role of the mentor, beginning with a scrutiny of the differing perspectives around the definition of mentoring before moving on to a discussion of the role of the mentor. For the purposes of this study, I will adopt the definition of 'mentor' in the non-statutory Mentor Standards:

> A suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest-quality training.

(Gov.uk, 2016)

2.5.1. Mentoring in ITT/E

In the second half of the twentieth century, mentoring was established within ITT/E together with the move from university based to school-based teacher training/education, primarily as a mechanism to address perceived imbalances between theoretical and practical experiences (Hobson & Malderez, 2013). Alongside the moves towards school-based ITT/E, attitudes towards mentoring have experienced a 'seismic shift' (Betteney, Barnard, & Lambirth, 2018, p. 434). 'Quality of mentoring' is an explicit phrase in the inspection handbook (Ofsted, 2019) and it is clear that this is the responsibility of the partnership (Betteney et al., 2018). Betteney et al. (2018) also note an increased focus by schools on pupil progress, thus the impact of effective mentoring is considered through the lens of the pupil and the progress they are making, as well as the mentee. Non-statutory Mentor Standards (Gov.uk, 2016) were published in following recommendations from the Carter Review (Gov.uk, 2015). These recommendations were clear that mentors fulfil a key role in ITT/E and should be supported to fulfil their role alongside their other duties within schools (Gov.uk, 2015).

The practice of mentoring within ITT/E is a contested concept (Aspfors & Fransson, 2015), one which is 'ill defined, poorly conceptualized and weakly theorized' (Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014, p. 114). Although mentoring has become embedded in the practice of ITT/E, it has many different meanings and encompasses many different roles (McIntyre & Hagger, 1994). Goodwin et al. (2014) highlight a lack of focus on the theoretical and practical knowledge and understanding what teacher educators, including mentors. Effective mentoring is based on constructivist principles that draw on theoretical knowledge and the mentor-mentee relationship should facilitate and reflect on beliefs and alternative viewpoints (Langdon & Ward, 2015). As well as the intellectual aspect of mentoring, mentors are also supporting trainees with the context-based aspects of their experiences in schools, they are helping them to 'find the right way to act' (Furlong, 2013, p. 10).

Mentoring of early-career teachers can therefore involve varying roles, encompassing emotional support as well as pedagogical issues (He, 2009). A mentor can adopt any or all of a variety of

different roles: a 'trusted counsellor, coach, tutor, advisor, trusted guide, trainer, advocate, and/or role model' (Bean et al., 2014, p. 57). Stewart classifies 'quality mentoring' as providing support in five areas: personal, classroom, professional, evaluative, and reflective (2004, cited by Goldsmith Roberts, 2011). Schmidt and Wolfe's (2009) classifications include 'role model, a consultant/advisor, and a sponsor' (p 372). The participants in Arshavskaya's (2016) small scale study designed to analyse the professional development of new teachers found differences in mentoring style within the same organization. Some mentors favoured the Vygotskian model of expert and early-career, whilst other mentors took a more democratic, reciprocal approach to the task of mentoring (Arshavskaya, 2016). Arshavskaya (2016) concluded that successful mentoring happened when mentors were able to deal with complex social situations, either by disposition or through training.

2.5.2. Mentoring Relationships

The traditional construct of the relationship of more experienced mentor and the protégé mentee implies a conservative, simplistic view of knowledge transmission and an inequitable power relationship between mentor and mentee (Pennanen, Bristol, Wilkinson, & Heikkinen, 2015). More recent constructivist and socio-cultural views of education have, however, influenced the development of the mentoring relationship (Pennanen et al., 2015). Although the dyad will always remain asymmetrical with regard to the disparity in experience, mentoring has become a process of agency, supporting the active construction of knowledge of the mentee (Pennanen et al., 2015). The mentor-mentee relationship should be a collaborative partnership rather than expert-early-career (Langdon, 2015), and the initiation of early-career teachers should be a 'dynamic and continuous process of mutual interactions and adaptation' (Caires et al., 2012, p. 164). This initiation is a more holistic process than the traditional transfer of expertise from the more experienced expert to their early-career protégé (Caires et al., 2012).

Adopting the perspective that schools are inherently social organizations, Heikkinen et al. (2018) posit that mentoring as one aspect of school practice, is therefore inherently social in nature. Caires et al. (2012) go so far as to assert 'the social dimension of becoming a teacher is at the heart of some main achievements that take place during this stage of ITE' (p. 164). Heikkinen et al. (2018) describe a 'practice architecture lens' (p. 2) through which mentoring can be viewed and analyzed

within the wider context of the school describing the 'sayings, doings and relatings' (p. 2) which compose the architecture of the social nature of the mentoring relationship. Their small scale study investigating mentoring through the social lens of 'practice architecture' uncovered fundamental tensions between the mentor's role as supporter and critical friend on the one hand and assessor of practice on the other (Heikkinen et al., 2018). The tensions inherent in the notions of the mentor as the experienced teacher and the need to provide autonomy and independence, summarized by Kant in the freedom/coercion dilemma, were also discussed (Heikkinen et al., 2018).

'Judgementoring', a portmanteau verb coined by Hobson and Malderez (2013), describes one of the major tensions in the mentor/mentee relationship. Mentoring is an essentially developmental activity, focusing on effective support (Goodwin et al., 2014; Langdon & Ward, 2015), yet many mentors adopt the role of judge and engage in 'judgementoring' (Hobson & Malderez, 2011). In revealing their own judgmental perspectives on their mentees planning and teaching, the potential benefits of the mentor relationship are compromised (Hobson & Malderez, 2011).

School-based mentoring has failed to reach its full potential (Hobson and Malderez, 2011). The development of teacher identity is critical for early-career teachers as they are supported to navigate the transition from student to teacher (Patrick, 2013), and school-based mentoring is a crucial factor in this support (Day et al., 2006; Lamote & Engels, 2010).

2.5.3. The benefits that mentoring brings for mentor and mentee

New teachers who experience quality mentoring are less likely to leave teaching, particularly in the first few years of their career (van Ginkel, 2015). Effective support for new teachers can result in numerous benefits, including increased self-esteem and morale, increased job satisfaction, enhanced capacity for effective reflection and improved classroom management techniques (Hobson et al, 2009). Ingersoll and Smith's (2004) study revealed a correlation between robust induction programmes and a decrease in attrition, and for those programmes that included mentoring, attrition rates were even lower. Considering similar themes, Caires et al. (2012) describe the buffering effect of mentoring with regard to providing conduits to ease the transition into teaching. The school community is complex, and the role of the mentor in supporting the

establishment of an identity as a trainee or new teacher in such an environment can be vital (Bentley, Workman & Overby, 2017; Hobson & Malderez, 2013).

Mentoring can have a positive impact in rejuvenating the career of the mentor teacher (Ehrich, Hansford, & Tennent, 2016). Castanheira (2016) notes that the skills needed for effective mentoring are those that can contribute to more general professional development. Kwan and Lopez-Real's (2005) small scale, qualitative study showed the positive impacts from the mentor participants, notably around the necessity to facilitate reflection in their mentees which resulted in the mentors themselves analyzing and reflecting on their own practice. Kwan and Lopez-Real's (2005) participants also cited the positive impact of being exposed to the innovative ideas and strategies that their mentees brought to the classroom. Mentors also spoke positively about the impact of collaboration with mentor colleagues, as well as with colleagues outside school at the HEI (Kwan & Lopez-Real, 2005). Iancu-Haddad and Oplatka's study discussed similar themes, highlighting the impact of a validation of the mentor's expertise with regard to knowledge and wisdom, as well as confirming Lopez-Real and Kwan's findings with regard to the benefits of learning through reflection and cooperation (2009).

2.5.4. Barriers to mentoring

There is no model for the mentor-mentee relationship in an educational establishment focused on traditional pupil-teacher relationships (Elliot & Calderhead, 1994), and in describing the 'impossible task' of teaching, Darling-Hammond, Chung and Frelow (2002) consider that teacher education is even more impossible in a culture and ethos of ever rising expectations in schools. The dual role of mentor and class teacher can be challenging (Heggen, Raaen, & Thorsen, 2018). Teachers are teachers first and foremost and whilst this lack of recognition of the tensions involved in requiring them to be mentors, teacher education will remain 'little more than a weak exercise in vocal socialization' (Bullough, 2005, p. 144). In considering the transition to school-based mentoring, teachers are often ill-prepared for the demands and responsibilities of the role and providing developmentally appropriate support focusing on pedagogy and reflection is a particular issue (White, 2019). Misunderstandings over the nature of the role can lead to a lack of effectiveness in the mentoring of the early-career teacher (Castanheira, 2016); mentoring tends to focus on classroom management and resourcing rather than pedagogical issues (Langdon & Ward, 2015).

The dual roles of assessor and supporter can cause confusion and can lead to the phenomenon of 'judgementoring' which was discussed earlier in this review (Castanheira, 2016). The Carter Review found that best outcomes for trainees and NQTs occurred when mentors were valued and given effective training, and a best practice approach provided training in generic mentor skills as well as programme, placement and paperwork requirements (Gov.uk, 2015).

A lack of preparation time allocated for mentors to carry out their mentoring duties can be a barrier to effective mentoring (Castanheira, 2016). Time required for mentoring is often at the expense of a role as a class teacher, leading to feelings of guilt and conflicting responsibilities (Evans & Abbott, 1997). The challenges of balancing the demands of mentoring with those of the classroom teacher can be exacerbated by feelings of loss of privacy and displacement on the part of the mentors (Iancu-Haddad & Oplatka, 2009). Mentoring relationships need flexibility to avoid the tensions that could arise from the traditional hierarchical model of the mentor as expert and mentee as protégé, particularly with regard to the vulnerability of an under confident early-career teacher (Patrick, 2013). A more democratic, equitable mentoring style can empower the mentee, although Patrick (2013) cautions that this can be challenging within a neoliberal, accountability-focused ethos. Mentoring should be caring, sharing and collaborative, however it is clear that effective school leadership, organisation and management is also essential if mentoring is to be successful and aspects of school culture such as accountability and improvement can be a barrier to the development of the softer skills of reflection and contemplation (Campbell & Kane, 1996).

2.5.5. Do expert teachers make expert mentors?

Being a teacher generally precedes becoming a teacher educator/mentor (Goodwin et al, 2014; Goodwin, Roegman & Reagan, 2016). Many teachers become mentors by being 'thrown in at the deep end', with the widespread assumption that good teachers are also good mentors (Korthagen et al., 2005; Zeichner, 2005). Zeichner (2005) reports the assumption that good teachers do not require any effective preparation to become effective mentors. Being a teacher educator is, however, complex, and teaching experience does not guarantee effectiveness in mentoring: good teachers are not necessarily good mentors (Morrison, 2016). Hobson and Malderez (2013) noted that some mentors in their study lacked commitment, were disorganized and had a tick box approach, displaying little respect for their mentees as adult learners. School-based mentors often

find it hard to move away from their identity as a teacher in order to develop a new identity as a teacher educator (Dengerink, Lunenberg, & Kools, 2015). However although effective mentoring not predicated on effective teaching, the reverse is often valid, and effective mentors are generally good teachers (Roehrig, Bohn, Turner, & Pressley, 2008).

2.5.6. Are mentors therefore 'teacher educators'?

With regard to the work of mentors in schools, the Teacher Workload Survey published by the DfE in 2017 does not acknowledge mentoring of early-career teachers (DfE, 2017). The words 'mentor' and 'mentoring' appears nine times in the report, but solely in the context of 'mentoring and training other teaching staff' (DfE, 2017). There is a lack of consistency within the body of theory around teacher educators as to whether the role of mentor to early-career teachers in schools is situated within the definition of a teacher educator. Swennen, Jones and Volman's (2010) analysis of the role of the teacher educator explicitly includes school-based mentors within their definition. Other theorists, however, focus on teacher education in HEI settings (Czerniawski et al., 2018; Field, 2012).

School-based mentors tend to work with one or two early-career teachers at a time, whereas university teacher educators work with large groups and are required to be involved in research and other scholarly activities (Dengerink et al., 2015). There are implicit challenges in the requirement for school-based mentors to engage with and embed research in their support of their trainees (Raaen, 2017). Whilst the notion of 'theory to practice' is often privileged in teacher education, school-based mentors are 'ordinary schoolteachers' (p.637) and lack the insight into the theoretical perspectives that are seen to be the responsibility of the university (Raaen, 2017).

2.6. Identity

The following section will scrutinize a small selection of the wealth of theory around identity. A broad perspective, including a brief examination of the historical perspective, will be considered initially, before moving on to consider teacher identity, with a focus on why an understanding of teacher identity is crucial. The section will conclude with an overview of perspectives of identity in

the context of mentoring, with a consideration of the limited number of sources in this area. The adjective "fuzzy" (Lamote & Engels, 2010, p. 4) seems apposite in describing the concept: identity in more recent contexts is a deceptively simple word for a contested, complex, even elusive concept (Beauchamp & Thomas, 2009). The dearth of research around mentor identity compared to the wealth around teacher identity forms part of the rationale for this project.

Historically, ideas around identity were driven by religion, together with supernatural beliefs which stated that the concept was unified and integrated (Akkerman & Meijer, 2011). Bauman (1996) described a medieval pilgrim in a 'desert- like world' (1996, p. 22), operating as an individual seeking truth and enlightenment and driven by religion. Their identity was singular and discrete (Bauman, 1996). Triggered by industrialization and the scientific revolution the unified nature of the concept of identity shifted as the postmodern notion of truth became ambivalent (Akkerman & Meijer, 2011), and the significance of social contexts were recognized. Modern man (sic) is a social actor, in Bauman's (1996) metaphor a 'tourist' or a 'player' (p. 22). Within these varied and various roles, identity is constructed and continuously reconstructed in response to complex social interactions (Bauman, 1996). With the recognition of the multiple social worlds that individuals operate in, the concept of identity became fragmented and decentralized within multiple social and situated contexts. (Akkerman & Meijer, 2011). Rose's analysis of identity assumes the individual in the modern world to have autonomy and freedom of choice, an active agent who is able to have informed responsibility (1996). Rose (1996) expands upon the notion of subjectivity in this context, citing the 'characteristic and novel' features that impact on the contested concept of identity: 'uncertainty, reflexivity, self-scrutiny, fragmentation and diversity' (p. 130).

Our world is one of social encounters where identity is created through communication that is itself contingent on the particular situation (Volkmann & Anderson, 1998, p. 296) and therefore postmodern analyses of identity are located in the individual and their communal culture (Samuel & Stephens, 2000). Bauman describes how identities can be transformed 'like a change of costume' (1996, p 23) over time and in response to different situations. In Bauman's analysis, identity is on the one hand a game in which the rules constantly change, on the other, it is a 'series of pools and ponds' rather than a fast and smoothly flowing river (1996, p 23). Rodgers and Scott (2008) describe the various complex constructions of identity as 'like a deck of cards spread out on a tabletop' (p. 736),

Beijaard, Verloop and Vermunt (2000) make a crucial distinction between the personal and the social with regard to identity. Personal identity is not something that one has, rather a relational phenomenon, something that one develops within an ongoing, shifting process contingent on the process of interpretation and reinterpretation of ones lived experiences (Beijaard et al., 2000). Similarly, Coldron and Smith (1999) draw on the works of Foucault and Bordieu to emphasize the formation of personal identity as a process of conditioning through and by power in society and social influences. The development of identity is ongoing, described by Beijaard, Meijer and Verloop (2004) as occurring in an intersubjective field, 'a process of interpreting oneself as a certain kind of person and being recognized as such in a given context' (p. 108). Woodward's (1997) discussions around identity are similarly socially situated. Our identity defines us within the social world and enables us to identify similarities and differences between ourselves and others (Woodward, 1997). Identity is crucial in acting as an interface between the individual, the community and the wider social world (Woodward, 1997). Definitions of identity encompass an understanding of who or what someone is, as well as the interpretations people can attach to themselves and those attributed to them by others (Beijaard et al., 2000; Beijaard et al., 2004).–The individual in the modern world is assumed to have autonomy and freedom of choice; an active agent who is able to have informed responsibility (Rose, 1997). Woodward (1997) describes the 'crisis of identity' (p.1 and 26) in our fast-moving world, which Fenwick (2013) pathologizes rather darkly as 'hyperactivity, hypercompetitiveness in a global market, hypermaterialism, loneliness, and general numbness' (p. 54).

Goffman (1990) considers that identity is performative; the individual is 'playing a part' (p.28), implicitly requesting or expecting their observers to believe that the individual possesses the attributes they profess to own. The individual, or performer, may have an implicit belief that the part they are playing is reality (Goffman, 1990). Alternatively, the performance may be literal, the performer having no conviction in the reality of their performance (Goffman, 1990). Goffman (1990) considers these performance attributes in terms of masks. We all have masks of identity; and whereas some individuals are unaware of their masks, other masks are premeditated and purposeful (Goffman, 1990).

2.6.1. Professional/teacher identity

There is a large body of theory around teacher identity and the development of a teacher identity for early-career teachers in particular (eg Lamote & Engels, 2010; Livingston, 2016; Mockler, 2011), and although there has been a historical lack of attention to the identity formation of teacher educators (Bullough, 2005; Williams & Ritter, 2010), there have been recent developments in this area (Swennen et al., 2010). Developing a strong professional identity is considered to be important to the efficacy of a teacher (Olsen & Buchanan, 2017), however mentoring places additional demands on teachers and there is little understanding of the implications for their identity (Clarke & Phelan, 2015).

Teacher identity is not straightforward to define or to describe (Livingston, 2016), however Mockler (2011) defines the concept as the way that teachers, individually and collectively, regard and understand themselves. Teacher identity is both personal and professional (Beijaard & Meijer, 2017). The 'personal self', the personal information on the individual, is distinguished from the 'professional self', the information on the individual focusing on their professional role (Avidov-Ungar & Forkosh-Baruch, 2018). Teacher identity is founded in the core beliefs that are continuously created and re-created through experience (Walkington, 2005), described by Sexton (2008) in terms of a lens, which allows a focus on the 'complex, situated and fluid attributes' brought to the practice of teaching (p. 75). Teacher identity in Sexton's (2008) terms is therefore situated in the relationship between personal inherited traits, the social world of the teacher and the wider political world. It is an 'ongoing and dynamic process', requiring the rationalization and continual reinterpretation of personal values and experiences (Flores & Day, 2006, p. 220). In the creation of their teacher identity, individuals mediate their personal and professional expectations in order to make sense of themselves and their professional persona (Beijaard et al., 2004).

Novice teachers bring their own beliefs to the training process and these beliefs are challenged and tensioned as they develop professional expertise (Beijaard & Meijer, 2017). Supporting them to resolve and reconcile these tensions is essential in order for them to develop a strong professional identity, and this should be prioritized during the training process (Beijaard & Meijer, 2017), however navigating the transition from student to teacher is a complex process that needs supporting (Patrick, 2013). Biographical components such as the teacher's own experiences of

school and the teachers that taught them, as well as their families, friends and loved ones, are significant in teacher identity formation (Lamote & Engels, 2010). The stories and narratives that form the 'fabric of teachers' lives' contribute to a framework of identity that is constantly reformed over a career in response to personal, professional and political influences rather than 'role' or 'function' (Mockler, 2011, p. 519).

2.6.2. Identity and teacher agency

More recent discussions around teacher identity have highlighted policy changes and initiatives, a 'discourse of crisis' (Cohen, 2010, p. 473) as well as the impact of the external political environment and an 'instrumental approach to education' (Mockler, 2011, p. 517) as challenges to teachers' commitment and the maintenance of professional identity. In Mockler's analysis the emotional commitment that teachers demonstrate is a professional necessity rather than an indulgence, and they are highly critical of the apparent 'neoliberal tendencies' (p. 517) which are entrenched in western societies. The government's failure to produce effective policy frameworks in education further undermine teachers' 'appreciation and understanding of complexity and uncertainty' within teaching (Mockler, 2011, p. 525). A political focus on 'immediate and tangible results' acts to the detriment of the 'craft tradition' which holds a more holistic perspective of the breadth of the teachers' role, and identity formation within this restricted perspective is therefore challenging, requiring teachers to make moral judgements (Coldron & Smith, 1999). Teachers must set aside their personal beliefs and live an 'existence of calculation' (Ball, 2003, p.215). Ball (2003) describes the potential promiscuity of these tensions, claiming it 'portends inner conflicts, inauthenticity and resistance' (p.215). Teacher agency is problematic within a neoliberal regime of accountability and league tables, yet a sense of agency is crucial in developing a professional identity (Buchanan, 2015; Swennen et al., 2010).

2.6.3. Why is teacher identity important?

A teacher's perception of their own professional identity can impact their efficacy as well as their ability to respond positively to change and innovation (Beijaard et al., 2000). Correlation between attainment in core subjects and aspects of teachers' professional identity has been established

(Sammons et al, 2007, cited by Lamote & Engels, 2010; Coe, Aloisi, Higgins & Major, 2014). Discussions around professional identity are 'central to the beliefs, values, and practices that guide their engagement, commitment, and actions in and out of the classroom' (Cohen, 2010, p. 473) and similarly, Friesen and Besley (2013) claim that an exploration of values and beliefs leads to greater self-knowledge and awareness on the part of teachers. Professional identity is vital in decision making and positioning with regard to the day to day issues of teaching such as curriculum design and assessment (Mockler, 2011), and crucial in defining how a teacher teaches and how individuals are 'authored' by identity structures such as social positioning, experiences and resources (Sexton, 2008, p. 75). A strong sense of professional identity as a teacher can contribute to self-efficacy, increased motivation and commitment, and ultimately, greater job satisfaction (Day et al., 2006). It is therefore, an important factor in becoming and being an effective teacher (Flores & Day, 2006). Van der Want (2018) links a strong professional identity as a teacher to increased efficacy, improved well-being and lower rates of attrition.

2.6.4. Mentor identity

Whilst the body of theory around teacher identity is substantial, there is less theory around mentor identity (Andreasen, Bjørndal, & Kovač, 2019). Andreasen et al. (2019) hazard that the lack of research in this area may result from a lack of scrutiny and understanding of the underpinning processes involved in the development of the professional identity of mentor and it is hoped that this study will explore these themes. Teacher educators must develop an identity that is separate from and different to their identity as a teacher of children (White, 2014), however whilst university based teacher educators embrace the change in identity from class teacher to teacher trainer, school-based mentors often find it challenging to leave behind their identity as a class teacher (Andreasen et al., 2019; Dengerink et al., 2015). School-based mentors see themselves as teachers of young children rather than as the mentors of adults new to the teaching profession (Elliott & Calderhead, 1994).

The mentoring role requires a different set of skills to that of teaching, requiring the mentor to temporarily move away from their identity as a teacher (Bullough, 2012), however in order to be effective, school-based mentors must develop an identity as mentors, as distinct from their identity as teachers (Swennen et al., 2010). Burn (2006) defines the distinction between teacher identity

and mentor identity in terms of the nature of expertise. A teacher has craft knowledge whereas a good mentor also needs to be able to generate new knowledge in order to support their mentee (Burn, 2007). In becoming mentors, teachers must reconstruct their professional identity and redefine their own emotional perspectives (Goodwin et al., 2016). In contrast to the everyday role of teaching children, the main function of a mentor is to supporting new teachers in the development of a 'comfortable and congruent sense of self as teacher' (Malderez, Hobson, Tracey, & Kerr, 2007, p. 239). Teachers have a commitment to the development of children whereas mentors need to be committed to be teachers of teachers, and this can be the cause of tension in their professional identity (Leshem, 2014; Evans & Abbott, 1997). Transitioning from classroom teacher to teacher educator can be a complex process, requiring the learning of new social values and practices and a new professional identity (Murray & Male, 2005; Ritter, 2007), however the identity of teacher educators is constantly shifting, from being one of a transmitter of knowledge to that of a role model and mentor for new teachers (Avidov-Ungar & Forkosh-Baruch, 2018). Czerniawski, Kidd and Murray (2019) describe the 'hybrid, poly-contextualized identities of school-based teacher educators' (p. 171) and Campbell and Kane (1996) highlight the tensions that are inherent in school-based mentoring. Involvement in teacher education raises tensions around loyalty and can cause teachers to question their priorities with regard to professionalism and ethical codes (Campbell & Kane, 1996).

Smith and Flores (2019) highlight that teacher educators' perspectives of their own identity will differ according to where they are based. Teacher educators working in HEIs are likely to have an identity as a researcher and teacher of teachers, whereas school-based mentors will see themselves primarily as schoolteachers (Smith & Flores, 2019; Avidov-Ungar & Forkosh-Baruch, 2018). Of necessity, HEI based teacher educators leave a previous role behind, whereas school-based mentors have to develop and maintain a dual role and identity (Swennen et al., 2010).

2.7. Theoretical Framework

The following paragraphs summarize the theory which frames and underpins the study. The theories of Foucault (1978) serve as an overarching umbrella with regard to his analyses of the societal and political landscape within which the study is situated as well as his perspectives around identity. I refer to the analyses provided by Gee (2000) and Goffman (1990) to further elucidate

the multiplicity of professional identities, particularly in the context of the duality of teaching and mentoring. Finally, I make reference to Bruner (1979), whose philosophy and approach to education has been a huge influence through my teaching career. Bruner's (1979) child- and society-centred philosophies, as well as his focus on the importance of a creative approach, underpinned this thesis.

Identity theory underpins this study and the conceptions of Gee (2000) and Goffman (1990) particularly resonated. Gee (2000) defines identity in refreshingly simple terms: 'what it means to be a certain kind of person' (p 100) and hypothesises four manifestations of the concept:

Process		Power	Source of power
1. Nature-identity: a state	developed from	forces	in nature
2. Institution-identity: a position	authorized by	authorities	within institutions
3. Discourse-identity: an individual trait	recognized in	the discourse/ dialogue	of/with "rational" individuals
4. Affinity-identity: experiences	shared in	the practice	of "affinity groups"

Figure 2-1 Gee's 4 manifestations of identity

(Gee, 2000 p. 100)

These four manifestations resonated with regard to the situations and circumstances that I was scrutinizing and I recognized all four in my analyses. Nature-identity represents the ubiquitous forces we cannot control and includes our sex and the cultural representations of gender (Gee, 2000). Discourse identity arises from the social interactions that give rise to the traits that are ascribed to us, and Gee (2000) gives the example of 'caring' – an individual is deemed to be caring through the lens of other points of view. Affinity identity (Gee, 2000) arises out of and is built by shared experience within a group holding common allegiance to specific practices.

It is, however, Gee's (2000) notion of Institution identity (I-identity) that particularly informs this study (2000). In Gee's terms, I-identity is formed from 'who I am' (2000, p. 102). I-identity is positional, not natural, and the processes that determine the workings of I-identity are institutional

(Gee, 2000). I-identity can be active or passive (Gee, 2000). One can choose one's I-identity as a calling, or have I-identity imposed (Gee, 2000). All of these elucidations resonated with me with regard to the school-based mentor participants that I encountered through the thesis and I drew on these to understand the duality of the identities of teachers who are also school-based mentors in greater depth. The I-identity (Gee, 2000) of the teacher role is active and dynamic, a 'calling' that was formed from early experiences and role models. In contrast, the I-identity (Gee, 2000) of the mentor role was overwhelmingly passive, although participants still invested in their mentor roles.

Goffman's (1990) notion of 'masks' has also informed this study. The 'self' is the mask worn in social situations, but the 'self' is also the decider of the mask to be worn (Goffman, 1990). The mask brings echoes of theatrical performance (Goffman, 1990), which is apposite for the teacher who is an actor in front of their class or the mentor with their mentees. This latter point informed the choice of metaphor as a methodological tool, particularly with regard to the questions around the animals which the participants saw themselves as in their roles as teachers and mentors. Could the animals that the participants offered be a form of the masks that Goffman (1990) discusses?

My understanding and analysis of the wider processes surrounding school-based mentoring has been informed by the writings of Foucault (1978) in particular. Education is one of the pillars of a modern welfare state, and Foucault described the assumptions and unchallenged modes of thought that form the basis of systems, in this case the education system we have today (Foucault, 1978; Ball, 2013). In his analysis of the education system, Foucault (1978) considered that schools existed as a tool for social control and regulation. It is important to note that this comment referred to the systems that organize education rather than education itself; Foucault considered that schools fulfilled a similar function as prisons and 'mental institutions' (sic) – ie as a political conduit for social control.

I identify with Ball's (2013) analysis of the education system in which he draws on Foucauldian theories to consider the impact of neoliberal educational policy on the nature of teaching: the. The complexity of the mentor/mentee relationship, together with the somewhat nebulous nature of the role of the school-based mentor in schools has been a major source of challenge to me professionally. Foucault's notions of the omnipresence of power immediately resonated with me with regard to these complexities (1978). Foucault (1978) describes power as relational. Power is

not something that is acquired or relinquished; rather it is ubiquitous and pervasive, not something that is imposed from above (Foucault, 1978). This would seem to describe the tensions inherent in the mentor/mentee relationship.

Finally, in this section, I must mention Bruner (1979), whose thoughts on creativity have been foundational and inspirational for me through my professional life as a teacher and teacher educator. Bruner (1979) emphasized the importance of a creative and playful approach to work, and this validated the development of the focus on metaphor in this study. The interviews contained a great deal of content that was sober and somber. When it came to discussing metaphors, particularly the animal metaphors, there was also lighthearted laughter, although we were discussing issues that were deeply significant. I hope Bruner would have approved of the laughter.

2.8. Conclusion and research questions

School-based mentoring is situated within a landscape that has undergone profound shifts in the past few decades. Changes in ITT/E have reflected the move towards neoliberalism in political, economic and educational policies. Government policy has advocated a system of ITT/E that is based wholly or partly in school, depending on the route chosen by the applicant. School-based ITT/E relies heavily on school-based mentors to support and assess early-career teachers and trainee teachers in particular. The position of the school-based mentor is tensioned, and there is a duality to their role. That they are teachers is explicit and unambiguous, however their role as teacher educators is less clear. Undoubtedly, school-based mentors are at the forefront of the education and training of early-career teachers, however 'teacher education' carries connotations of university and a research focussed role. The literature is circumspect with regard to whether school-based mentors are included within this stereotype.

An extensive body of research has identified the link between a strong professional identity and teacher efficacy. Although a link between a strong professional identity as a mentor and mentor efficacy has not been so robustly asserted, this study assumes that the relationship is similar. If this assumption is valid, then further scrutiny into the nature of the identity that school-based mentors

need to be effective is necessary. Is this an identity as a teacher educator and if so, how can this be fostered in an environment in which their role and identity as a teacher is overriding.

As well as the over-arching policy changes, the study took place alongside initiatives such as the Early Career Framework and changes to the Ofsted inspection framework for schools. In addition, concerns around attrition, teacher wellbeing and teacher workload were widespread. In this tensioned landscape, the expectations of additional workload and dual identity that the role of school-based mentor brings is worthy of exploration and scrutiny.

The literature, together with my own professional experience, led to the following research questions:

1. What are the professional job roles and experiences of teachers who are school-based mentors in primary schools?
2. What is the nature of the dual identities of teacher and school-based mentor?
3. How can the school-based mentors be supported more effectively?

These questions informed the development of the study as well as the methodology and design, aspects which will be explored in the following chapter.

3. Methodology and methods

3.1. Introduction

Within the overarching themes of the professional roles and identities of primary teachers who are school-based mentors, this study is designed to explore the following questions:

1. What are the professional job roles and experiences of teachers who are school-based mentors in primary schools?
2. What is the nature of the dual identities of teacher and school-based mentor?
3. How can the school-based mentors be supported more effectively?

This chapter will explore the methodological issues and processes that underpin this study. The methodology and methods will be presented according to Silverman's (2017) hierarchy of research design, considering constructivism as the overarching paradigm, then moving on to consider a qualitative methodology as the appropriate approach to explore the roles and identities of mentors of ITT/E trainees in primary schools. The advantages and threats of this paradigm and methodology will be discussed before moving on to analyse the role of the researcher within a qualitative methodology. The specific methods used will be discussed, followed by a discussion around the presentation and analysis of the results. Finally, ethical considerations will be addressed.

3.2. Methodology

The overarching paradigm or conceptual framework (Silverman, 2017) for this small scale research is based in constructivism (Guba, 1990; Guba & Lincoln, 1994, 2005). Constructivism, as described by Guba (1990) and Guba and Lincoln (1994, 2005) is a belief system that enables the researcher to reconstruct the world rather than predicting, controlling or transforming it. A constructivist approach rooted in interpretivism rejects the notion of a numerical, statistical approach appropriate to investigating stable, objective realities, instead supporting intricate, nuanced descriptions of findings (Silverman, 2017). This accords with my intention to gain a greater insight into and understanding of the roles and identities of mentors in schools. Assuming that mentoring is a complex social relationship within a bigger social structure (a school) (Clough, 2002), then a constructivist approach enables me to focus on the construction of the social realities of relationships in schools rather than the dynamics (Silverman, 2017). Guba (1990) and Guba and

Lincoln (1994, 2005) clarify the nature of constructivism through the lens of three concepts: ontology; epistemology and methodology. I will expand on each concept with regard to my own study based around mentoring.

3.2.1. Ontology and epistemology

Ontology describes the nature of reality or phenomena (Cohen, Manion & Morrison, 2017). Within a constructivist paradigm, the concept of 'reality' is a social construction, defined socially and experientially by the persons who hold them (Guba, 1990). Realities are multiple and constructed, with the potential for multiple interpretations, and meaning is socially conferred rather than intrinsically possessed (Cohen et al., 2017). In terms of the proposed study, the constructivist approach assumes that the mentors who will be research participants will be active constructors of their world, making meaning from the social situations in which they are active members (Cohen et al., 2017). The world of social phenomena is 'bafflingly complex' (Corbin & Strauss, 2015, p. 3) and this certainly describes the micro-world that is school, teaching and school-based mentoring.

Epistemology refers to the nature of knowledge and how we understand ontological realities or phenomena (Cohen et al., 2017). The constructivist paradigm assumes that knowledge is socially constructed and that the roles of the researcher and participants are fused (Guba, 1990). Research findings are therefore co-constructed between researcher and participants (Guba, 1990). The 'fabric of relations' concept (Lyotard, 1984, p. 15, cited by Brinkmann & Kvale, 2015) underpinned my approach to and the design of this study. Knowledge exists in the relationships between people and their world rather than being fixed, predictable and definable (Brinkmann & Kvale, 2015).

A qualitative methodology is fitting for the constructivist paradigm that has been chosen for this study investigating the roles and identities of mentors. Having established that identity is socially situated (Grimsæth, Nordvik, & Bergsvik, 2009; Kraus, 2000), a methodological and epistemological stance that enables an understanding, rather than an explanation, of human behaviour is required (Bryman, 2012). A qualitative approach was therefore deemed to be appropriate to explore the roles and identities of teacher mentors and within this, an interpretivist stance enabled exploration of the social world from the participant's perspective (Bryman, 2012). Bryman emphasizes the essential and necessary differences of approach between studies of the social world and the

positivist studies of natural sciences (2012). The distinctively social world of humans requires understanding as well as explanation and this necessitates the flexibility of approach that a quantitative, positivist methodology cannot accommodate. The qualitative, interpretivist perspective enabled scrutiny of the relationships around mentoring and insight into mentors' roles and identities (Abell, Dillon, Hopkins, McInerney, & O'Brien, 1995; J. Smith, Flowers, & Larkin, 2009) and it was my intention to 'distill the essence of the experience from participants' (Abell et al., 1995, p. 175). Following similar themes, Kraus (2000) discusses methodological choice in an exploration of the concept of identity. He affirms Haußer's criticism of 'readymade, narrowly focused research instruments' (1983, p.177 cited by Kraus, 2000), which fail to take into account the personal and subjective nature of identity. Kraus' (2000) notion of the 'partially structured interview' (p. 7) and his perspectives of the role of the interviewer informed the design of this study.

I explored various stances and approaches within the qualitative, constructivist paradigm that I wished to adopt. The nature of the study was informed by Yin's (2014) philosophy of an exploratory, descriptive and explanatory outlook, appropriate for examining small group behaviour yet maintaining a rigorous methodological approach. Within a constructivist paradigm, this approach offers opportunities to focus on questions rather than answers (Yin, 2014). In his focus on the 'how' and the 'why', Yin's (2014) exploration of appropriate research questions influenced the choice of questions and themes for this particular study of school-based mentors, validating my inclination to conduct an exploratory investigation which privileged the mentor's perspective within the social world of the school.

In the design of the study, I was influenced by approaches that would enable me to focus on the 'bafflingly complex' (Corbin & Strauss, 2015, p. 3) world of social phenomena. It was my intention to privilege the data generously offered by my participants, and I was very aware of this as I scrutinized the transcripts and developed the themes from the statements of the participants. Charmaz' (2014) emphasis on the potential of the interview to explore the worlds of the participants also influenced the design of the study and I aspired to adopt Charmaz' (2014) narrative approach to access the stories of the participants.

3.2.2. Metaphor

Within this section I analyse metaphor as a tool to access unspoken complex concepts (Saban, 2006; Thomas & Beauchamp, 2011; Yesilbursa, 2012) and explain why I chose metaphor as an appropriate tool to investigate the complexities of identity.

There are many definitions of metaphor. Farrell states that a metaphor can be defined as 'the characterization of a phenomenon in familiar terms' (2006, p. 237). Lakoff and Johnson contextualize metaphor in terms of 'extraordinary rather than ordinary language' (p. 3) and emphasize that metaphor is pervasive within our lives (2003), although this is not generally realized or appreciated. How we think, feel and act is fundamentally metaphorical, and given that it is this conceptual system that guides and governs our everyday lives, then metaphor is fundamental to these processes (Lakoff & Johnson, 2003). Lakoff and Johnson argue that this transcends language; rather it is our thought processes that are metaphorical, so that the metaphors that we articulate are made possible because of the metaphorical nature of our conceptual system (Lakoff & Johnson, 2003). In their power to create constructions of meaning that can capture and extend current understanding (Zhu & Zhu, 2018), metaphor can demystify knowledge, particularly personal knowledge, so that it can be made sense of (Thomas & Beauchamp, 2011) . By juxtaposing concepts that are familiar and unfamiliar, metaphor has the power to describe the unknown in concepts that are known (Mahlios, Massengill‐Shaw, & Barry, 2010; Saban, 2006). Metaphorical images can make tacit knowledge explicit, so that it can be reconstructed and understood (Bullough & Stokes, 1994). We use words and images to interpret our life, experiences, and sense of self - metaphors therefore structure our perception, thought, and action (Mahlios et al., 2010).

3.2.2.1. Using metaphor to support an understanding of teacher identity

In this study, the complexities, insights and perspectives that I envisioned accessing were focused on identity. Identity is a complex concept (Yesilbursa, 2012) and I sought a mechanism to enable participants to speak about identity, particularly their own identities as school-based mentors, through a medium that was familiar for them. As a tool for understanding the complexities, insights, and perspectives of individuals which would otherwise be inaccessible (Yesilbursa, 2012), metaphor seemed appropriate. Thomas and Beauchamp (2011) comment on the often poetic

language of metaphor which allows teachers to step outside prosaic, everyday language in order to describe their evolving identities in alternative, potentially highly descriptive ways. Metaphors can provide windows into teachers' thinking (Fenwick, 2013) and are considered to be essential to support teachers' search for personal and professional identity (Saban, 2006). Teaching is multi layered and multi-faceted and metaphor offers a tool to access, and interpret these layers and facets, to make the implicit explicit (Khaiessa Ahmad & Abd Samad, 2018). When teachers create metaphors around professional identity, they enter into a process that supports the reflection and reformulation on their practice (Fenwick, 2013). These concepts are layered, complex and generally tacit and unarticulated (Alsup, 2005; Thomas & Beauchamp, 2011).

Goffman (1990) discusses identity in the context of a performance and describes the masks that we assume in order to present our identity to others. In Goffman's (1990) terms, teaching is a performative activity with an actor (the teacher) and an audience (the children). I was interested to explore whether metaphor could be a useful tool to explore and examine the notion of masks (Goffman, 1990) as a depiction of identity, and whether the analogy was also valid for the mentor/mentee dyad.

Building on the work of Lakoff and Johnson (2003) there has been growing interest in the power of metaphor to explore identity and I read, and was intrigued by, a number of studies that used metaphor as a device to explore identity (eg Ahmad & Samad, 2018; Awaya et al., 2003; Fenwick, 2013) The usefulness of metaphor as a tool to explore the professional identity of teachers, as well as reflection and professional growth, particularly with regard to teachers who are new to the profession has been widely recognized (eg Alsup, 2005) and I therefore decided to use metaphor as a methodological tool to explore participants' identity and perspectives of their roles.
The elicitation of the metaphors was approached in two ways, both drawing on existing research studies (Alsup, 2005; Fenwick, 2013; Gillis & Johnson, 2002; Leavy, McSorley, & Boté, 2007). The design of the questioning schedule was informed by studies that encouraged their participants to offer their own metaphors (Craig, 2018; Farrell, 2006; Leavy et al., 2007), and open-ended questions aimed to draw out my participants' metaphors. Drawing on previous studies that had used prompts to scaffold participants' understanding (Craig, 2018; Farrell, 2006; Leavy et al., 2007), I used prompt metaphors (appendices 6 and 7) to guide the participants and explain what was needed. I was, however, very aware that most of the studies that had used metaphor to gain greater

understanding of teacher identity were focused on trainee or new teachers – my participants were experienced teachers. Some studies were more prescriptive with regard to offering their participants a suite of themed metaphors to choose from (Gillis & Johnson, 2002; Mahlios et al., 2010) and I drew on this approach to design the questions around animals. My theme was considered carefully, and my thought processes were informed by responses from participants during the pilot interviews, when answers to questions around imagery often referenced animals. I drew on snippets from informal conversation with teacher colleagues and my own recollections of teaching children.

3.2.2.2. The challenges of metaphor as a methodological device

Metaphor is, by its very nature, subjective, and therefore caution must be exercised in its interpretation (Fenwick, 2013). The assumptions and predispositions that are at the core of our being are reflected in the metaphors that we choose and this, in turn, can impact our subjective perspectives with regard to the phenomena that we are choosing to study (Leavy et al., 2007). This can, Leavy and her Colleagues caution, turn into a 'self-sustaining whirlpool' if restraint is not exercised (2007, p. 1221). Thomas and Beauchamp highlight that metaphor is often rooted in a particular culture, and therefore must be interpreted accordingly and with caution (Thomas & Beauchamp, 2011). This last point was particularly evident on my reading of Fenwicks' fascinating article entitled 'Adventure guides, outfitters, firestarters, and caregivers' (2013). In this specific context, it was clear that the experiences of Canadian teachers living and working in remote areas were very different to those of my participants!

Rather more dispiritingly, Hunt questions whether research based around more abstract and intangible concepts such as metaphor has any place within the current data and outcomes driven climate pervading our education system (2006). I wonder whether the new Ofsted framework, with its shift in focus from measuring outcomes to scrutinizing quality of education (TeacherToolkit, 2019), will alter this climate and support the reinstatement of a more creative approach to the curriculum. I acknowledged and aimed to follow Bruner's aspiration to 'keep an eye out for the tinker shuffle, the flying of kites, and the kindred sources of surprised amusement' (1979, p.18).

During the process of collecting data, I was acutely aware of the pitfalls of using metaphor as a methodological tool and went to some lengths to mitigate any misunderstandings or misapprehensions. With an awareness of the potential challenges that metaphor can bring, I introduced and explained the metaphorical elements in the first interview, and I provided examples of teaching metaphors. The questions focused on metaphor were posed in the second interview, and participants had time to ponder my questions in the days between the first and second interviews. I considered at length how to phrase the metaphor focused questions to avoid misconception. During the group activity I took care to explain the metaphor activity in detail, again providing examples.

3.3. Methods

The choice of methods for investigating the roles and identity of mentors in primary schools was driven by the constructivist paradigm and qualitative methodology, and informed by previous research in the area (eg Campbell & Kane, 1996; Grimsæth et al., 2009). Skilling and Stylianides (2019) stress the needs for the methods to suit the qualitative methodology of research in education, and therefore my methods were chosen to enable the participants' voices to be at the foreground of the study. This section gives an overview of the two methods I used to gather data: the initial group activity and the subsequent one to one interviews.

3.3.1. Group activity

With an awareness of the particular richness of discussion that could be elicited through group conversations (Bryman, 2012), I decided to elicit the perspectives of a group of mentors during a timetabled mentor training meeting attended by approximately 50 school-based mentors. Prior to the training taking place, attending mentors were informed that the final session would be focused on an activity designed to gain their perspectives around teaching and mentoring. At the beginning of the training meeting, I gave a brief explanation of my study, emphasizing the advantages of having opportunities to consider their own roles and identities as teachers and school-based mentors – ultimately, my rationale was to gain greater understanding and insight into the role of the school-based mentor so that more improved support could be facilitated. Having discussed

with my supervisors the value of this session for school-based mentors, it was considered that this would be valuable for their professional development. Although I was grateful for mentor contributions, this was not entirely altruistic on the mentors' part. It was made clear that this final session was optional and that mentors could leave prior to the session starting. Approximately 20 mentors chose to leave, and the session went ahead with around 30 participants.

The mentors were sitting in groups of five or six, and I introduced the aims of the session. I explained my research, focusing on identity, with a very brief explanation of why a strong sense of identity is considered important for teacher efficacy. I gave the mentors the example metaphors (appendices six and seven) and asked mentors to discuss and record their own thoughts about their teaching and mentoring roles. These could be pictorial or written. Blue sky thinking would be welcomed and there was no such thing as a wrong answer! I drew on Bruner's perspective around creativity and playfulness in designing the group activity: 'there is something antic about creating, although the enterprise be serious' (Bruner, 1979, p. 17). With an awareness of the very busy lives of school-based mentors and to express my gratitude for contributions, chocolate and cake was provided as a stimulus for creativity and discussion.

Mentors then spent the final half hour discussing and offering their own ideas. These were recorded on giant post-it notes which were stuck onto flip charts, themselves becoming foci for further discussions. During this half hour, a colleague and I circulated and became involved in the discussions to prompt and encourage ideas. The session ended with some sharing of the drawings, and I then drew the meeting to a close by thanking the mentors.

3.3.2. Interviews

Semi structured interviews in which knowledge is co-constructed between interviewer and interviewee were the main method chosen to suit the qualitative, constructivist methodology of the study. Defined as a structured, purposeful conversation, interviews are a flexible and adaptable research method (Kvale, 1996). The introduction of Brinkman and Kvale's (2015) text on the interview advises talking to people if you want to understand their world and their lives. This statement resonated with me. It was exactly what I wanted to do; to find out how mentors understand and articulate their professional lives and identities; and interviews were the tool to

achieve that. Interviews are the 'construction site of knowledge' (Kvale, 1996, p. 2), and this complemented my intention to explore teacher identity, the creation of which is described as 'open, negotiated and shifting' (Sachs, 2001, cited by Flores & Day, 2006, p. 220). Conversation is a basic aspect of human communication, with opportunities for the interviewer to actively construct knowledge in the inter-action with the participant (Kvale, 2007).

Holstein and Gubrium's analysis of the interview process stresses the active and interactional nature of the activity in which meaning is socially constructed and knowledge is developed as a product of interaction (1995). The interview as a knowledge generating process is therefore not a neutral conduit (Holstein & Gubrium, 1995) and this brings into focus the crucial nature of the role of the researcher, an aspect that will be discussed more fully later in this chapter. In emphasizing the constructive nature of the interview, Holstein and Gubrium comment on the 'labels' for those being interviewed (1995). 'Subjects' implies epistemological passivity (Holstein and Gubrium, 1995) and this is a label I have avoided, preferring to use the term 'participant' in the hope that this will imply a respectful, co-constructive process. As well as putting my participants at ease, I also wished to give them a voice and to advocate for the importance and significance of their role.

Interviews enable the researcher to explore the worlds of the participants, whilst retaining the ability to construct theory in an iterative process of returning and revisiting data (Charmaz 2014), as well as gaining insight into the interviewee's roles and identities (Kvale, 2007). Charmaz (2014) emphasizes the narrative potential of the interview process; it is through interviews that the researcher can access the stories of the participants (Charmaz, 2014). Kvale's (2007) metaphors around the role of the interviewer informed the nature of each round of interviews. In Kvale's (2007) imagery, the interviewer role could be that of a miner, digging down into the participant's experiences to uncover facts, or that of a traveler, undertaking a journey of co-construction of experience with the participant. I planned to use both types of interview in my study in order to explore the research questions.

Clough (2002) describes humans as 'storying beings' (p.13) and I aimed to access these stories in my research, through the interview process. Narrative enquiry uncovers truths and opens up aspects of life that may be hard to access with a more traditional methodology (Clough, 2002). It is a method that is underused in educational research (Clough, 2002). With regard to identity theory, narrative

enquiry may be a tool to explore what is underneath the masks that Goffman (1990) states that we often assume. Narrative enquiry focusses on life and lived experiences (Clandinin & Connelly, 2000) so was an appropriate tool to use to explore the lived experiences of teachers who are school-based mentors. In planning my approach, I drew on studies that had a narrative enquiry methodology. Sfard and Prusak's (2005) research into teacher identity emphasizes the storied or narrative nature of identity, and therefore interviews, with their conversational and discursive potential, suited the approach of this particular study. Similarly, Berry and Forgasz's study (2016) is based around a dialogic approach, emphasizing a caring and respectful approach to the relationship between interviewer and interviewee and acknowledging that responses may be inconclusive. Carlile and Dwyer's (2012) approach to the recounting of stories from Australian Teacher Educators also influenced the design of my study, particularly the approach I took to the data collection process. Narrative enquiry is far more than simply recounting or passing on stories rather it is a medium for sharing experiences (Carlile and Dwyer 2012). The enquirer is more interested in the 'doings and happenings' rather than the actual data (Carlile and Dwyer, 2012, p.2). This confirmed my perspective that interviews would be an appropriate method to access the lived experiences and identities of teachers who are school-based mentors.

In my initial literature search I partly focused on research that explored similar themes to those I planned, so that I could critique, analyse and develop existing methodologies and methods. Although there is research that explores similar themes and informs this study, I found little that aimed to explore the lived experience and identity of mentors themselves, and even less that was focused in primary settings. Previous research around identity has espoused apposite methodologies and methods in order to understand this socially situated and socially constructed phenomenon, whilst acknowledging the challenging nature of the particular research focus (Beauchamp & Thomas, 2009; Sfard & Prusak, 2005), and I was therefore anxious to site my study in an appropriate milieu.

The choice of methods for investigating the roles and identity of mentors in primary schools was driven by the constructivist paradigm and qualitative methodology and informed by previous research in the area (eg Campbell & Kane, 1996; Grimsæth et al., 2009). Skilling and Stylianides (2019) stress the needs for the methods to suit the qualitative methodology of research in

education, and therefore my methods were chosen to enable the participants' voices to be at the foreground of the study.

3.4. Methods – the interview process

The following section describes the processes that I followed in designing and carrying out the interviews and the group activity.

3.4.1. Piloting the interviews

Informed by an acute awareness of the complexity of the interview process, the potential challenges of questions around metaphor and the need to develop my skills as an interviewer, I conducted a series of pilot interviews. Given that I intended the knowledge to emerge through the conversation between me as researcher and my mentor participants (Kvale, 1996), my planned prompts and questions were clearly critical. Interviewing is a craft that requires expertise from the interviewer (Kvale, 1996), and Kvale's (1996) categorization of interview questions with regard to the fine distinctions between the types of questions demonstrates this. The role of the researcher as the main elicitor of knowledge is clearly key – without data there is nothing to analyse and present!

Following initial interviews with two mentors in local schools, it became abundantly clear that the relationship between me and the mentor as interviewer and interviewee, was pivotal to the success of the interviews. Metaphor and identity are complex concepts and 'parachuting' into a school with little prior contact or communication was not conducive to building up the trust that was necessary for the mentor interviewee to feel secure to divulge potentially deep personal insights into their job role and identity. Cresswell (2007) describes how the narrative generated in an interview is a product of the relationship between interviewer and participant, and the lack of relationship certainly became very evident during these initial interviews - the conversation was not privileged and was rushed. The first mentor was clearly nervous and uncomfortable and did not begin to relax until the conversation was drawing to a close. The second mentor explained to me that she might be called away at any moment to deal with an ongoing incident in the school, and we were both

acutely aware of the nearby phone which could ring at any time. Both of these situations were not conducive to the gathering of rich data - a rethink was necessary.

Developing the relationship to build up an atmosphere of respect and trust so that participants would feel able to divulge personal insights into their job role and identity was therefore essential. Although metaphor suffuses spoken communication (Lakoff & Johnson, 2003), the identification and discussion of this form of speech could be challenging and even intimidating for many people. Discomforting my interviewees was the very last thing I wanted to do. I therefore modified my interview schedule from one to two interviews per mentor interviewee and developed the following process for the remaining pilot interviews:

- Email contact giving brief background information about my study
- Interview 1, focused on:
    - Introducing myself
    - Introducing the study, including the research questions
    - Introducing the notion of metaphor to explore teacher and mentor identity and presenting some existing metaphors for mentors to consider (appendices six and seven)
    - Explaining ethical considerations and the paper copies of the forms associated with these
    - Introductory questions designed to stimulate thought and discussion as well as provide some stimulus for interview two
    - Arranging a date for interview two
- A reminder email sent a couple of days prior to the second interview
- Interview two, focused on questions designed to explore the research questions, including following up some of the responses to the discussions from interview 1.

During and following the pilot interviews, I reflected on the outcomes and the positive elements (or less positive aspects in the case of the first two pilot interviews) and adapted the process accordingly. It was clear that I needed to consider how to phrase my questions more explicitly and more clearly and reflect on my style of questioning, particularly how to encourage participants to expand on answers.

3.4.2. The interview questions

Both interviews with mentors were designed to be semi-structured, enabling me as interviewer to take an active role in co-constructing knowledge and understanding with the interviewees, whilst assuming the interviewee to be the expert in the situation (Kraus, 2000). The same questions were asked of all mentor participants in the first interview, however the questions in the second interview were partly informed by the response to questions posed in interview one. Interviews with mentors were planned as professional conversations with Kvale's image of a traveler in mind, referring back to their definition of 'conversation' as 'wandering together with' (1996). Within this construct, the semi-structured interviews aimed to support the exploration and contextualization through metaphor of the identities of the mentors, with the intention of gaining further understanding of the research questions. I adopted a constructivist approach to the construction of knowledge (Kvale, 1996), in which there was no objective data. Instead, I made the post-modern assumption that knowledge would be co-constructed through the interaction of me as interviewer and mentor as participant (Kvale, 1996). The implications for the process of these interviews, as well as my role as researcher, will be discussed later in this chapter.

The prompts and questions for each set of interviews were carefully considered beforehand. Having noted the definition of an interview as a type of conversation (Kvale, 1996) it was important that this was not taken too literally. Although the interviews in this study needed to include conversational give and take in order to achieve the required elements of co-construction, Holstein and Gubruim's messages emphasizing the need for preparation were foremost (1995). Questions were prepared that would 'capitalize on the dynamic interplay between respondent and interviewer to reveal substance and process of meaning making' (Holstein & Gubrium, 1995, p. 76), and these were generally open questions that allowed for an articulation of the participant's perspectives. Flexibility was essential and the interview schedule was treated as a guide rather than a script in order to facilitate reflexivity on my part (Holstein & Gubrium, 1995). Kvale's categorization of questions to draw from informed my design (1996). 'Opening questions' (p. 133) were designed to set the scene for the interview, with the potential for providing data that is rich and spontaneous (Kvale, 1996). I was mindful of Kvale's messages about the importance of the first few minutes of an interview, being the time when the participant needs to be put at ease and encouraged to feel that their contributions will be valued and respected (Kvale, 1996). Follow-up questions extend

answers through a variety of techniques, such as direct questions, nods or pauses (Kvale, 1996). More probing questions can explicitly encourage the participant to give more information about a specific aspect of a previous response (Kvale, 1996), and all these techniques were carefully planned, whilst at the same time I was mindful of the need for flexibility, particularly with regard to being able to explore particular aspects of a participant's response.

Lamote and Engels (2010) stress the importance of the biographical components that may contribute to this process of identity formation. Identity is constructed and interpreted through the stories that one tells and others tell (Rodgers & Scott, 2008). With regard to teacher identity, biographical components would include the teacher's own experiences of school and the teachers that taught them, as well as their families, friends and loved ones. Some questions, particularly in the first interview, were designed to access these biographical components.

During the first interview I used a Venn diagram image (figure 3.1) to give a visual representation of the relationship between roles and identities as teacher and as mentor. I explained that it was the spaces in the diagram that I was interested in. What sits in the spaces labelled 'teacher' and 'mentor', and what is in the middle? I also had examples of teaching metaphors and images

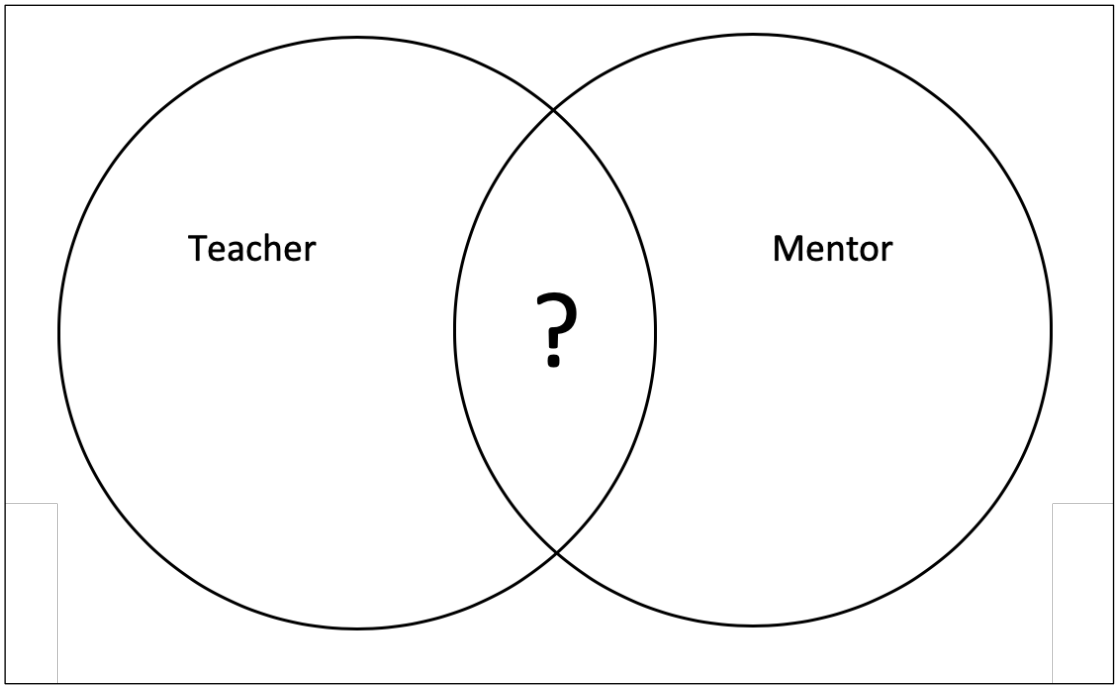

Figure 3-1 Venn Diagram used as visual prompt during second interviews

(appendices six and seven) that I had printed to give to the participants. As previously discussed, I was aware that metaphor elicitation might be challenging for some participants (Berry & Forgasz, 2016) and discomforting my participants was not my intention. As well as acting as a prompt or aide memoire, the pre prepared examples supported and scaffolded participants into considering their own metaphors and images.

3.4.3. Questions focussed on metaphor

Metaphor is an integral part of communication (Lakoff & Johnson, 1980) and is being used increasingly as a methodological device (eg. Alsup, 2005, Awaya, McEwan, Heyler, Linsky, Lum & Wakukawa, 2003). It remains, however, a somewhat underutilized tool in research and, to a certain degree, metaphor is so embedded in our everyday communication that its use can be unacknowledged and unrecognized. The notion of metaphor as a methodological tool to investigate perspectives around identity and role evolved as I developed and deepened my reading. The inventive, creative nature of metaphor (Lakoff & Johnson, 2003) and the discussions around it seemed to provide a good vehicle for the co-construction of knowledge, with the added benefit of a fun, enjoyable activity which would facilitate the development of a close and trusting relationship between me as researcher and my mentor interviewees.

With the awareness that, although metaphor is all around us, it can be a perplexing concept to identify and analyse (Lakoff & Johnson, 2003), I therefore thought carefully about how to prepare interviewees for the potentially challenging questions around metaphor. The initial email asking for volunteers mentioned that some questions might be focused on metaphors for teaching and mentoring, and in the first interview I went into more detail about what this might look like. I had printed some examples of common metaphors for teaching (appendices six and seven), and these were discussed in the first interview and left with the participant as prompt/inspiration. I answered questions and assured the participant that there was no pressure to devise their own metaphors – it would be fine to focus solely on the examples, if that was what they were comfortable with. I noted body language, particularly any cues that indicated that the participants were stressed by my questioning and moderated my approach accordingly.

Some of the questions around metaphor were inspired by previous research that used the device as a tool to explore identity (eg Ahmad & Samad, 2018; Craig, 2018; Gillis & Johnson, 2002). In Gillis and Johnson's (2002) study, beginning teachers were asked to consider their practice in the context of a range of metaphors such as a fast-food restaurant, truck stop or delicatessen for their classroom, and passionate lover, movie director or lioness for their developing professional identity. Inspired by the creativity of Gillis and Johnson (2002) and other articles, I decided to modify this approach to explore teacher and mentor identity through analogies with animals. This was the basis of the questions exploring participants' perspectives of the animals they saw themselves as teachers and mentors and the animals that came to mind when considering their children and their mentees.

3.4.4. The interview process

The British Educational Research Association (BERA) guidelines are explicit in requiring researchers to be mindful of the impact of their research on their participants (BERA, 2018) and with a recognition of their busy professional and personal lives, each interview was arranged at a time and place to suit the participants. All interviews were planned to last between 60 and 90 minutes. During the interview, my role was that of moderator, creating an atmosphere conducive to discussion and the expression of potentially personal and conflicting viewpoints. This was particularly important in the first few minutes of the interview when trust was being built. Kvale stresses the need for an attentive, respectful attitude on the part of the interviewer in order to put the participant at ease and build trusting relationships (1996). Each interview was audio recorded electronically and transcribed. It was made very clear within the information provided to prospective participants that my role was not one of scrutinizing practice, rather I was seeking a deeper understanding of how their mentoring role was integrated within their other teaching roles, with the hopeful intention gaining a greater understanding of their role, and ultimately, of refining the support offered to them as mentors in supporting their trainees (Abell et al, 1995).

3.4.5. Interview participants

The nature and number of participants was informed by the qualitative, constructivist nature of the research process. Potential tensions between objectivity and subjectivity will be discussed later in this chapter, however with regard to my participants, my research sought to elicit the rich, deep data that represents the lived experiences and identities of my participants. Quality rather than quantity of data was my aim, and it was not my intention to provide an objective overview of the lived experiences and identities of all mentors. I therefore interviewed thirteen mentors in Partnership schools. Participants were selected through a process of purposeful sampling (Cresswell, 2013). As part of the introduction and explanation to the focus group activity during the mentor training session I introduced my study and asked for volunteers to email me if they were willing to take part in the one-to-one interviews. Thirteen mentors subsequently contacted me and they became my thirteen participants. The group activity enabled me to begin to develop a rapport with potential participants, which supported the provision of useful data (Cresswell, 2007).

It could be said that volunteering to take part in the study in itself shows a commitment to mentoring, and the data they gave was in-depth, rich and insightful. I do recognize that my participants represented a group of committed mentors and therefore my data may be skewed to their perspectives. Eliciting date from those mentors who may lack the support or the capacity to be as committed would be interesting.

3.5. My role as researcher

Within a constructivist, methodology where theory arises from the data in an iterative, interpretive process (Charmaz, 2014; Silverman, 2017), the role of the researcher is significant, becoming far more than a simple collector of data. Corbin and Strauss (2015) place the researcher at the centre of a research process and I aspired to their perspectives of a researcher who should be committed, with clarity of purpose yet self-aware with regard to their own potential bias (Corbin & Strauss, 2015). Charmaz (2014) emphasizes the researcher role as an active, as opposed to a 'passive receptacle' (p. 27). Rather than being scientific observers, a researcher working with a qualitative, constructivist methodology must be reflexive (Charmaz, 2014). In similar terms, Holstein and

Gubrium describe the interviewer's role within a qualitative, constructivist methodological study as dynamic rather than a 'disinterested catalyst' (1995, p. 38). Clough's (2002)analysis of the blurred distinctions between researcher and 'researched' (p.3) resonated with me. I did not want there to be barriers between me and my participants, and the notion that we were both educationalists aiming for the same outcomes was important.

As the interview develops, the participant's history is co-constructed with the support of an active, collaborative interviewer, with the interviewer deeply involved in the construction of responses (Holstein & Gubrium, 1995). A researcher must be able to 'step into the shoes of participants' (Corbin & Strauss, 2015, p. 349), so that they can develop a sensitive, empathetic, careful, respectful and honest approach to the data. Clough (2002) observes that the distinction between the researcher and their participants can be blurred, and I was able to observe this happening in some of the interviews when the question and answer process become more akin to a discussion. I welcomed Corbin and Strauss' (2015) suggestions that the researcher must have 'the ability to relax and get in touch with the creative self' (p. 349), although the former was rather more challenging than the latter. Recalling Bruner's (1979) thoughts about a creative approach to work and learning, creativity was a concept I aimed to embed within this study, and Corbin and Strauss' (2015) theory allowed me to explore with greater confidence the metaphorical aspects of the study.

My situated perspective and close involvement in university-based ITT/E would certainly influence the process of the research at all stages. The researcher will inevitably bring their previous experiences and knowledge to the process, making assumptions about the data in order to develop theory (Charmaz, 2014). I was therefore involved in the research process and it was not feasible or desirable to separate my perspective from the data given by my participants (Corbin & Strauss, 2015). Kvale (1996) advocates for the value of the background knowledge of the researcher, emphasizing that their familiarity with the structures of the interviewee's situation, the 'local language, daily routines, (and) power structures' (p. 96) can be useful, if not essential to direct the conversations of the interviewees in the appropriate directions.

As Programme Director, I work closely with the schools in which the school-based mentor participants work. The notion of being an insider is a huge responsibility for the researcher and brings into question the ethical stance necessary to represent the data that is generously given,

with honesty and integrity. The power asymmetry (Kvale, 2007) that may exist between me as researcher, and the mentor participants in my study is acknowledged. This was not, nor should it have been, an informal open dialogue between equal partners (Kvale, 2007), rather it was a professional conversation, with professional honesty and integrity at the forefront at all times. As has been detailed previously, I took time to develop a trusting and mutually respectful relationship with my participants. The pattern of two interviews with each participant supported this. During the first interview I was able to develop an existing professional relationship with each school-based mentor participant into a closer, trusting and hopefully amicable relationship so that participants felt able to express deeply felt convictions without fear of judgement (Abell et al., 1995). It was made very clear within the information provided to prospective participants that my role was not one of scrutinizing practice, rather I was seeking a deeper understanding of how their mentoring role was integrated within their other teaching roles, with the hopeful intention of refining the support offered to them as mentors in supporting their trainees (Abell et al., 1995).

3.6. Data analysis

3.6.1. Analysis of the data from the group activity

Following the group activity, the post-it notes were collected from the flip charts where participants had mounted them. The content of the post-its was varied and rich, consisting of drawings, some annotated, and messages. This needed a great deal of scrutiny before I attempted to try to bring order to the content by categorizing the drawings and messages. Having familiarized myself with the content, I was able to identify themes. These themes broadly followed the themes that had arisen from the transcription of the interviews.

3.6.2. Analysis of the interview data

The electronic recordings of the interviews were transcribed, being mindful of the dangers inherent in the process of transcription, described by Kvale as an 'artificial construction' (1996, p. 163). The voice recordings of the interviews were transcribed electronically using a paid for transcription service. The transcription was presented as a word document. There followed a careful process of

checking for the inevitable inaccuracies and mis-transcriptions that the word document contained. Transcription is by no means an exact science, and different transcribers can produce transcripts that are subtly different from each other, from the same recorded material (Kvale, 1996). Transcription is likened by Corbin and Strauss (2015) to a translation from one language to another, and there is a danger of the transcript being reified, ignoring its origins in a lived social situation (Kvale, 1996). Given my focus on capturing the lived social situation of the participants, this was something I strove to avoid. Pauses and overlaps within participant responses were included in the transcription. As Silverman points out, these can seem trivial but are actually crucial, and their omission can weaken the reliability of the subsequent data analysis if they are not recorded (Silverman, 2017).

The methods used to analyse the transcription data from the interviews were informed by methodological principles, as well as the data analysis used in similar qualitative studies exploring identity within the teaching profession and HE (eg Bullough, 2005; Hobson, 2009). Kvale emphasizes that data analysis is not a discreet stage in the research, rather the methods of analysis should drive the design of the methods and, in the case of interviews, should inform the structure of the interview and particularly the questions asked (1996). The data from each participant were scrutinized initially separately to identify emergent themes (Abell et al., 1995; Kennett & Lomas, 2015). These themes are presented in appendix two. Charmaz' (2014) notion of 'sensitizing concepts' informed the analysis. These give 'starting points for initiating the analysis but do not determine its content' (Charmaz, 2014, p. 117). It is acknowledged that this process was interpretive, as different interpreters will identify different meanings from the same data and therefore inevitably, the analysis will be subjective (Brinkman & Kvale, 2015). 'Biased subjectivity' arising from 'sloppy and unreliable work' (Brinkmann & Kvale, 2015, p. 241) was not an aim of mine in interpreting my data. My aim was for 'perspectival subjectivity' which is a feature of a more considered analytical approach in which the researcher's perspective is acknowledged and explicit (Brinkman & Kvale, p. 241). 'Perspectival subjectivity' is not a weakness, rather a sign of a dynamic, committed, and vigorous approach to the analysis of the data (Brinkman & Kvale, p. 241). The process of analysis was inductive. No researcher is free from pre-conceived ideas (Silverman, 2017), however although my own professional experience as Programme Director for a PGCE gave me prior insight into the themes that would be explored, I actively avoided seeking out supporting evidence for a stated argument (Thomas, 2013). .

The data from the interviews were visited and revisited. This process was essential as it was only then that more subtle trends and themes in the data became apparent (Corbin & Strauss, 2015). The emergent themes described in the previous paragraph were refined by repeated analysis and examination of the data. I then grouped these initial themes together to form overarching themes that were captured and presented for analysis in the results and discussion chapters. As well as listing the themes, appendix two provides a visual representation of the grouping of these themes. Having undertaken the thematic analysis, each transcription was revisited to identify and highlight the themes contained within the data. An example of a transcription can be seen in appendix three. I then collected the thematic fragments from each transcription into separate documents that each accorded to the separate themes (an example of this can be seen in appendix four). At the end of this process, I had one document for each listed theme, each document containing data from participants. I was then able to consider how to present the data.

The presentation of the results and the subsequent discussion was mindful of Brinkman and Kvale's (2015) comments about engaging the audience. In particular, the paragraph entitled 'Boring Interview Reports' (Brinkmann & Kvale, 2015, p. 303) was at the forefront of my plans, as I wished to avoid reducing the interesting and engaging stories generously provided by my participants to meaningless quotes that lacked context.

3.6.3. Analysis of the metaphor data

The metaphors that were evident in the data from the participants needed particular consideration with regard to the analytical process. I drew on Ahmad and Samad's (2018) notion of 'umbrella metaphors' (p.148). I identified the metaphors in the data from the group activity and within the interview transcripts, and then, with an awareness of the complexity of the concepts involved, I grouped the metaphors into categories. I drew on Ahmad and Samad's (2018) approach involving a 'key conceptual metaphor' (p.148) which was the 'umbrella' (p.148) for the multiplicity of metaphors offered.

3.6.4. Presentation of the data

I was mindful of Corbin and Strauss' (2015) notion of the data analysis being a process of translation, with the analyst being the 'go-between' (p. 67) for the participants and the reader. As has been described previously, one of the aims of the study was to privilege the perspectives, the 'voices' of the school-based mentor participants. Responses from the questions asked during the interviews are therefore predominantly replicated in the study as quotations, using italics to ensure visibility.

3.6.4.1. Presenting the group activity data

I had anticipated digitizing the drawings and messages that the mentors offered and including them directly in the dissertation. The post-it notes were, however, green, and did not photocopy well. In addition, by the time the post-it notes had been drawn on, stuck to a flip chart and scrutinized, then gathered in, they were rather tatty. I therefore collected in the post-it notes and incorporated the data with the interview data.

3.6.4.2. Presenting metaphor data

I considered at some length how to present the metaphors given by the participants. Clearly it was necessary to 'make sense' of this data in order to address the research questions, but on the other hand I was very reluctant to do anything but let the metaphors speak for themselves (Craig, 2018). Metaphor is a visual medium (Banks, 1998), however images can be loaded with meaning and open to interpretation (Prosser & Loxley, 2008). Did I want to constrain my readers' perspectives of the rich metaphors by imposing a fixed image? Although aesthetically, I was attracted by the notion of a doctoral thesis that contained images, my answer to this question was eventually 'no'.

Reader, as you peruse the descriptions of the metaphors please form imaginings and pictures in your own mind – these will be far richer and more imaginative than any image I can create for you.

3.7. Ethics

Ethical issues are not particular to a stage or phase of the research process (Kvale, 1996), rather they should be considered holistically as part of the whole, and this was the perspective taken for this study. The study adhered to the ethical processes required by the University of Reading (appendix five), which are themselves informed by the BERA guidelines (BERA, 2018). As Kvale (1996) makes clear, formal ethical processes are not able to address the more subtle decisions necessary for the conduct of ethical, respectful research and Kvale's analysis of the ethical implications at each and every stage of a research study was used as a template to monitor and address the ethical issues of this particular study.

The participants' right to confidentiality and anonymity was respected throughout, and I endeavored to ensure their well-being through adherence to processes around informed consent. The participants were assigned a pseudonym and no potentially identifying information about them or their schools was included in the study. The BERA guidelines (2018) are clear that researchers must make every effort to minimize the impact on their participants, and I attempted to accommodate their busy professional and personal lives at all times. An ethical stance was also taken with regard to the data that was generously provided during the interviews, and I maintained an awareness of my responsibilities as researcher to analyse and present the data as honestly and honorably as possible (Kvale, 1996).

I gave the interview participants a choice of where the interviews would take place, either in their school at a time to suit them, in my office at the university or in another venue – a coffee shop for instance. All but one set of interviews took place at the participant's schools. One participant told me that the university campus was on her way home from school so was convenient. Although my rationale for the choice of venue was driven by a wish to accommodate participants' busy lives, I was also aware of the importance of the 'stage' for the interviews (Berry & Forgasz, 2016). It was important that participants felt comfortable and not intimidated in the space where the interviews were held, and that 12 of the 13 participants chose their school for the site of their interviews supported this. The participant who chose to come to the university had just completed her masters and was therefore more familiar with the campus environment – this may have been a factor.

My close involvement in the study and my relationship with the participants was also a potential ethical challenge and the potential challenges and conflicts of my dual role as researcher and Programme Director have been described and analyzed in a previous paragraph.

I was aware of the challenges of asking questions about metaphor and the potential for discomforting participants by asking questions focused on a concept they may be unfamiliar with. As recounted in the description of the interview process, I went to some lengths to prepare participants for these questions.

3.8. Evaluating the quality of the study

The post-modern, constructivist approach adopted by this study reflects the belief that social reality is multifaceted and constructed, and thus cannot be calculated numerically (Guba & Lincoln, 1994). The holy trinity in modern social science, reliability, validity and generalizability, (Brinkmann & Kvale, 2015) are not relevant to this study. Qualitative research has, however, been criticized due to a lack of objectivity (Thomas, 1993) , and these issues need addressing thoroughly and with rigour.

Within a constructivist paradigm, Guba and Lincoln (1994) discuss the notion of trustworthiness as a criterion to evaluate the quality and robustness of an enquiry. Trustworthiness encompasses the concepts of credibility and transferability, which parallel internal and external validity, and dependability, which corresponds to reliability and confirmability, paralleling objectivity.

3.8.1. Trustworthiness - credibility and transferability

Lincoln and Guba (1985) pose the question 'credibility for whom?' (p. 328) and provide the answer: 'the consumer', i.e., the reader. Are the outcomes of the study to be trusted and does the study honour the participants with regard to the representation of the data given (Lincoln & Guba, 1985)? The research process of this particular study adopted the techniques suggested by Bryman (2012) to address any pitfalls in an approach to social reality that involves multiple perspectives and interpretations. Firstly, the research was carried out according to the conventions of good practice, both as stipulated by the university and the wider research world (BERA, 2018). Secondly, the

research participants were fully involved in the research process and were treated with respect throughout.

It was not my intention that the results of this study would be generalizable or transferable to a bigger population, indeed with such a small sample that was not chosen randomly, generalizability would not be feasible. Instead, the study aimed to provide 'thick description' (Geertz, 1973, cited by Bryman, 2008, p. 378), or 'rich accounts of the details of a culture' (Bryman, 2008, p. 378). Lincoln and Guba (1985) suggest that that this account can be used to inform and make judgements about situations going forward – an aspiration that I have for this study. Throughout the study, I was mindful of Clough's (Clough, 2002) perspective that validation should be embedded through a qualitative study rather than being an issue to be considered separately. A qualitative, study such as this is not easily replicated, and therefore the common, positivist notion that the research process can and should be repeated with the same results (Basit, 2010), is not applicable in this scenario.

3.8.2. Dependability and confirmability

My 'audit trail' (Lincoln & Guba, 1985), including appended material such as an example of a transcript, the themes that arose from my analysis of the transcription, documents to support the ethical approach I took, as well as other evidence ensured dependability. It was my intention to act 'in good faith' (Bryman, 2008, p. 379) through scrupulous adherence to theoretical principles and an honest and open approach to the process of the research (Lincoln & Guba, 1985). The methodology and methods have been analyzed in detail and the analytical process has been as transparent as possible, supported by appended material (Corbin & Strauss, 2015). Early in the process, I took the decision to write in the first person, and to be transparent with regard to my own professional stance. Given my background and my current role, my involvement with school-based mentors is evident and my commitment to raising their status is one of the implicit aims of the study. This is, however, explicitly stated and my 'story' – my professional background and history – forms a part of the study. My commitment to the participants is also evident in the pen portraits, as well as in the presentation of the data. I wanted their 'voice' to be at the forefront of the results, hence their perspectives are presented in their own words, as direct quotations.

3.9. Reflections on the methods used

The research tools were chosen to give insight into the lives and identities of the school-based mentor participants. Having explored various methodological stances, that of Corbin and Strauss (2015) resonated with me with regard to the notion of democracy and respect for the participants, as well as the forefront and privileging of their data. I hope that I have been faithful to their underlying philosophy (Corbin & Strauss, 2015). With the interview process, I wanted to give a voice to a group of professionals with whom I had worked closely with in my most recent role as Programme Director for a primary PGCE. The interviews that were conducted with 13 school-based mentors enabled them to express their perspectives, and I hope that they were conducted in a respectful manner that permitted the participants to express themselves fully, frankly and with honesty. Two participants did confirm that this was actually the case, both commenting that it had been a '*therapeutic process'*.

Although the individual voices of the participants were not at the forefront, the visual and annotated data from the group activity was rich and interesting and made an important contribution to the data collection. I went to some lengths to put the participants at their ease, and to ensure that all their contributions were valued. The lively discussions and the laughter during the session seemed to indicate that participants did feel comfortable to offer their insights, and I suspect that the chocolate that was available for them also supported this aspect. If I repeat this activity, I will ensure that the participants' drawings are presented on a white background, rather than the green post-its that were used. As mentioned previously, drawings on a green background do not photocopy and were impossible to replicate to include in the dissertation.

3.10. Context

The second round of interviews was conducted at the end of the summer term and this did impact the responses given by participants. Participants were clearly exhausted, and this was evident in their body language and demeanor, but also explicitly stated, both in the transcripts and in the informal conversations as I arrived and was shown to the room where the interview was to take place. One participant's response exemplified this. When asked what animals came to mind when

thinking of her children she responded 'ants' then changed her mind, commenting '*that sounds a bit like they were a bit of a pain... I think the end of term one was the ants.'* The level of exhaustion surprised and concerned me. As a former teacher I could identify with a certain weariness at the end of a long term and a challenging year, but I never experienced the levels of weariness and fatigue that my participants were displaying. It does beg the question, how can teachers maintain momentum to support their children effectively until the end of term, let alone carry out any additional mentoring duties?

3.11. Introducing the participants

One of the delights of this study was gaining an insight into the diverse backgrounds of the participants. The opening question in the first interview asked participants to describe their current role in the school. We then moved on to consider how long they had been teaching and how they came to be a teacher and a mentor. This contextual and biographical information is presented in this chapter.

3.11.1. Anne

Anne qualified four years ago and now teaches year one. Anne also leads English and phonics in the school and has mentored once. I first met Anne 11 years ago when she was a student on the Foundation Degree that I course managed. She achieved a full honours degree with a one-year top up route and then did a School Direct programme.

Anne related her journey into teaching:

> *So, I was working at a nursery. I didn't have my maths or science GCSEs. I wasn't actually very academic in school and found it quite difficult. So, I while I was working as a T.A. at school I did my maths GCSEs and science – biology I chose I really enjoyed it. Did very well came out quite well with that. And then obviously went forward and put my application in for School Direct.*

Anne let me know that mentoring was not a role she had considered until it was announced that her Senior Leadership Team (SLT) were looking for mentors as the school was hosting students.

3.11.2. Alison

Alison is a teacher at a private school. She qualified 12 years ago and has been at her current school for 10. In September she will be the deputy head at the school. Alison is also the assessment and curriculum lead at the school. The latter is a particularly busy role as the school is an eco-school with Gold award status. In her own words, Alison told me that she '*always wanted to be a teacher. I used to play schools with my brother*.' Her career path was planned: '*I did psychology and early childhood studies as a degree*.'

With regard to becoming a mentor, Alison told me that '*I think just probably I just asked at first*.'

3.11.3. Clare

Clare qualified in 2010 and taught all age ranges before starting work at a local primary school teaching nursery, Foundation Stage and then yr 1. Clare is also the teaching and learning lead for the school. When asked about her journey into teaching, Clare responded:

> *I was that child that hated school. I didn't want to go. I found it really challenging. I'm very dyslexic... It was probably my AS year that I thought I could go to uni [university] if I wanted to... I'd always been told I couldn't. So, I thought, well, I'll be a nanny. I'll work with young children. I worked in a nursery. Fantastic. And went off to university. Did a degree in early childhood studies. Fascinating. Absolutely love the development of children. And it was my one of the leaders in the course and who said to me, actually, you know what? You would be a fantastic teacher.*

When I asked about how she became a mentor, Clare responded: '*it wasn't really a journey as such. I kind of signed up and said I'd give it a go*.'

3.11.4. Denise

Denise is a relatively new teacher in her third year of teaching. She teaches Foundation Stage in a local primary school. Denise is known to me as she did the PGCE whilst I was Programme Director. Denise told me, '*ever since I was in primary school myself I knew I wanted to be a teacher one of my primary school teachers said to me you are going to be a primary school teacher*.'

Denise had only mentored one trainee prior to being interviewed. She commented, 'I think it was a new challenge, so I felt that I'd learned quite a bit in my first two years of teaching, and I felt quite comfortable in terms of teaching foundation stage.' Denise added, '*people did that for me. So, I wanted to be able to do that for somebody else.*'

3.11.5. Hilary

Hilary is a year 6 teacher in a local primary school. With regard to her journey into teaching, in her words: '*I knew I would be a teacher from when I was very little. My whole family are in education*.'

Hilary is an experienced mentor having mentored numerous trainees. She told me that she did not remember how she came to be mentoring, saying '*it was a while ago. I think we were asked*.'

3.11.6. Jane

Jane qualified as a secondary art teacher 11 years ago in Australia. She now teaches in a special school. Jane described her journey into teaching:

> *I wanted to become a teacher for two very polar reasons because I was inspired by (name of a teacher) but also I felt incredibly let down and duped and… just a real sense of disappointment with the quality of teaching I got and I felt like my marks which end up being quite good at the end of my HSC which is your A-levels. I felt like I earned every single mark of that because I didn't feel as spoon fed or guided or supported in any way*.'

With regard to mentoring, Jane told me that '*I was asked to be a mentor for new teachers*.'

3.11.7. Jackie

Jackie qualified in 2011 via the Graduate Teacher Programme (GTP). She was a late entrant into teaching having had a previous career as a science research assistant at a university. She related that,

> *I kind of got into teaching after my second child was born and I joined a preschool, which my first child was [at]. And I kind of knew that I wouldn't go back to science. I thought that was it. And it was always something that I thought could be a teacher*.

Jackie had been a mentor twice prior to being interviewed. She felt that she '*just fell into'* mentoring.

3.11.8. Liz

Liz qualified five years ago having completed a PGCE as one of my trainees. She teachers a year six class and has just completed her MEd. Prior to university, Liz had considered teaching or a career in industry, however she told me that she volunteered at an infant school during university and '*loved it'*. Liz let me know that she enjoys mentoring. She was initially asked to be a mentor.

3.11.9. Lucy

Lucy teaches year six and is also the assistant head teacher, as well as leading English and being the curriculum lead in the school. Lucy has been teaching for eight years in the same school. In relating her journey to teaching, Lucy recounted, '*my granddad was a French teacher. My grandma was a nursery teacher. My mum was a teacher. I have quite a lot of teaching in my family. So I've always been around school life really. I loved school*'. In becoming a mentor, Lucy was approached by the deputy of the school at the time who asked whether she would like to undertake mentoring.

3.11.10. Martin

Martin qualified 14 years ago and has been at his current school for five years. When asked what brought him into teaching, Martin responded, '*okay, so really I never knew what I wanted to be like…I had ideas but they came and went…like* [a] *spaceman*.' Martin was the only interviewee who had researched mentoring as a career choice. He shared that he '*wanted to do something I wanted to progress my career and look at other things. So yeah mentoring came after discussion*.'

3.11.11. Susan

Susan graduated in 2001 and has been teaching at her current school for nine years. She is the teacher for a year four class. Susan told me '*I love it. I wanted to be a teacher when I was five years old and I never kind of lost it. It was the working with children*.' Susan expressed similar enthusiasm for mentoring:

> *I wanted to try to sort of show them with confidence and make you feel like actually you're part of a team and it's a really nice place to be and it's not all about the pressure of what results you get at the end. It's about the whole child too*.

3.11.12. Sophie

Sophie qualified as a teacher 19 years ago and currently teaches a year one class. Sophie currently leads the music provision in the school, involving the organisation of concerts and other internal and external events. Sophie's interest in psychology led her to consider teaching as a career. Whilst doing her undergraduate degree in psychology and biology, Sophie undertook work experience in schools and also was a Brownie leader, and this led her to a PGCE. Sophie has mentored a number of times. When I asked what brought her to mentoring Sophie told me '*I was asked'*.

3.11.13. Steph

Steph has been a teacher for 14 years at the same school. She teaches year one and is also key stage one leader. Steph told me,

> *My mum's a teacher so always seeing mum as kind of the role model……I've really enjoyed that the kind of being around Mum and her friends and what they were saying about the job. So that was probably where the seed was planted*.

Four or five years into her teaching career Steph was asked if she would start being a mentor to some students.

3.12. Summary and key emerging themes

Following the initial analysis of the data from the interviews and the group activity, I revisited the data looking for commonalities and previously missed perspectives, aiming for 'saturation', the point when no new insights can be gained (Charmaz, 2014a, p. 213). This led to the emerging themes which are examined in more detail in chapters four, five, six and seven. Chapter four analyses the data that supports the themes which link with the first research question: 'what are the professional job roles and experiences of teachers who are school-based mentors in primary schools?' Chapters five and six focus on identity, addressing the second research question: 'what is the nature of the dual identities of teacher and school-based mentor?' These two chapters draw on the metaphorical data offered by participants. Chapter seven analyses the data and addresses the third research question: ''how can school-based mentors be supported more effectively?'

4. Being a teacher and being a mentor

This chapter addresses research question 1:

> What are the professional job roles and experiences of teachers who are school-based mentors in primary schools?

The data presented and discussed in this section were obtained from the one-to-one interviews, as well as the group activity.

4.1. The professional job roles of teachers who are school-based mentors in primary schools

As can be seen from the pen portraits, **Alison's** comment that '*the notion of just being a class teacher doesn't really exist anymore'* was borne out by all the teacher mentor participants. None of the mentors who took part in the study was 'just' a class teacher, and **Clare's** comment that she had '*lots of hats'* within the school exemplified this.

4.2. Being a teacher

That the expectations around the role of a teacher are far more than simply academic was confirmed by the responses to questions around job roles and responsibilities. In a similar manner, **Martin** referred to primary teaching as '*the swiss army knife*' of careers and listed '*policeman, investigator, counsellor, a leader'* as part of his role in the classroom. During the group activity, one of the mentors drew a picture of a juggler juggling various job roles:

Juggler juggling home life, psychologist, first aider, colleague, mentor, social worker, parent, teacher

Anne's comment that '*I think also people don't realize how much you do'* was representative of the many comments around the diverse roles of a teacher in the 21st century. Most participants focused on the caring aspect of their teaching role and **Anne's** comment was typical: '*we just kind of just want to help…. obviously, you give them all that you've got*.' **Steph** described her responsibilities as class teacher to support the children academically, but also, '*now you're having to*

consider which children haven't had breakfast in the morning so knowing family situations, which children have seen things that they should never see.' **Hilary** commented that she had seen levels of anxiety rise in her class over the past few years and gave a vivid description of balancing the academic and emotional needs of her children:

> *Year six comes with its own added stresses and pressures of [of] their age and their hormones kicking in the SATs. The transition to secondary school [that]… the ending of primary and moving on...but also, it's not just the academic thing, it's the emotional bit as well. And that's the bit you can't drop. So, it's being aware of their underlying needs and their underlying anxieties. And I'm seeing my children… becoming more anxious… So I would talk with my TAs about being if they're looking a bit wobbly and keeping that up. And that's the bit I can't drop because none of their learning will take place. It's not going to be any good for their mental health. And I need to keep them going and keep them positive and keep [keep] them motivated when they need it the most, which is now. We've had a lot tears this week, because now this is this is the hard bit. They've been ranking up the SATs and done that. The adrenaline's kind of for them gone 'oof done that'. They've all done their transition days, but just preparing for the school play. So for them, they're now starting to kind of dip a little bit. The guards are going down a little bit, which is where they're now starting to be more emotional as well*.

4.2.1. Metaphor as a window into the life of a teacher

At the end of the first interview, I gave the metaphor of spinning plates to the participants as a prompt and as an example of a teaching metaphor that they could consider. Ten out of the 13 mentors identified 'spinning plates' as an apt metaphor for their role as a teacher. **Clare** shared her thoughts around the metaphor, stating it described the often-overwhelming nature of teaching, that '*you are constantly trying to manage something quite unmanageable.*'

Participants were then asked to offer their own metaphors to describe the teaching role. **Clare** drew on a pre-existing internet meme to describe her perspective:

> *Teaching seems to require the sort of skills one would need to pilot a bus full of live chickens backwards with no brakes down a rocky road through the Andes while providing colourful and informative commentary on the scenery.*

Two participants echoed the juggling theme:
Jackie: '*it just seems like I'm juggling, all the different things. Managing all these balls in the air*.'
Denise: '*there's just so much to juggle as a teacher… I kind of almost am a bit of a jack of all trades*.'

Steph: *'teaching is just the tiny bit that you can see at the top and then actually everything else is in the iceberg.'* When asked what was beneath waterline, **Steph** responded: *'all the roles and responsibilities that are part of a teacher's life: social worker, dietician, mental health support.'*

Following a somewhat similar theme, **Jane** commented that '*sometimes I do feel a little bit underneath the water… I was thinking yeah water. Mostly I've got my head above the water pretty much*.'

Steph described herself as a swan, '*gliding on the top underneath sort of the legs going and going and going*.' Later in her interview, she commented '*it just definitely feels (my) head is just above water just about sort of staying afloat*.' One of the mentors at the group activity also offered the swan analogy. They drew a picture of a swan during the group discussions and captioned it '***swan gliding elegantly whilst kicking madly below the water***.'

Fairground rides were also a feature of many responses. **Sophie** offered that teaching is: '*a roller coaster or a merry go round, it just doesn't stop until the end of term [when you] just fall off and relax*.'
Steph commented:

> *Teaching is bit like a Ferris wheel [it] has the ups and the downs and sometimes you're sort of stuck at the top with no support. But then the*

engineers do come and kind of kind of help you and you know that you come back down again.

These metaphors give an impression of a professional role that is busy to the point of being unsustainable. The consequences and impact of the issues around workload and well-being that were discussed in the literature review (Rigby, 2019; Stewart, 2020) are all evident in the participants' responses.

Education is one of the pillars of our modern welfare state but the assumptions and unchallenged modes of thought that form the basis of such systems (Foucault, 1978) are very evident in the participants' responses. The impact of neoliberal philosophy and legislation designed to embed principles of marketization into the education system (Ball, 1999; Mockler, 2011) is also evident within the perspectives of the participants in this study.

4.3. The positives of being a teacher

All the participants were able to identify the aspects of teaching that they enjoyed and found rewarding, and the transcripts of the answers to this question was one of the longer documents. **Clare's** comment, '*it's got to be the children……I think we wouldn't do the job we do if we didn't care about the children'* was typical of the responses. **Susan's** response was very definite: '*being with children. I mean I love spending time with children. I'd pick them over adults any day*,' as was **Jane's**: '*teaching is enjoyable because I just love the kids*.' Seeing the children make progress was a strong theme of the responses: '*you teach everything and really just get to know the children so well and you can really shape them and make an impact on them'* (**Liz**). This was echoed by **Clare**:

> *Seeing them grow. I've had the class I've had now on and off for three years…And it's just incredible when you sit back and you think they learned all of that…actually maybe I have had an impact on them because… it's that side of it I love*.

Similarly, **Denise** commented,

I think reading and writing is that skills that everybody needs that's so valuable for me to be able to teach that to children how to do that is so rewarding.

The variety of the job featured strongly in many responses. **Jackie** commented, '*I know it's contrived and corny, but no day is the same'* and this was echoed by **Anne** in her response:

Every day is completely different. Even if you come into work feeling a bit groggy or not quite yourself you know you put your face on and the children just make you smile.

Creativity was an aspect of teaching that some participants identified as rewarding. **Susan** commented, '*I love that as a teacher you've got that chance for creativity. There is nothing set in stone'* and **Jane** responded, '*I really enjoy watching the penny drop. For children. I really love seeing it all happen for them and. I like that my creativity has been employed too*.' One of **Susan's** positives about teaching was experiencing the creativity of the children: '*they're so open minded they're so creative they are so accepting of each other*.'

In considering the benefits of teaching as a career path, the flexibility of the teaching job was a theme in the responses from many participants, particularly those participants who were carers. **Jackie** commented '*when they [my children] were younger, I could work a lot more to fit around the family*.' **Jackie** further explained that the ability to take her work home at the end of the school day after the children had left was a definite advantage for her. She also identified the school holidays, which obviously coincide with her children's holidays as a benefit for her circumstances. For **Steph**, holidays help with childcare, and **Liz** spoke about the holidays as '*that time to just to just stop and relax*.' Job security was mentioned by some participants. **Clare** told me that she felt secure in her job, further commenting that, '*in this day and age I talk to a lot of my friends that I graduated with the jobs it is so uncertain I feel like there is always a place for teachers at the moment'*, and similarly **Steph** observed, '*there's always going to be children to teach isn't there. So I think that has to be you know looking at your own mortgage… to pay for those kind of things*.' Some participants commented positively on opportunities for career progression, although this was also discussed negatively, as will be presented later in this section. **Alison** commented, '*if you have the aspiration to go into management and be a head then actually it's quite a smooth path if you put time and effort into it*.'

4.4. The frustrations of being a teacher

All participants described the challenges and pressures of their role, and the data I gained from this aspect of the interview responses were lengthy. From the transcripts, I extracted the words associated with the frustrations and challenges of being a teacher and created a Word Cloud (figure 4.1) to give a visual representation of these issues. The bigger the word, the more times that word appears in the transcripts.

Jackie described accountability as her biggest challenge, and **Clare's** was '*the amount of pressure that the teachers are put under from government, senior leadership team, parents*.' She further commented '*nothing's ever good enough*.' **Susan** told me that one of her frustrations was '*the pressure that we have to put on children that aren't school shaped*.' The frustrations experienced in their teaching role were very evident in the metaphors used by some participants: **'***you are constantly trying to manage something quite unmanageable'* (**Charlotte**).

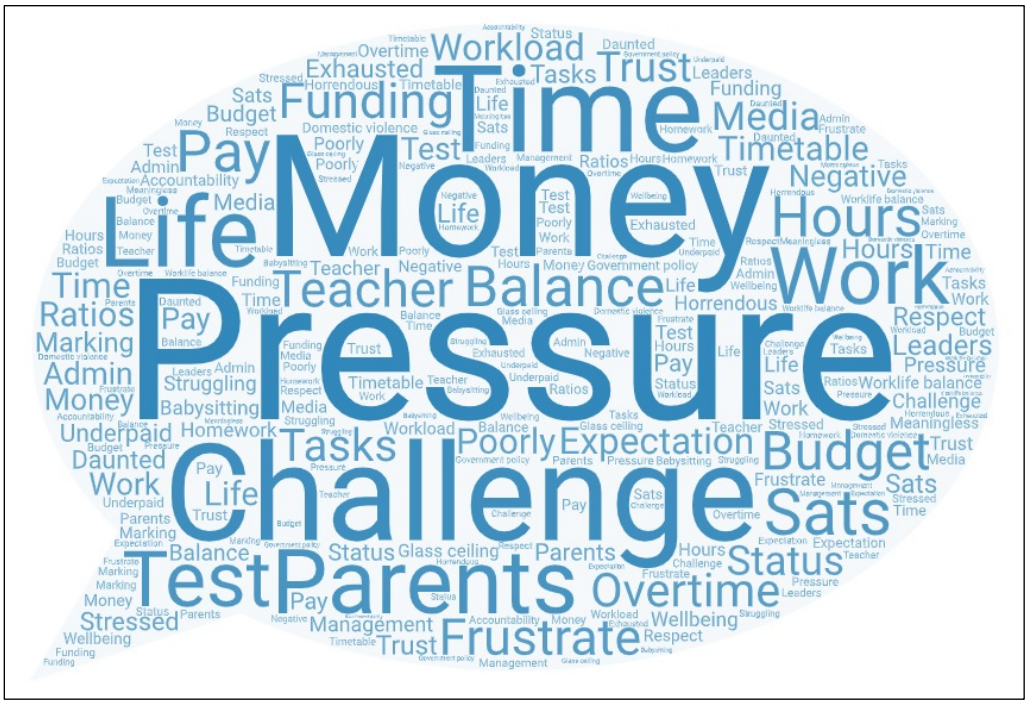

Figure 4-1: A Word Cloud visual representation of the participants' perceptions of the challenges of teaching

The causal issues that Birchinall, Spendlove and Buck's (2019) paper described as contributors to teacher stress, including the over-bureaucratic nature of the work, extreme amounts of marking. and impractical deadlines were all identified by the participants of my study, either within the interview responses or in the group discussions. Concerns around the challenges faced by teachers are regularly expressed in the press and on Twitter. A report in the Guardian highlights that 'record levels of stress 'put teachers at breaking point' (Ferguson, 2019) and an article in TES points out that in reality, increased funding is a 'real-terms freeze' (Roberts, 2019).

Dissatisfaction around a focus on data was very clear in my second interviews with two participants, **Sophie** and **Steph**, which took place (separately) on the same day as they had administered formal tests to their year 1 classes. Both expressed frustration with this process, in **Sophie's** words '*it's not very nice to have to do that. I don't like the way that there's a lot of teaching to the test*.' **Sophie** explained that the tests were designed to be a predictor of the children's SATs results the following year, but, as she commented '*that's a whole year away*.' That it had been a very hot day when I interviewed **Sophie** following the test added to her frustration: '*it doesn't seem very nice to meet them sit still for so long.*' Following similar themes, **Jane** commented that she feared that children had become '*a number or a percentage or a mark on a piece of paper*.' These perspectives accord with the views of Amanda Spielman, Ofsted's chief inspector (TES, 2018). One of the drivers for the new Ofsted inspection framework for schools was the concern that teachers have become 'data managers' rather than 'experts in their field' (TES, 2018).

Participants reported the impact of these funding cuts as they were experienced in the classroom and the pressure of dealing with children with increasingly complex needs was a theme throughout the interviews. Two participants reported that their school was unable to fund the number of teaching assistants previously in post, and these teaching assistants had been made redundant. One participant in Key Stage (KS) 1[2] reported that she managed 30 children on her own, without support in the classroom, because her TA had been made redundant. **Sophie** spoke passionately about the impact on some of her KS1 children:

> *But sometimes I just have to accept that some children in this room will not do that and they will just sit there and draw a picture or just nothing. Stare into space*.

[2] KS1 covers year one and two, children aged five to seven.

Similarly, **Steph** spoke at length about the impact of funding cuts in her school which impacted the numbers of teaching assistants:

> *You know you might have a T.A. between two classes but if you've got two little buttons that are coming in in tears who do you go to first and you still got to do a register and get all 29 down to assembly on time because you've got that pressure.*

Steph reported that the lack of support staff exacerbated the challenges of managing the emotional needs of the children who were living in hostels or experiencing domestic violence, for instance. Another participant reported that although teachers had been granted a pay rise, there would be no additional funding and schools would be required to fund the rise from existing stretched budgets. The participant indicated that she felt that it would be immoral for her to take her pay rise if it impacted on the jobs and roles of the teaching assistants.

Participants were invited to express their frustrations metaphorically, and the following metaphors were given:

Hilary compared her role to jazz hands, explaining, *'you've got to try and make something that is quite dull really interesting and that you want the children to be inspired by it.'*

Liz described herself as a magician, explaining that *'the expectation of what you have to do for these children is something that perhaps that they're not ready yet.'*

Teaching is '*like running a marathon*.' (**Liz**)

Liz talked of '*fighting fires'*, and **Hilary** commented '*you're firefighting and you're just trying to dampen stuff down. You want to get on with the teaching, but you got to fight that fire first*.'

Teaching is:

> *Like trying to bail out a sinking ship. As soon as you plugged one hole and you started getting the stuff out, goalpost change, government*

expectations change, whatever changes and this big hole somewhere else in the hole with the severity might be different.

(**Hilary**)

On a similar theme, a mentor at the group activity drew a picture of a bucket with a large hole in the bottom, being unsuccessfully filled by a tap.

These metaphors convey the frustrations of a role that is complex and challenging, leaving teachers little capacity for additional roles. As discussed in chapter two, there are concerns around cuts in funding to schools and the consequent impact on the day to day responsibilities of the teacher as well the children, particularly those children with additional needs (Stewart, 2020; TES, 2019a; Unison, 2018).

4.5. Being a mentor

None of the participants had 'mentoring' in their job description and only one, **Martin**, had actively sought out the role in order to broaden experience and enhance their future career. **Liz** commented '*it is just people's interpretation of the word mentor…… its very interesting*.' The experiences of the participants in this study support the perspective of the role of the school based mentor as ill defined (Vanassche et al., 2019) and lacking in recognition and acknowledgement (DfE, 2018). Questions were designed to elicit views about what the day-to-day role of the mentor actually involves. **Steph's** answer '*trying to give them* [the trainee] *the wings to fly*' was typical of many of the responses. **Hilary** considered that her role was that of facilitator, and **Jane** saw her role as '*going on a journey with that person to kind of arrive at some answers for them you know and to help them out*.' Supporting trainees to develop confidence was mentioned by some participants, as **Lucy** commented: '*I really like seeing prospective teachers or first year teachers develop their confidence and grow into the role*.' Similarly, **Martin** noted that his role was '*to lead and guide*', and **Steph** saw her job as to '*empower them* [the trainees].' **Jackie** expanded on this in her perception of the mentoring role, which is to *'demonstrate good practice to students……. support students to plan to teach good lessons and support them to provide good feedback*.' Passing on expertise was also a theme in the responses. With regard to mentor skills and dispositions, being approachable

was seen to be a useful attribute, mentioned by both **Lucy** and **Liz**. **Lucy** also noted the need for positivity and evident enjoyment of the mentor teacher's own teaching.

4.5.1. Metaphor as a window into the life of a mentor

The number of metaphors offered around the theme of mentoring was far fewer than those given for teaching and participants during the interviews indicated that thinking of metaphors around mentoring was more challenging. **Anne** commented that mentoring is '*similar to teaching but with bigger plants*.'

4.6. The positives of being a school-based mentor

Despite the comments in the previous paragraph about the lack of definition around their mentoring role, all the participants commented positively about being a mentor. All participants who were interviewed had, however, had recent positive experiences of mentoring and some participants expressed caution about how they would fare with a less strong trainee. **Liz's** comment '*I really enjoy mentoring'* was typical of the enthusiasm for the role expressed by all participants, and **Jackie** expanded on this theme saying, '*it's great fun*.' Furlong's (2013) point about mentoring being ultimately a moral activity: resonated within the responses given by the interview participants. **Liz** was able to explain the rewards of mentoring in more depth:

> *It's just trying to make somebody's experience as positive as possible. I think I find it really rewarding to see them have come on … seeing them improve and seeing them listen to your feedback and knowing that you're kind of making an impact on somebody in a positive, hopefully in a positive, way.*

Lucy enjoyed offering advice and support to her trainees, as well as working alongside the university. **Susan** observed that:

> *Having somebody else to discuss ideas through with, being able to sit back and watch how the class interacts with the adult because I find out so much about my class by having a student because they do behave differently when somebody else is in there*.

Steph commented that, '*I think personally it keeps my tools quite sharp because every time you get a student you have to go back on the top of your game*.'

Martin spoke positively about mentoring as career development, having spent some time on the Senior Leadership Team in his school but deciding this was not the career path for him:

> *Because when I came into teaching, I came into teaching. I want to be in the classroom. And I felt it was starting to take me out of the classroom. And I wanted to do something I wanted to progress my career and look at other things. So yeah mentoring came after discussion*.'

For **Jackie**, mentoring contributed to the evidence she needed to progress as a senior member of staff in school: *'I've just moved into the UPS bracket so, you know, looking down my standards, I've got to be mentoring people and leading people. And it was a perfect opportunity to say, yeah, I'll take some people, this year.'*

4.7. The frustrations of being a school-based mentor

Steph's comment that '*it all relies on just goodwill doesn't it, daily'* summed up the participants perspectives around mentoring. The paperwork requirements from the university was mentioned by some participants, and **Jane's** sentiments were typical: '*these reports are just so arduous and onerous and how do I shoehorn them into my life*.' **Jackie** commented '*you have to observe them, provide regular positive feedback to them, meet with their university tutors, liaise with the university. So it's [*the list of expectations for mentors*] quite long, actually*.'

The time that mentoring takes was a theme in all the participant's responses. **Alison** commented:

> *I think some people might think …….you know you don't have to teach the class [when you have a trainee] whereas actually you probably spend more time than you would out of school doing things and being a mentor*.

Some participants noted a discrepancy in their school's expectation that having a mentee would actually free up some of their time, in **Clare's** words: '*I think they [the school] underestimate the amount of time that you need as a mentor to talk things through*.' **Susan** commented that '*I kind of had this idea that when I was being a mentor, I'd have time… actually everything takes more time*.' **Jackie** expressed similar sentiments:

I guess I kind of was thinking I might have a bit more free time. Although I kind of did. But I'm not sure I used it very wisely. There was a lot a lot of things I was finishing off. And I also had half an ear on the classroom and what was happening.

Sophie noted:

Even though [it is} my student … teaching my class, which means I don't really have to, I didn't have to teach, I could go quietly somewhere else maybe. But I felt I needed to help support like the adult in the room for her as well.

Steph described an incident when she realised that she did not have time to conduct the prescribed weekly meeting with her trainee. Personal issues and a heavy timetable of meetings, together with her part time teaching contract, meant that there was no time during the school day to have the meeting. **Steph's** solution was to ask whether the trainee was happy to come to her house during the evening to conduct the meeting there: '*so she came to my house…... and I was very appreciative of that she was very flexible like that*.'

The time pressures described by **Steph** were by no means untypical of situations described by other participants. Castanheira (2016) identified the lack of allocated time for mentors to carry out their mentoring duties as a barrier to effective mentoring. The feelings of guilt and conflicting responsibilities that mentors experience (Evans & Abbott, 1997) as they try to balance the demands of mentoring and class teaching could be seen in participants responses. Given the absolutely vital nature of the mentoring relationship for the development of trainee teachers (K. Smith & Flores, 2019) it is worrying that the mentor/mentee relationship arrangements receive so little support and rely so much on good will.

The reduced numbers or, in some cases, the lack of Teaching Assistants (TAs) in schools was also highlighted by some participants as impacting their working load as a mentor. This was seen to be a direct consequence of the funding issues experienced by schools described in previous paragraphs (TES, 2019a). **Sophie** commented, '*if you were able to have time out of the class meeting a student, you need someone to cover their class. It's just availability of those kind of people*.' **Steph** intimated that she felt she was lucky as her TA was experienced and able to cover the class when **Steph** needed to work with her trainee, however she realized that '*some TAs aren't so confident or aren't so willing*.'

Some participants were challenged by the nature of the role of supporting trainee teachers, as **Jane** commented, '*because no one gives you a script for what to say or how to do that [mentoring].*' **Susan** noted that, '*I think one of the things I find hardest with is that the little things that you do as a teacher that you don't even think about doing*.' **Sophie** was challenged by the judgements that she was expected to make:

> *Am I making the right judgment for the where they are? And remembering that they're not they're not a qualified teacher yet……Is that what is expected? Am I looking at the right looking at this …… is this a [grade] one because I've seen this?*

Jane commented that:

> *I also don't want to just spoon feed. I want to coach and allow them to arrive at some. of the answers on their own accord. And I guess knowing the difference of when to give the support and when to pull back and let them figure it out...*

This is particularly evident in a situation where the trainee needs more support, as **Alison** articulated:

> *It is a bit it's tricky isn't it when you've watched the lesson that hasn't gone well, and you want to word it in a way you want to be supportive, but you also need to share the facts*.

Alison went on to explain that trainees who were reflective and accepting of feedback were more straightforward to mentor, but trainees who were not willing to take on board feedback and not able to identify their own areas for development were more challenging. The nature of appropriate support for new teachers has been discussed (eg. Castanheira, 2016; Langdon & Ward, 2015, White, 2019). A lack of understanding of the role can lead to limited effectiveness in the mentoring of the early-career teacher (Castanheira, 2016), mentoring tends to focus on classroom management and resourcing rather than pedagogical issues (Langdon & Ward, 2015).

Handing over the class to their trainee was also challenging for some participants. **Denise** noted, '*it was hard for me sometimes to sit back and zip it and let the student do what they needed*.' Similarly, **Hilary** commented, '*it is hard sometimes to not jump in because obviously they're my kids. It's still my class. I'm still ultimately responsible at the end of the day for that progress*.' The feelings

of the loss and displacement described by Iancu-Hadda and Oplatka (2009) were also evident in responses. White's (2019) study noted that teachers who are mentors do not seem to be well prepared for the change in role and increased responsibility that mentoring brings, however I would conclude that teachers have the capability and the will to be mentors of new teachers. What they lack is the time and the support to do so within an already crowded role as a class teacher.

Steph commented on the way that mentors were allocated in her school as being '*very ad hoc*.' Teachers are often persuaded to be mentors by the promise of an extra pair of hands in the classroom, meaning that they will have more time for other teaching related tasks, as **Jackie** commented 'it was just sold to me as '*oh you get a bit of time out of the classroom*.'' In reality, mentoring is time consuming: '*it's exhausting*' commented one participant. White (2019) highlights the importance of accountability for teacher educators, particularly within a landscape characterized by standardization and testing. Goodwin et al (2014) express concerns around the lack of accountability of the practice of school-based mentors, and **Clare** identified this as an issue:

> *My worry would be that anybody at the moment can be a mentor and that schools sometimes will put students with teachers because of their various reasons and maybe not for the right reasons in terms of the students*.

4.8. Participants' perceptions of similarities and differences in their roles as teacher and school-based mentor

4.8.1. Similarities

One mentor in the group activity described teaching and mentoring as '*two sides of the same coin*.' Participants considered that the following dispositions needed to be common to both roles:

- Knowledgeable
- Supportive
- Empathetic
- Able to give advice
- Organized
- Good listener

- Encouraging
- Being patient
- Being kind
- Helpful
- Celebrating success

4.8.2. Differences

Anne articulated the very obvious difference, that mentees are adults and children are children, and because of this, '*you don't have to tell them [mentees] 10 million times*.' Another obvious difference mentioned by many of the interviewees was the fact that mentors worked with small numbers of mentees (generally one) and class sizes are commonly around 30. To borrow a metaphor that will be explored in more depth later in the study: '*you don't have that element of the herding the sheep [when teaching] or anything like that'* (**Alison**). Similarly, **Sophie** commented that her mentor role is calmer and less chaotic than that of her class teacher role. That mentees have chosen to be in the situation whereas children have to be in school was commented on by **Anne** and **Alison**. The maturity of mentees as compared to children is seen by many as significant. **Alison** pointed out that discussions with adult mentees have a different nature to those with children and are more in depth, and **Hilary** commented that she expected her mentees to have more ownership of discussions and take the initiative more than children: '*I expect them to take ownership themselves a bit more and to come to me rather than me constantly leading and pushing them*.' Similarly, **Steph** commented that:

> *My children are younger so maybe they're more... more dependent on you whereas the person you're mentoring is not always so. They still need encouragement*.

Anne told me that she considered that the life experience that mentees bring to the situation was a significant factor, impacting the expectations that mentors have, however **Jackie** had noticed that her mentees are often more sensitive than children and need a more tempered approach.

4.9. Relationships – teacher pupil and mentor mentee

Participants commented on the nature of the relationship as mentor with their mentee. **Alison** told me that she could learn a lot from her mentees, as it was a reciprocal relationship. She further commented that this was absolutely not a feature of her relationship with the children. Some of the responses such as, '*we're on the same level as well. We're kind of equal'* and, '*as an adult even if not qualified, we're still equal in the sense of we can impart knowledge to each* other' indicate this active process of knowledge construction. Two metaphors drawn by mentors at the group meeting, the nucleus with the osmotic cell wall and the mirror reflecting practice, supports this reciprocity. for a career in a democratic society (Zeichner et al., 2015).

Although mentoring was clearly a social activity, it was challenging to identify an organised structure that might be called a 'practice architecture' (Heikkinen et al., 2018) within the mentoring situations in schools as described by my participants. It was clear from the responses to questions focussed on how mentoring could be improved that that there was very little collaboration between mentors in schools. Some participants expressed a desire for opportunities to talk to and share good practice with other mentors – it was evident this was not happening; however, this might reflect the differences between mentoring in a primary school and mentoring in a secondary school. Secondary schools are usually bigger, and there is generally a 'culture' of mentoring of trainee and new teachers (Campbell & Kane, 1996). Communities of practice around mentoring arise more readily in secondary schools, due to the increased numbers of mentees (Campbell & Kane, 1996).

4.10. Do good teachers make good mentors?

Whilst some participants expressed the perspective that yes, good teachers do make good mentors, **Hilary** commented '*you can't just dump a student on any teacher and they're going to be a good mentor'* and these sentiments concurred with those of other participants. **Jackie's** response summarized the thoughts of those that held an opposing view:

> *I think I think as a mentor; you have to be a bit more altruistic. Good teachers can be climbing to the top. They can be out for what they want*

themselves. They can be just sort of doing what they do in the class. And thank you very much. That's all I want to do.

Some participants focused on the different attributes necessary to be a good teacher and a good mentor. **Liz** observed that:

Some teachers are very good at delivering a lesson… that kind of teacher wouldn't be a good mentor because I think you do need to be a bit of a shoulder to cry on.

Similarly, **Clare** noted:

You can get some fantastic teachers, but they are lacking maybe a personal skill or the ability to empathize with somebody if they're not understanding it.

The '*control freak'* (**Steph's** words) tendencies of some teachers were also identified as a barrier to good mentoring. Such teachers find it extremely hard to hand over their class to a trainee teacher, and struggle to be supportive of a mentee who might want to do things differently. In **Steph's** words:

If you can't let go of that control, then I don't think you give your student teacher enough of a rein to make their mistakes and have a go at things their way. And I think I try and view it that while they're with me, they should try anything that they like because this is their safety net of trying it. And if it goes awfully as long as no one is killed or injured…. one lesson that goes really badly is not going to damage their education.

Steph commented on the need for mentors to go above and beyond when mentoring: '*they need to have that bit of being able to give a little bit more because it is a bit time consuming*.' **Steph** described the need to find the time to support a mentee whose lesson had gone badly: '*you have to understand that if they've had a bad last lesson and they need picking up, then that might not be done by half past 3*.' The teacher mentors who were interviewed were all comfortable with this level of commitment, however there were comments that some teachers were unwilling to give the extra time for mentoring, and this was mentioned by some participants as a factor. This unwillingness might arise from family commitments, from the responsibilities of senior leadership or simply from a lack of altruism.

Steph had noted that teachers with a negative perspective of teachings, teachers who lack '*that va va voom*' would not, in her opinion, make good role models for mentees. In her words: '*I don't want a half glass empty view of this profession… I don't want them (trainees) to get long in the tooth before they started.*' Although these teachers perform adequately as teachers, they would not be enthusiastic role models for new entrants to the profession – as **Steph** explained, '*negativity breeds negativity*.' Goodwin et al (2014) and Goodwin, Roegman and Reagan (2016) highlight that being a teacher generally precedes becoming a teacher educator, however Morrison (2016) makes the point that being a teacher educator is complex, and that teaching experience does not guarantee effectiveness in mentoring. The participants' responses supported this perspective.

4.11. Summary

Gaining the perspectives of teachers who are also school-based mentors was interesting and insightful. The participants who contributed to this study all expressed enjoyment and relish for both roles, teacher and mentor, however their frustrations with the conditions in which they were working were expressed repeatedly and assertively. Ball's (2013) perspectives of the teaching profession, described using terms such as 'unease', was very evident in much of the participants' descriptions of their professional lives. If quality education is the key to economic prosperity (Martin, 2017) and teachers are central to this process (Hattie, 2011), then it is the premise of this study that their mentors are also a vital part of the process (White, 2014). Yet the participants who are balancing their roles as teachers and school-based mentors are experiencing huge challenges. I have to ask the question, should economic prosperity and a healthy future society be dependent on 'goodwill'?

5. The professional identity of teachers and mentors

This chapter analyses the data from the interviews and the group activity through the lens of identity, drawing on data that were discussed in the previous chapter as well as new data from questions focused specifically to elicit perspectives on identity. The notion of identity as a 'deck of cards' (Rodgers & Scott, 2008) resonated, although at times it seemed as if it were more 'random pile' rather than 'deck', as it was challenging to separate the separate cards in order to analyse the identities. I identify with Beauchamp and Thomas' (2009) description of the processes involved in gaining an understanding of issues around identity as a 'challenging endeavour' (p.175).

The chapter commences with a consideration of the participant's stories, focusing on their journeys into teaching and mentoring, and the role models that inspired them. This narrative enquiry is an acknowledged tool for the scrutiny of identity (eg. Carlile & Dwyer, 2012; Clough, 2002; Patrick, 2013)

5.1. Participants' journeys and role models

5.1.1. Journeys into teaching

Seven of the 13 participants indicated that they had considered teaching as a career from early in their life and education, and **Alison's** was a typical response '*I always wanted to be a teacher.'* Five of the participants mentioned that they had family who were teachers. **Lucy** detailed that '*my granddad was a French teacher. My grandma was a nursery teacher. My mum was a teacher.'* **Alison** described how, when she was a small child, she '*used to play schools with my brother.'* Those participants who made a decision later in their life planned their studies at university to support ITE. Only one participant, **Martin**, described a late decision to become a teacher. **Martin's** journey visited several stops: '*so really I never knew what I wanted to be like… I had ideas but they came and went… like spaceman.'*

Two participants (**Clare** and **Jane**) talked at length about adverse experiences at school. Because of her learning difficulty, **Clare** found primary school challenging: '*I was deemed [as] stupid, stood up*

in front of class, had pages ripped out.' Her GCSE results '*surprised everyone'* and with the support of her parents she was determined to continue with her education to A level and beyond. **Jane** perceived aspects of her schooling in Australia to be very poor: '*I actually felt very let down by a lot of my teachers.'* This informed **Jane's** decision to become a teacher – in her words,

> *I kind of had this voice in the back of my head saying I don't want anyone to have to go through this. I want to be the difference*.

Their story of their journey to becoming a teacher was obviously something many participants enjoyed recounting, and this accords with Assen et al's (2018) perspective of a harmonized identity which is considered to be a requisite feature for a successful teacher. The complex and multi-layered nature of an identity that is formed by past experiences and influences was also very evident (Hong, Greene, & Lowery, 2016; Rodgers & Scott, 2008). I was also able to distinguish in the stories the active agency identified by Rose (1997) as being a feature of modern perspectives around identity formation. Participants had autonomy and freedom of choice and were thus able to take responsibility for their own identity formation (Rose, 1997). The modern perspectives of identity within a social world formed in response to complex interactions (Bauman, 1996) were also evident in the stories.

5.1.2. Journeys into mentoring

The data from the participants from questions around a journey to become a mentor were much briefer. Although they spoke positively about their mentoring role, none of the participants mentioned early experiences and none had anticipated that mentoring would be part of their role as a teacher, as **Anne** said, '*I never thought this would be a route that I could take*.' Of the thirteen participants, eight had been asked by the headteacher or senior leadership team if they would become a mentor. **Jackie** recalled that '*I think I just fell into that'* and in further discussions she revealed that *'it was just sold to me as 'oh you get a bit of time out of the classroom'.'* **Clare** remembered '*it wasn't really a journey as such. I kind of signed up and said I'd give it a go*.' Only **Martin** had considered mentoring as an explicit career move: '*I wanted to do something I wanted to progress my career and look at other things. So yeah mentoring came after discussion.'* If a harmonized identity is as essential to a mentor's efficacy as it is to a teacher's (Assen et al., 2018), then it is concerning that this harmony was not evident in the participants' responses in this area.

5.1.3. Teaching role models

When asked about who they held as a role model for their teaching, all the participants named, or referred to, a teacher or a tutor from their recent or more distant past. Some participants talked about a teacher who had taught them in school. **Susan** described her year two teacher who was '*just a lovely teacher to have and that's the person I want to be*.' Similarly, **Liz** talked about her year six teacher who '*really made me love English and I just found her to be so inspiring, [I] really loved coming to school when she was my teacher*.' **Martin** chose two role models. A university lecturer had inspired him as he was '*very calm collected and gave you a lot confidence in what you're doing*.' When **Martin** was a teaching assistant he had worked with a teacher, and he related that:

> *I always had this perception that teachers were kind of …. authoritarian and strict……[they] showed me no, you can be relaxed and chilled and calm. You can have a life with it as well*.

5.1.4. Mentoring role models

When asked about role models or who had inspired the participants in their role as mentors, answers were less readily forthcoming. None of the participants described role models from their childhood. Some participants offered someone who had previously mentored them, for instance **Liz**, who described one of her mentors when she was a trainee:

> *she was just really supportive and really helped me and really helped me to see which bits of good and how to improve. And I think I thought actually yes, that is when I was asked to become a mentor, she was the kind of person I thought of*.

Similarly, **Jackie's** NQT mentor was '*very kind… very supportive and welcoming to me, very patient when I kept asking daft questions constantly*.'

Unlike the responses to the teacher role models, some participants named famous people who had inspired them in their mentoring role. **Jane** spoke at some length about the Prime Minister of New Zealand, Jacinda Ardern: '*I just love her because she's just like banning semi-automatic rifles…….*

she's standing up for people, she's honest she's transparent, she's real she's human.' It was clear that **Jane** aspired to emulate these qualities in her mentoring work:

> *And so, when I sit across from somebody like I did today……. I just wanted to be as honest and real with her as possible. I didn't want to give her the script of 'I want to know' …… you know, speak to her like a robot*.

Jane also mentioned Alexandra Ocasio Cortez, the U.S. Representative for New York's 14th congressional district., as she is '*challenging all of this very American crazy laws and just being really up front about things… [an] aspiring female role model*.' **Susan** saw David Attenborough as a source of inspiration:

> *If he was my granddad, that would be the best thing in the world that be amazing… it's the way he teaches you about things without feeling like he's preaching or telling you*.

Eliciting the participants' perspectives on their journeys into teaching and mentoring gave insight into their identity as teachers and mentors. It was evident from their stories that the teachers who are also school-based mentors in this study did have a different perspective of themselves as mentors to themselves as teachers. Professional identity is complex and multilayered (Rodgers & Scott, 2008), and influenced by previous experiences (Hong, Greene, & Lowers, 2016; Rodgers & Scott, 2008). The importance of stories in eliciting the personal elements of identity is a theme through the literature around identity theory (Beijaard et al., 2000, Clandinin & Connelly, 1995, Rodgers & Scott, 2008). Participants who were interviewed told me their past and present stories very readily, however stories focused on teaching were noticeably lengthier, richer, and more nuanced than their accounts of their journeys into mentoring.

Past experiences support the development of a strong identity (Hong et al., 2016; Rodgers & Scott, 2008) and therefore it could be assumed that participants' identity as a mentor was subordinate to their teacher identity. There were similar disparities in the descriptions of role models for teaching and mentoring. Participants who were interviewed were able to identify their role models for their teaching very readily, role models for mentoring were less forthcoming. As has been explained previously, none of the participants identified a role model from childhood that had informed their mentoring practice.

The duality of I-identity (Gee, 2000) is evident in the participants' stories about how they became a teacher and how they became a mentor. Participants chose their I-identity as a teacher: it was a 'calling', an active process that was planned for (Gee, 2000). In contrast, the mentor I-identity as described by the participants was, in Gee's (2000) terms, imposed. although participants enjoyed mentoring, it was not a role that had been planned for or anticipated. Most of the participants began their mentoring role following direction from school leaders.

5.2. Agency as a teacher and mentor

The Word Cloud (figure 4.1 in the previous chapter) is a visual representation of the frustrations experienced by the participants who were interviewed, and a lack of agency in their teaching was evident. As described in the previous chapter, frustrations around the mentoring role were also apparent. Descriptions of the cultural and political contexts that the participants operated within featured strongly in the responses to questions during the interview, and the perceived constraints of the micro and, particularly, the macro political environment, and the consequent frustrations, were a recurrent theme. Teachers are operating within a neoliberal context that can require them to put aside their personal beliefs (Ball, 2003), and within this landscape, the development of a secure professional identity is challenging (Buchanan, 2015; Swennen et al., 2010). A discomfort with the instrumental approach to education described by Mockler (2011) was particularly evident in **Sophie** and **Steph's** responses recounting their thoughts around the formal testing of their KS1 children. If, as Sfard and Prusak (2005) describe, humans have an identity as active agents who are decisive in shaping their own lives and the lives of them around them, then a sense of agency, or 'empowerment to move ideas forward, to reach goals or even to transform the context' (Beauchamp & Thomas, 2009, p. 183) is crucial.

Lack of recognition for the mentoring role was a theme through the responses. **Clare** noted that her school:

> *Just don't give it* [mentoring*] the value in terms of the time they see it as a bit of a bonus that you've got a student and you've got an extra pair of hands oh you've got somebody else in your classroom.*

Steph told me '*there's no recognition. And I think it is quite a lot of work, I'll be honest. Like when you do it well, I think it's quite a lot of extra work*.' The themes that Bullough (2005) identified in his participants' responses, particularly a lack of recognition and a lack of feeling valued by their school, were evident in the responses of the participants that I interviewed. Bullough's (2005) participants had opportunities to attend training, however these training sessions were based on the mechanics of mentoring. Bullough (2005) makes the distinction between 'training' and 'education,' and whereas education can contribute to the formation of an identity, the mechanical nature of training will not. Participants in this study described the training sessions they attended, and although they indicated these were necessary and valuable, it was clear that some saw the value of sessions that were focused on the development of mentoring skills, knowledge and understanding. Other participants described frustrations around the lack of training opportunities for mentoring. **Clare** noted '*actually there's not really ever any courses to go and improved to be a better mentor*.' Bullough (2005) concluded that these factors, lack of recognition, not being valued, lack of education opportunities, all impacted the formation of an identity as a teacher educator, and I can recognize a similar phenomenon with the participants in my study.

5.3. Knowledge

The more traditional 'knowledge transmission' model (Pennanen et al., 2015), was evident in the participants' perspectives of how they supported their mentees. Both roles, teaching and mentoring, obviously involve knowledge transmission in some way however one participant pointed out the very obvious difference between primary teaching and mentoring - primary teachers teach children, mentors work with adults. Participants described their role as teachers very clearly and confidently. Their identity as teachers was evident. Within the responses to questions around their role as mentors there was less clarity and confidence, and Furlong's (2013) point about mentoring being particularly context based seemed apposite. It was clear that most participants were drawing heavily on their own experiences in the support they gave to their mentees, as **Jackie** said, '*I like passing on experiences*.' Mentor identity was less evident in this context.

5.3.1. Pedagogy

Many of the metaphors given by the participants with regard to teaching were concerned with process and procedural aspects (eg. spinning plates, juggling) and these were discussed in the previous chapter. Some metaphors did give insight into participants' perceptions of the pedagogical nature of the role. **Jane** offered:

> *Building a house that you will never see finished… you're just keeping your fingers crossed that everything all the foundations that you put down are going to. take shape and someone else that you've … passed them on to is going to take the lead that you've set*.

On a similar theme a participant in the group activity compared themselves to an architect who was building a tower. The teacher as a person who inspires and nurtures learning also featured, and **Liz** offered two metaphors following this theme: lighting fires and planting a seed. Gardening and the teacher as gardener were metaphors offered by several participants both in the interviews and the group activity, in **Anne's** words '*the gardener facilitates plants to grow'.* A group activity participant drew a picture of a watering can watering a seed. Guiding also featured as a theme in the metaphors offered. **Susan** saw herself as a satnav, '*because if they [*the children*] go off in the right direction you know you've got to try and get them back to where you want them to be*.' **Liz** saw herself as a tour guide and **Alison** saw schooling as '*climbing a mountain whatever they're expected to achieve. So, I'm kind of guiding them there in that I'm the guy taking them up the mountain'*. **Anne** said she saw teaching and learning as '*doors opening all the time'* and one participant in the group activity drew a picture of an open door with the caption '**opening doors**'.

5.3.2. Andragogy

Some of the metaphors offered by the participants gave an insight into the perspectives around the andragogy of the mentor/mentee role, and the notion of supporting mentees to generate new knowledge was certainly evident in the interviews and in the metaphors given by the participants. **Hilary** expected her mentees to take ownership of the learning process rather than her constantly leading and pushing them, and two metaphors given by at the group activity supported the notion of '*being to the side rather than leading*.' One mentor comparing themselves to a driving instructor,

sitting to the side although with access to the emergency brake, and another mentor saw themselves as a co-pilot. **Hilary** commented, '*I guess it's different in the fact that you are giving them (the mentee) their own wings*.' 'Facilitating growth' was a common metaphor offered for the andragogical aspects of the mentor role, with caterpillars transforming into butterflies being mentioned by four participants. The lighthouse metaphor was one given by some participants who were interviewed and mentors attending the group meeting. Two participants at the meeting drew themselves as lighthouses with the labels '**a shining light'** and '**a guiding light**.' 'Learning together' was a theme of the responses with regard to perspectives of the mentoring role, and this was the label on a drawing of a shoal of fish given by a mentor at the group meeting. **Steph** commented that '*it keeps my tools quite sharp*.' Two of the drawings offered at the group meeting, the mirror and the nucleus, also gave an insight into perspectives of reciprocity.

Supporting and passing on knowledge featured in the metaphors, and participants in the interviews and in the group meeting drew on the image of a lighthouse, '*like being a guiding light'* (**Liz**). **Steph** commented that '*mentoring for me is much more about being sort of the light and showing the good example. So I think that lighthouse beacon guiding teachers*.' **Steph** also drew on a scaffolding image to describe her perspective of her role:

> *So, I kind of feel like when the student teachers come to me, I'm providing that strong framework for them. And actually, inside what I am supporting is become in this great building and actually that great teacher is kind of growing inside. I'm just there to make sure that nothing falls down. If it becomes a bit, you know, top heavy, or anything that I'm there to support and kind of say that idea of scaffolding*.

Steph saw the process of training to be a teacher as akin to bungee jumping:

> *It's a scary jump into the unknown. And when you think you're going to crash; someone snaps back and supports you. And actually, I quite like that. I remember thinking, oh, no, this is going really badly. And then just somebody just steps in*.

In this metaphor **Steph** is the bungee rope to '*snap them back……. when they when they feel like they're, you know, it's all becoming too much or they need a bit of support*.'

5.3.1. Relationships

Many of the metaphors focused on the relationship between mentor and mentee. **Jackie** commented she was '*the gardener trying to encourage them'* and **Jane** observed a '*sort of shepherding element where you're guiding and coaxing and supporting and it's done in a very nurturing way*.' **Jane** also mentioned shepherding as a metaphor for her mentor role. **Hilary** described the relationship as,

> *A lot of protection and sheltering and shielding from the truth and a lot of spoon feeding. It's like you see pockets of brilliance*.

She concluded that mentoring was like dressmaking:

> *You just need to sew it together in a pair of jeans. On its own, it's nothing. It doesn't make anything. But if you can combine it with all the bits together, then that's … that's what our job is, is to be the sewer to pull it all together*.

Susan identified similar themes around putting something together to create a cohesive whole, but her metaphor was around baking:

> *It's that putting all of your ideas and the mentees ideas in together working together and using all your ingredients mixing them all up and making something wonderful at the end*.

Susan commented that the success of the end product, the bake, depended on the quality of the trainees. Sometimes the cake turned out '*a bit flat*.' **Hilary** described her role as being:

> *To facilitate. I'm there to help be a sounding board to rein in if they need reining in. Because if something's going to be really wacky, I will be like hold on. Let's just think about this a second*.

Hilary further commented about the challenges of this, saying:

> *It is hard sometimes to not jump in because obviously they're my kids. It's still my class. I'm still ultimately responsible at the end of the day for that progress*.

Steph told me she felt her role was to '*empower her mentees… trying to give them the wings to fly really*.' **Alison's** sentiments were typical of some of the responses in this regard, she found reward in working with:

Somebody that takes your advice and listens carefully to what you're saying and its being able to impart your knowledge and see them then follow through with that.

Hadar and Brody (2010), although analyzing the role of the teacher educator in the context of university based programmes, emphasize the importance of 'thinking education' (p.1641) for trainees. Hadar and Brody (2010) describe Costa's (2001) two components of 'thinking education': 'teaching for thinking and teaching of thinking' (p. 1641). The notion of 'thinking education' (Hadar & Brody, 2010, p. 1641) was evident in some of the descriptions of mentee scenarios described by participants.

Metaphors were offered to represent the perceived reciprocal nature of the mentor/mentee relationship. A group meeting participant drew a picture of a mirror, labelled '**reflection of what student does comes back to teach you – do you like what you see?**' Another mentor meeting participant drew a picture of a nucleus with the label '**nucleus – exchange of ideas through a cell wall**.'

The different skillsets discussed by Malderez et al. (2007) in teaching and mentoring were evident in the responses of the participants. Burn (2006) also differentiated between teacher identity and mentor identity in terms of the nature of the expertise they possess. A teacher has craft knowledge whereas a good mentor needs to be able to generate new knowledge in order to support their mentee (Burn, 2006). 'Craft knowledge' (Burn, 2006) seems a rather simplistic description of the depth and breadth of knowledge and understanding that a primary teacher needs to possess, however possibly Burn's representation may be phase specific and possibly more applicable to the subject intensive secondary teachers that Burn focused on (2006). My participants experience, knowledge and understanding of teaching was far broader than 'craft.' The awareness of the need to generate new knowledge Burn, 2006) was apparent in the metaphors offered for mentoring such as those around gardening and growth. The pedagogical nature of their teacher identity was obvious in the metaphors offered by participants, and in this respect, my findings concur with those of Alsup's (2005), that 'these metaphors were often the clearest, most insightful expressions of the participants' developing professional identities produced during the study' (p. 148).

5.4. Teacher as carer

'Caring' and 'nurture' were words that featured in the responses to direct questions, as well as in the animal metaphors which are presented in chapter six. **Steph** described herself as being a '*safe secure blanket'* for vulnerable children. **Denise** explained:

> *I feel like that I'm not only a teacher to those children I'm kind of mothering them as well it's not just an educational thing. It's me looking after these children and providing care for these children and making sure that they feel safe and comfortable*.

Jane spoke in terms of mentoring as a process of mothering: '*you're boosting confidence and self-image and giving constructive critique and support and that is a big part of being a mom I guess*.' The importance of an emotional commitment to teaching was emphasized by Nias (1989), who cautioned against privileging the technical and rational aspects over the human aspects of the profession. Toshalis (2012) draws on Nias' work to emphasise the importance of the teacher as carer, whilst acknowledging that 'care' in the classroom is extremely hard to define.

5.5. A multiplicity of sub-identities

The juggling metaphor was used by participants to describe their professional identities. One mentor during the group meeting listed her identities as '**home life, psychologist, first aider, colleague, mentor, social worker, parent, teacher**.' The notion of 'teacher as social worker' featured in the responses from some participants, particularly **Steph**, who described children in her class who were experiencing domestic violence or living in a hostel. Assen et al (2018) comment on the need for balance and harmony with regard to a teacher's sub identities. A teacher who is able to achieve this is more able to adapt to change within the profession (Assen et al., 2018), however 'balance' and 'harmony' (Assen et al., 2018, p. 131) were not descriptions I would use to describe participants' perspectives of their sub identities. The participants' irritation when they discussed this aspect of practice were very clear, both in the examples given and in the way they were communicated. The metaphors given by participants in Alsup's (2005) study showed how they grappled with personal and professional experiences, and this was equally manifest in this study. Frustration and disillusionment were very evident in the descriptions of these sub identities, towards the situation the participant found themselves in, and also towards the wider situation that

was seen as the root cause. In **Steph's** words: '*so which emotional difficulties are you unpicking before they're ready to teach and if you've got a child that's experienced domestic violence the night before they're in no place to start learning*.' One participant at the group meeting portrayed the notion of teaching as '**constantly trying to fill a bucket that had a hole in it'** (their drawing wasn't clear and was clarified by the label).

5.6. Do teachers who are school-based mentors have an identity as a teacher educator?

None of the participants in this study were the reluctant mentors described by Frost (1994), none of them had 'mentoring' in their job description and none of them had anticipated that mentoring would be a part of their teaching role prior to becoming a teacher. There was no history of an aspiration to be a mentor in the same way that most participants had aspired to be a teacher from childhood, as **Anne** said, '*it's something that I didn't even consider*.' Some participants perceived that the selection of mentors by the SLT was rather random. **Clare** commented that her school did not seem to value mentoring, it is just seen as a way of giving class teachers some time out of the classroom. She expanded on this by saying:

> *My worry would be that anybody at the moment can be a mentor and that schools sometimes will put students with teachers because of their various reasons and maybe not for the right reasons in terms of the students*.

Frost (1994) also observed that school-based mentors had insufficient time, confidence, experience or expertise. 25 years later, participants in my study certainly concurred with the lack of time. Although most participants expressed enjoyment for the role, a lack of confidence was also evident in some of the responses. Changes to ITT/E have shifted focus from universities to schools with consequently greater emphasis on the role of the school-based mentor, particularly for trainees on school-based programmes (Brown, 2018). Brown (2018) highlights the differing beliefs and expectations of those involved in the training and development of trainee and new teachers, describing the challenges of university based teacher educators and school-based mentors.

The questions 'what do you understand by the term 'teacher educator'' and 'do you consider yourself to be a teacher educator' were clearly challenging for some, with participants letting me

know that they had considered their response at some length (this was one of the questions they have received in advance of the interview) – as **Clare** commented, '*it was funny because I found that really hard*.' It was an unfamiliar phrase to some participants, as **Hilary** commented '*I've not heard the phrase before*.' Of all the questions that were asked, most participants took the longest time to answer, and some participants responded saying it was not a role that they had considered prior to the interview.

For some participants for whom the term 'teacher educator' was unfamiliar, reflection on the concept was evident. **Martin** commented '*if you'd have initially asked me I'd've gone……I'd have been 'what the heck?*'' He did subsequently give me his perspectives in some depth. Two participants told me that they had initially responded 'no' when they read my email in which I had pre-warned them of the questions, but having thought about their work, they said that yes, they considered themselves to be teacher educators. Having considered the unfamiliar concept, participants were cautious about their interpretation of the role of the teacher educator and only one participant replied in the affirmative to say that yes, she considered herself to be a teacher educator.

Hilary interpreted the role in the context of her own role: '*as a teacher, I should be educating others to be a teacher'*, and similarly **Martin** commented his role was to '*educate the teachers and move them forward*.' **Jackie's** interpretation of the role was '*somebody that helps teachers train to be teachers*.' **Denise** considered that a teacher educator was '*someone who's kind of very experienced within the teaching field or the education sector'*, someone who was very skilled such as her Headteacher or a person working in the local authority. Dengerink, Luneberg and Kools' (2015) perspective that teachers who are mentors often find it challenging to leave behind their teacher identity was evident within the responses of the participants. **Clare** response was '*I just I see it as being a teacher… I think when I've got my students, I do. Yeah. But day to day, I feel like I'm just a teacher*.' **Steph** asserted '*I am an educator of children… Because I teach them all the time*.' She did not consider herself to be a teacher educator because '*I haven't done it very many times*.' The ambivalence towards an identity as a teacher educator from the participants is also evident within the theory around teacher educators. Some theorists include school-based mentoring in their analysis of the teacher educator (eg. White, 2019), and some choose to focus on teacher educators working in a university context (Czerniawski et al., 2018; Czerniawski et al., 2019, Hong et al., 2016).

Andreasen et al., (2019) however, highlight that teachers who are school-based mentors may experience difficulties in developing a professional identity as a teacher educator, and this view was certainly evident in the perspectives of the participants .

Some participants considered the term 'teacher educator' to have a wider definition, encompassing the leading of professional development of experienced teachers as well as new teachers. **Jane** commented '*I felt like that title felt too grand like it made me feel like maybe I was a lecturer at university*.' **Denise** considered the label to be '*very formal'* and **Steph** commented that it sounded '*very stern and very proper*.' For some participants, the term 'teacher educator' had associations with Higher Education and university tutors. **Steph** responded, '*it was probably you guys at the university teaching someone to be a teacher, educating them in education as well here*.' These comments echo Czerniawski et al's (2019) perspectives of the 'ivory tower' phenomenon (p. 181). School-based mentor's perspectives of the university as an elitist 'ivory tower' limits their potential to educate and train new teachers (Czerniawski et al., 2019).

Jane told me that she was proud of the mentoring work she had done, and she clearly appreciated the recognition she had received from the university:

> *It's made me feel official about it. So that's then made me feel taller in my boots about it because I'm like well the university of **** thinks that I am a level 2 quality mentor. And that's then … made me take myself seriously about it. and I and I hate that that is true that a little bit of paper makes me feel that way but it does. It's really good*.

Although the university recognized her mentoring role, **Jane** spoke strongly about a lack of recognition in her school, particularly with regard to her mentoring not particularly contributing to career development. **Steph** commented '*it would kind of be nice to have that recognition*.' She considered mentoring to be '*very ad-hoc*', adding '*there's no real recognition that you just do it because you love to help others*.' This would seem to concur with Davey's (2013) perspective of teacher educators as marginalized and neglected.

5.7. Summary

It is clear from the participants' responses that their identity as a teacher is formed and established. Their professional identity is informed by past experiences and their stories around their journeys into teaching are rich and nuanced. The separate elements of the deck of cards of teacher identity (Rodgers & Scott, 2008) were identifiable, and it was clear that their identity as teachers accorded with a postmodern perspective of identity as shifting and dynamic (Akkerman & Meijer, 2011; Arvaja, 2016). Participants' identities as mentors and teacher educators were less evident, and stories around their journeys to become mentors were absent. White's (2014) assertion that mentor identity should be separate from and different to the identity of a teacher of children was evident in the data from the participants. Bullough (2005) refers to the duality of the school-based mentoring role as 'boundary spanning', commenting that whilst school-based mentors' primary identity was as a teacher, any attention to their role as teacher educators would be a 'weak exercise in vocational socialisation' (p. 144). In **Sophie's** words, '*I am an educator of children. Because I teach them all the time*.' Gee's (2000) conceptualization of I-identity as a calling or being imposed resonated in the participants responses. It was clear that participants were called (Gee, 2000) into teaching – it was something most participants had aspired to and planned for since childhood. Although participants enjoyed mentoring, this role had been, in Gee's (2000) terms, imposed on them. None of the participants had aspired to be a mentor and their mentor role had come about because of a request from their leaders in school.

Although participants reported the rewards of mentoring, lack of time and recognition were huge frustrations. In this era of school-led ITT/E, school-based mentors play an absolutely crucial role in the development of trainee and new teachers, however the role remains poorly understood and ill-defined (White, 2019). If a strong identity is as crucial to the efficacy of the mentor/teacher educator as it is to the efficacy of a teacher (Olsen & Buchanan, 2017) then this is an extremely concerning situation with regard to the development and nurture of our teachers at a critical point in their careers.

6. Animal metaphors as a window into job roles and identity

This chapter discusses and analyses the responses to the questions which asked the participants to consider which animal they associated with their roles as teacher and mentor, their children and mentees.

6.1.1. 'When you think of you as a teacher what animal comes to mind?'

Asking the participants to describe themselves in terms of animals was a source of light-hearted comments and laughter. Some participants were challenged by the notion of comparing themselves to an animal, as **Martin** stated, '*I found this one a bit tricky'*, but the analogies were interesting, rich and creative.

When the metaphors were collected and analyzed, it became evident that they fell into two categories: metaphors around caring and nurture, and metaphors relating to the organizational aspects of the role. The following metaphors give an insight into participants' perceptions of themselves as caring and nurturing, balancing the group of metaphors depicting baby animals in the previous section.

Sophie: a bear '*because she can be quite fierce but also very cuddly and I thought of a lioness because I'm very protective of my class. But also keep them in order and kind of a nurturing*.'

Alison also saw herself as a lion: '*you know with their cubs that sounds like I'm a bit mean but you're kind of in charge. Kind of making sure everyone is on track*.'

Hilary:

> *The she wolf has … to have that nurturing side. You've got to look after your pack. You've got to know your pack strengths and weaknesses so that you can put things in place to support them...They put their oldest, the ones that need the most support at the front. So, they are always being led by*

them and putting things in to support them. And you… you're protecting from behind, but you are encouraging them forward. It's sort of like that.

Julie and **Clare** saw themselves as elephants. **Julie**: '*fiercely protective, supportive of children, working in team, quite strong and don't take any messing*.'

Clare:

I think I see elephants as quite knowledgeable. And I think that they remember lots. And I think as a teacher, you have to have the ability to remember an enormous amount of information. You know, I've got information on children and people that I've worked with, you know, six, seven, eight years ago. And I can still remember that. And then the other thing that stood out, the elephant is the big ears, because I think what's really important is teach you've got to be able to listen to them and as a mentor to listen. And that was the one I thought. Yeah, I think because they're quite calm, quite placid in my mind, quite loving.

Some of the metaphors emphasized the organizational aspects of the role. **Martin** initially chose '*sheepdog*' but then stated that seemed '*quite barky and vicious. I don't really feel I'm like that*.' He modified his response to 'sheep pig'[3] because,

It feels just ask nicely but I think it's that kind of thing where you want everyone working in the same direction, but I don't know I find it hard because I think they're not all sheep. They're not all the same.

Hilary saw herself as a wolf, '*sort of looking after my pack*.'

[3] From the Disney film 'Babe'

6.1.2. 'When you think of the children you teach what animal comes to mind?'

Some participants were initially rather baffled by this question but, having had time between the first and second interview to consider their responses, most participants were able to offer ideas. **Martin** commented, *'it's an interesting question to think of.'* Having collected and considered the metaphors given by the participants, these are presented thematically below.

Some participants chose to represent their children as baby animals, and the most common metaphor was puppies:

> *Puppies that don't know what they're doing and how they're supposed to be so just that training and they're so cute. Not naughty puppies.*

(Steph)

> *Because a lot of them are really enthusiastic, just boundless energy… you've got to try and get them to sit still and look at the board. Yeah. Especially say one year to year 2. By the time they got to year 4 they're little bit more [like] teenage dogs maybe.*

(Jackie)

Hilary:

> *They're really self-centered. They're really good natured. They're really soft at heart. They're still little. They still need nurturing. They still want to please you and they still want to know that you're pleased with them. And they need to… they need to see that, and they need to be reminded again and again and again. And you can't expect them to do it right first time every time. And if they don't get it right. If you shout at them, you're going to scare them. So, don't shout at them. Just remind them and keep giving treats.*

Anne was more specific with regard to the type of puppy; her metaphor was a guide dog puppy.

Steph offered ducklings:

> *Well, I just always see like them coming in as little ducklings here and like I'm like mommy, duck and like, they just follow whatever you do at the beginning. They literally do follow you around the classroom. They just kind of mimic anything you're doing and follow you. And then actually, as they grow up, they start to be brave to swim off in their own directions. So, I think in my head, I've always seen them as ducklings. You know, they come under your wings for that support. And I think it changes throughout the year as well. That's when they first come in. I just I think before even that much, I've always been like that, that I'm mummy duck. And they just kind of learn and get brave to be able to swim where they want.*

Denise also chose ducklings and added kittens to her perspective of the children in her class.

The diversity evident in **Anne's** class was evident in the animals she offered: sheep, lion cub, baby bird, puppy and sloth.

Martin offered that *'I thought in the end of a zoo because you can have… I think you've got all children are different. So therefore, I think the animal they are is different'.*

- Tortoise: '*Children who I think are bright and knowledgeable but need a bit of pushing along.'*
- Meerkats: '*Their heads are up and round they've got to know what's going on.'*
- '*Monkeys who are your hyperactive children who [are] hard to keep focused.'*
- *'Lions I tend to think of as the leaders of my class and they can lead the tables or the groups.'*
- Hyenas*: 'Children who seem to be laughing and giggling no matter what.'*
- Dory[4]: ''*I'll go a bit down the Disney route with some answers now. She [she] was just reminding me of Dory. Yeah. She's just keeps going no matter what faces her. She's smiling and happy.*'

[4] From the Disney film 'Finding Nemo'

Some animal metaphors focused on the organization and management aspects of the relationships with the children:

Susan:

> *Well penguins are on my mind constantly. It's the way most of them follow nicely. It's that picture of the penguins on the mountain. Most of them are all following along in a nice line and then you see that one over there that is skidding down the mountain.*

Clare:

> *I just sat back, and I watched them as they were working. And the first thing that came to mind was ants, because they were all extremely scuttling here, there and everywhere and very busy and very chatty. And then I thought, no. That sounds a bit like they were a bit of a pain. And they're not.*

Clare (continued):

> *I carried on looking and I've settled on and I think it's quite a good one. Meercats. So, I think they're quite inquisitive. When somebody walks in the room, they have the initial meercat moment of what's going on. And they all work really well as a class and as a team. And that's very much what the meercats would do. So I think that one is my nicer one. I think the end of term one was the ants.*

Liz also saw her children as meerkats.

Jane:

> *I said they* [are] *wood lice because they scuttle all over the place. They drop they hide. They curl into a ball. And they're quite charming and lovely. They love to hide under things. And they don't like to be disturbed. They* [are] *just … just so you know so resistant to formal ways of learning scuttling around and I actually have a couple that curl into balls quite a lot so that right.*

These metaphors give a vivid impression of the diversity to be found in a primary school class, as well as providing a sense of the behaviours of the children. Once the participants were comfortable with what I was asking, metaphors were offered readily and with much warmth and laughter. The closeness of the relationship between teacher and pupil was particularly evident in this aspect of the interview.

6.1.3. 'When you think of you as a mentor what animal comes to mind?'

The metaphors given in response to this question were interesting, focused on guidance and support.

Anne offered 'penguin' and 'elephant' and expanded on the latter, saying:

> *I thought of elephants in a similar way. Just because they're such family orientated and just close network. they don't leave each other behind. They're very strong*.

Clare saw her mentoring role as:

> *A mummy bird… they come back to you for the support. They come to you for their guidance. You're kind of feeding them and making them grow metaphorically in terms of their information. So, you are you're that nurturing figure that they kind of look to [to] think, can I do it? And you're the one giving them a little push - yes you can*.

Following the avian theme, **Jane** commented:

> *So you've got the mom duck and then you've got the ducklings that swim behind you. And they do that initially for a little while until they're grown and then they kind of swim off in their own directions don't they*.

Jackie saw her role as mentor as '*the mummy cat'* who is:

> *Watching from the side lines. I'm keeping that professional distance, and I'm not allowing those kittens to take their first steps and supporting them when they've*

gone off track and, you know, scruff of the neck, dropping the back again, trying to support them.

Martin compared himself to Crush, the wise old turtle in the Disney film 'Finding Nemo.' In the film, a younger turtle needs help and Crush insists on letting it solve problems itself: '*let them have a go. Just talk to them about it afterwards. Did it work. Didn't it work. Because nine times out of ten they're going to work out themselves.*'

Steph was a peacock because '*I end up being very proud of the children and proud of the trainees as they as they go through*.'

Hilary in particular gave this question a great deal of thought. She was one of the mentors who was not able to answer the question during the meeting but was clearly fascinated by the notion of their identity represented in this way. **Hilary** emailed me that evening to say that on reflection, she considered herself to be a whale, because whale babies swim alongside the mother whale, because:

> *Whales can't physically hold the hands of another but they simply swim calmly by their side and set the example. When they move to new places the mother takes the lead. When the young are born the mother lifts them up to take their first breath and supports them until they are strong and confident enough to venture by themselves. When they start to move away they can communicate by calling back for reassurance before moving on further. Whales are social animals and take support from those around and look after all in the pod. So, I think my mentor role is a whale!*

Animals that protect, guide and support were therefore a theme of the responses and although nurture featured strongly, participants clearly saw a need to develop independence and self-reliance in their mentees.

Stretching the definition of 'animal' somewhat, a mentor at the group meeting described themselves as a 'shapeshifter: 'VALAR MORGHULIS' – the many faced (wo)man' (a reference to the book and TV series Game of Thrones).

6.1.4. 'When you think of your mentees what animal comes to mind?'

Some of the metaphors illustrated the novice aspect of the trainee teacher role:

Clare:

> *I went with birds because I feel like they go through a real transition. It's like the birds when they fledge the nest. They start by being quite unsure and quite nervous and thinking, no, I can't do it. And then you kind of nurture them and you [you] know, you make them stronger and you build on it. And then they have that first flight where it all goes wrong and then they come back and we have a little pep talk. And then, you know, by the end they are they're all flying and they're all different and they're all colourful in their own ways. But it was just, you know, I think that birds come with a real positivity. And when you hear the birds singing in the morning and when you see the different types of birds, they're all birds, but they're all different.*

Alison compared her mentees to puppies at puppy school because *'they're excited to learn they know they're passionate and they want to be teaching.'*

Hilary also chose puppies:

> *I say this to every student I've had. I imagine that they're a little bit like puppies. They're really self-centered. They're really good natured. They're really soft at heart. They're still little. They still need nurturing. They still want to please you and they still want to know that you're pleased with them. And they need to. They need to see that and they need to be reminded again and again and again. And you can't expect them to do it right first time every time. And if they don't get it right. If you shout at them, you're going to scare them. So don't shout at them. Just remind them and keep giving treats. So, yeah, puppies.*

Jackie's mentees are kittens and she is the mummy cat who is:

> *Watching from the side lines. I'm keeping that professional distance, and I'm not allowing those kittens to take their first steps and supporting them*

when they've gone off track and, you know, scruff of the neck, dropping the back again, trying to support them.

Jane: baby giraffes because:

They're born with the ability to walk and to run straight away but they're very clumsy with those use of those legs and the limbs and they need a nudge from mom to help them stand up and guide them on their way. But once they've got it, they've got it.

In **Jane's'** metaphor, baby giraffes need guidance rather than nurturing, so the mentor's role is to *'just give them a bit of a head ram'*

.

Steph offered dolphins who are:

Learning new tricks that they come in and, you know, they [they] know a few things. And they know how to swim and they know how to, you know, talk to children, things like that. But as they go through, they learn the tricks of how to teach phonics interestingly how to do their kinds of, you know, their lessons a bit more wowey until they end up in this like Sea Life Center show, you know, doing amazing things.

Hilary's mentees were:

A little bit like ants… they can work really hard. But really, they're just following a trail and sometimes they won't go off that trail because it's safe to stay on the trail and not using their initiative to go away from others. I'm thinking of that awful thing. You know, ants do that circle thing and they just follow each other would have just died because they didn't think to go do something else. They just blindly following and not questioning have just doing that.

In addition, **Martin** offered Simba[5]. **Martin's** Simba is keen and eager to try new things. He has a lot of support from the other animals although *'sadly you're going to come across a couple of Scars along the way but don't let any of that deter you.'*

[5] From the Disney film 'Lion King'

6.2. Summary

The metaphors given by the participants gave a powerful insight into their professional lives as teachers and mentors, as well as their identities in these two roles. The variety of animals given to represent the children in their class was interesting, particularly with regard to the diversity of the different animals. The various behaviours of the children was very evident. The 'baby animal' theme within the animals chosen to represent the children evidenced the strong elements of caring within the teaching role. It was interesting that three of the animals given by participants to represent their mentees were also baby animals. The commentaries, however, gave a different perspective and the tone was more robust. The notion of infantile helplessness featured less in in these metaphors than in the ones that participants gave for their children. As **Denise** commented, her choice would be *'similar* [to the animal she chose to represent the children] *but not to the extent that they're the kind of baby animals.'*

The animals offered by the participants to represent their perspectives of themselves as teachers and mentors were also insightful. The themes of caring and nurture matched those evident in the type of animals chosen for children and mentees, but it was evident that participants considered their role to be more of a guide and supporter rather than parent. **Jane's** comment about her choice of animal as mentee – baby giraffe - seemed to sum this up. Baby giraffes are born able to walk and run, but they are very clumsy. It is her job as mother giraffe/mentor to *'just give them a bit of a head ram.'*

The behaviours that are described by these metaphors could be considered to be performative in Goffman's (1990) terms. The performer, in this situation, the teacher who is a school-based mentor, is convinced that the reality they portray is the 'real reality' (Goffman, 1990, p.28). There was no sense in the responses from the participants that they were not fully committed to and convinced by the behaviours that they recounted through metaphor. Their 'masks' (Goffman, 1990), were a part of their identity as teachers. The 'masks' (Goffman, 1990) of the participants in their mentoring role were less evident. Although metaphors were offered, they were less forthcoming and fewer in number than those offered for teaching

It was, however, **Hilary's** perspectives that remained with me for a long time after the interview – and still give me pause for thought. The notion of teacher **Hilary** as a wolf, fiercely protective and

leading from the front, comparted to mentor **Hilary** as a whale, still fiercely protective but remaining by the side of the baby whale/mentee in order to give appropriate support, was amazingly vivid and illuminating of the demands of both roles.

7. Making things better for teaching and mentoring

The data which I am presenting in this chapter addresses research question 3:

How can the school-based mentors be supported more effectively?

This chapter draws solely on data from the interviews as due to the informal nature of the group activity, there was not an opportunity to invite mentors to give their perspectives on this issue. The final questions in the second interview were focused on the participant's views on how their professional lives as teachers and as mentors could be improved. I wanted to gain practical, doable suggestions, as well as more blue sky thinking which assumed that funding was not a barrier from participants.

Occasionally, responses to other questions included these themes and I have included these here.

7.1. Participants' perspectives around what would improve their day-to-day teaching role

The data arising from the two questions designed to elicit participants' thoughts around how things could be improved were lengthy. Participants were aware of the issues around attrition in the teaching profession and some answers were offered in the context of addressing this.

Liz identified that recruitment and retention was an issue for the profession, and her solution was to '*try and raise the status of teaching*', and following similar themes, **Martin** opined that '*I don't think teaching is recognized for how much you do*'. **Martin** went on to share that some of his friends thought that he worked 9.00 am to 3.00 pm and had long holidays. Similarly, **Clare** commented, '*I think they've got a lot of bad press and parents have forgotten what we do*'. That teachers are not listened to was also identified as an issue by some participants. **Liz** commented: '*I think (the) secretary of state for education is not a teacher. So how are they expected to make decisions about teaching when they have no idea what teaching is like?'.* Damien Hinds, Conservative Secretary of State for Education prior to the 2019 election has expressed an awareness of the issues around the status of teachers. During a speech early in 2019, Hinds expressed the sentiment that 'part of my job is making sure that everybody else knows how hard

teachers work', adding that parents should 'exercise some restraint' in their communications with teachers, knowing that there are 'many other things that teachers have to do' (TES, 2019b).

The issues around workload have been described and analyzed in some depth in chapter two, particularly section 2.6. Participants were able to suggest some solutions to these problems, and **Jane** suggested the notion of a four-day week for teachers. **Jane** cited the example of the New Zealand government who were considering a four-day week for their workforce having established that productivity actually rose for those who were already following this pattern of work. **Jackie** also offered the notion of a four-day week for teachers but commented '*I know it would never happen*'. A company in New Zealand has indeed introduced a four-day week for its workers and there have been claims that this has increased productivity (Bateman, 2019). Currently, there are no plans for legislate for a shorter working week for teachers, although in 2019 the Labour government did promise this for teachers as part of their manifesto prior to the December 2019 election (Whittaker, 2019). The Conservative government has also pledged to address workload and attrition through putting in place measures to allow teachers more flexible working patterns, and Damien Hinds accused school leaders of outdated attitudes with regard to the working patterns of their staff (Adams, 2019a) . Job sharing is one solution favoured by Hinds, and he has suggested the establishment of a 'job share Match.com' body to support teachers to find job share partners (Adams & Stewart, 2019) Schools do have agency in this area and some schools are choosing to cut costs by shortening the school week (BBC, 2019) A deputy head teacher of a school which sends children home early each Friday to allow teachers their mandatory Planning, Preparation and Assessment (PPA) time without having to pay supply costs commented, 'but, yes, it's horrifying because where does it end? That's what you question. How much more can we cut back if we're losing half a day's education?' (BBC, 2019).

Accountability and unrealistic expectations of teachers were common themes in the responses from participants and **Jackie**'s suggestion was to '*scrap the league tables because it makes you really competitive*'. She went on to comment that:

> *The label to be outstanding or whatever, you should have two stars and a wish kind of thing I feel because we're always trying to improve. Always. .Once you get to be outstanding, then the only way is down*.

Jackie's school had not had an Ofsted inspection for eight years, and she observed: '*people (are) on edge… and it doesn't help*'. **Susan**'s responses followed similar themes: '*get rid of SATs... not have the league tables based on results*'. Berryhill, Linney and Fromewick (2009), writing in a US context, analyse a number of studies that establish a direct link between accountability and teacher burnout. Their own study confirms a link between accountability and teacher commitment to their jobs, and they pass on recommendations from their participants that include an increased focus on meaningful professional development and stress reduction interventions for individual teachers (Berryhill et al., 2009). Locally the NAHT (2018) reported that the accountability measures introduced by Ofsted and measured by league and performance tables were no longer as a measure of effectiveness . Their recommendations supported the implementation of the new Ofsted framework for schools, which is now in place, as well as replacing the current league table data with comparative data (NAHT, 2018).

As I was data collecting for this study, the revised Ofsted framework for schools (Ofsted, 2018) was being implemented. Given the profound changes to the inspection process that were imminent, I asked participants to give their perspective on it. Some participants were unaware of the changes. Of those who were able to give an opinion, two were cautiously optimistic about the impact on workload, whilst two others were doubtful that the shifts in emphasis from data to a more holistic approach would result in an actual reduction in workload. Writing for Schoolsweek in October 2019, Ford commented that the framework is rather too new to evaluate with any rigour (2019). Ford reports approval of the more holistic approach to learning that the framework is adopting (Ford, 2019). There is more caution with regard to a perceived lack of evidence for the judgements being made, and a mismatch between this and the 'deep dive' approach that characterizes the new framework (Ford, 2019). Elsewhere, concerns have been raised about a negative impact on workload (Adams 2019b). This is particularly evident for middle leaders who are required to lead the deep dive for their curriculum areas, particularly in small schools where teachers may have responsibility for more than one subject (Sheridan, 2019).

Many participants considered that a pay increase would improve teacher morale and attrition. **Liz** observed that a teacher's pay '*isn't bad*' but went on to say, '*but if you compare it to a job in the city where they're actually not doing probably a very valuable job would earn ten times what the teacher or a doctor earns*'. Expressing a commitment to raise the status of teaching, The Conservative

government has pledged 'the biggest reform to teacher pay in a generation' (Gov.uk, 2019a). **Steph** commented on this announcement. Her perspective was that because schools were expected to fund the pay rise out of their existing budget, she would not accept her pay rise as it may lead to more support staff being made redundant.

Foucault (1978) may have regarded the challenges faced daily by participants as epitomizing the assumptions and unchallenged modes of thought that he considered to characterize the systems that are such an important part of our welfare state. The impact of neoliberal philosophy and legislation designed to embed principles of marketization into the education system (Ball, 1999; Mockler, 2011) is also evident within the perspectives of the participants in this study.

7.2. How can the role of the school-based mentor be developed?

The Early Career Framework (ECF) (DfE, 2019a), which is currently (January 2020) being piloted in a number of areas, will inevitably increase the significance of the role of the mentor. The pilots are taking place in the north of England and none of the participants in this study was aware of the ECF. Their responses to questions do not refer to the ECF, however my analysis will take account of the developments that are currently in process and that will inevitably impact these school-based mentors.

The ideas from the participants around developing the role of the school-based mentor were many and varied. **Clare** considered that, in her experience, schools were '*rather blasé*' about mentoring, compared to her perspectives around the importance of the role. She suggested the notion of '*designated mentors*' who have had appropriate training and who have the capacity and experience to support trainees. **Clare** articulated this as

> T*he security that people that are training our teachers are actually the right people to train our teachers, because my worry would be that anybody at the moment can be a mento*r.

Similarly, **Hilary** felt she would like to see that '*mentors are given more kudos for the work they do, because I think people just think, oh, it's easy… and it's not like that at all*'. She went on the say, '*I'd like it to be to be noticed for the effort that goes in, the knowledge that you need to have, the flexibility that you need to provide and the counselling*'.

That mentoring was not particularly recognized as contributing to career progression was noted by some participants. **Jane** commented that she had '*been teaching for 11 years I want something else and mentoring is giving me that something else*'. **Steph** appreciated the Level Two Mentor Certification status she had been awarded by the university, but in school she commented, '*I always get an email saying, 'thanks very much for offering to have them'. But there's no recognition … it never comes up as like your appraisal thing*'. She went on to add:

> *So even if you know, if I went on to do that level 3, apart from me say, oh, I've done it, it wouldn't give any more, right? You know, I wouldn't ever be told 'well done for doing that'. Or anything*.

Her suggestion was for there to be more opportunity for employment as a mentor teacher, working more directly with trainee teachers and with stronger links with the university. **Steph** mentioned the ITTCo in the school but commented that the role seemed to be on a '*very ad hoc basis*'. **Hilary** and **Jane** both felt that the ITTCo role should be given the same status as other named roles in the school such as the SENCo. In her answers, **Jane** made it very clear that she was not interested in developing her career towards senior leadership in school, but that she did want career development. She saw mentoring as potentially providing this:

> *You train for it. You work towards it… you can then get to certain parts where there's actually a different path where you can take as a teacher*.

Expressing similar sentiments, **Sophie** told me she wished that mentoring was:

> *Something that maybe you could say, 'oh, I quite like to do this' rather than just say, 'can you have a student next year?'... As part of your career… it was more of a 'oh, you're free. Would you like a student in your classroom?'*

Jackie expressed frustrations around the perceived lack of status for mentoring '*you know, they [the government] are doing less and less aren't they for goodness sake*' and **Liz** targeted funding as a barrier to developing school based mentoring: funding for remuneration for mentors, for schools to provide cover for mentors to attend courses and be released from class to support their trainees.

The DfE have pledged £130 million per year to support the ECF, and this will include fully funded mentor training, as well as funding dedicated time away from the classroom for mentors to support their mentees (DfE, 2019a). It is hoped that this funding will increase the profile of mentoring in schools.

7.3. How can mentor skills be supported more effectively?

7.3.1. Training

The lack of training for mentors was noted. **Steph** commented: '*I don't know if there's anywhere really to go where I could train to learn to be a better mentor*'. She went on to comment on the dearth of training opportunities in mentoring offered by the Local Authority: '*it is all very much come and be a better science teacher or learn about literacy or the genre of story writing or something*'. As **Steph** pointed out, mentoring skills are generic, contributing to ongoing professional development, however she acknowledged that putting on training courses was costly for the Local Authority and the school. **Jackie** expressed strong views about who should provide or fund training: '*I think it should be the government. You know, they are doing less and less aren't they for goodness sake. I don't think you'll get anything out of ********* council for sure. I don't really feel very supported by them*.' Participants had a number of ideas and suggestions around how mentors could be supported to develop their skills, knowledge and understanding. **Anne** and **Sophie** both expressed a desire to observe other mentors observing and feeding back to their mentees, however **Anne** noted that this would have a cost implication with regard to releasing her from her classroom duties. The complexities of defining a knowledge base for teacher educators are evident in the theoretical perspective (Aspfors & Fransson, 2015; Vanassche et al., 2019) and are rooted in uncertainty about the nature of the skills and the professional knowledge that new teachers need (Vanassche et al., 2019).

Steph hazarded that the university could provide additional generic mentoring skills training, such as:

> *Hubs where you could go and learn sort of skills could you go for six twilights and you know it could be particularly about giving feedback or you know how to do certain bits and observations and stuff like that would be quite handy*.

Later in the conversation she acknowledged the barriers to this: '*I guess it all comes down to money doesn't it*'. Although it is clear that the mentor will have a significant role in the support of early career teachers (DfE, 2019a), it is proving challenging to ascertain the specifics of what this training might look like. The DfE has invited schools and local authorities to tender to provide support

materials (Allen-Kinross, 2019) and £12 million is pledged to support this, although they warn that this is only an estimate.

7.3.2. Support from the university

Participants identified how the university could support their mentoring role more effectively. The Mentor Certification scheme was regarded positively by those who had participated. **Clare** saw her Level Two certificate as '*a little badge of honour*'. **Jane** commented that '*it made me feel taller in my boots about it because I'm like, well the University of ****** thinks that I am a level 2 quality mentor*'. Although **Sophie** had not embarked on her Level Two certification, she was aware of the process and had received an email about it. **Sophie** saw the value of the process, in her words '*otherwise it's just like oh can you just look after this student for a while and help them. And yeah, it doesn't really feel like you're doing anything important'*.

On a more practical level, suggestions included cutting down on paperwork and repetition, as **Jackie** commented, '*I do feel that I write the same thing again and again*'. **Susan** mentioned the paperwork requirements for the trainees:

> *I think sometimes the student spends more time writing documentation for university than thinking about the class and what they need to do for the students*.

Susan identified the planning formats required by the university as being particularly onerous. Supporting mentors, particularly with regard to communicating expectations, is an on-going challenge. Hopper (2001) describes the challenges of Partnership, the 'shotgun wedding' (Dunne et al., 1996), particularly with regard to implementing support for trainees designed by the HEI into schools which have an existing strong ethos. The role of the university tutor in mediating the requirements of the placement and the needs of the trainee is multi-faceted and can involve tensions and conflicts of interest (Hopper, 2001). The 'ivory-tower' perceptions of HEIs (Czerniawski et al., 2019) can also inhibit effective and productive relationships, and this was mentioned by some participants in their answers to questions around their perspectives of themselves as teacher educators.

7.4. Summary

This chapter has presented and discussed the data from the interviews that arose from questions designed to elicit participants' perspectives of how their teaching and mentoring roles could be enhanced. Perspectives of practical and realistic tweaks that would improve participants' day to day lives were offered, as well as more blue-sky thinking that may take more imagination to implement. It is clear from the responses that changes need to be made to support school-based mentors to balance their dual role as teacher and mentor, so that both children and mentees make the best progress possible. Lack of funding was a theme of the responses and it is hoped that the ECF will provide funding targeted towards mentoring. Some of the suggestions have been extremely useful and enlightening for me as a Programme Director, and changes have already been implemented.

The final chapter of this study draws together the study and revisits the original themes as set out in the introduction. The benefits and limitations of the methodology are discussed, and I consider in particular how useful the focus on metaphor was in shining a light onto the participants' identities as teachers and as school-based mentors. The chapter concludes by identifying implications and opportunities for further research.

8. Conclusion

This study was driven by professional and personal interest, supported by the scrutiny of the theory around the issues surrounding and underpinning school-based mentoring in primary schools. Given the crucial importance of the school-based mentor in the training of teachers who are new to the profession (Aspfors & Fransson, 2015; Burn & Mutton, 2015) it is of vital importance to gain a deep understanding of how their role as a mentor is situated within their role as class teacher. As the study progressed, the significance of the Early Career Framework became evident, particularly with regard to the potential impact of the role of the school-based mentor in ITT/E. The role of the school-based mentor lacks definition (Aspfors & Fransson, 2015), and whilst there is a body of research around the role of the Teacher Educator (Gerry Czerniawski et al., 2018; Ping et al., 2018), much of the research is ambivalent as to whether the school-based mentor is, or should be, considered to be a Teacher Educator. The dearth of research around the role of the school-based mentor in primary schools in particular, exacerbates this ambivalence.

Expectations of teachers and school-based mentors are high, and both roles carry substantial responsibility and accountability for the outcomes of the children that they teach and that their mentees will teach. Given the swift pace of change in the teaching profession, I wanted to explore perspectives around the realities of teaching and school-based mentoring from those who are engaged in these dual roles. Research themes therefore aimed to explore whether expectations of workload and accountability are reasonable and achievable. What are the pressures of combining the roles of teacher and school-based mentor in primary schools?

The study acknowledges that teacher identity is crucial to efficacy and worth (Clarke, 2009; Goodwin et al., 2014) and from this position I made the assumption that identity as a school-based mentor must also be crucial to efficacy and worth with regard to their work with their mentee. Participants' identities were studied to explore the nature and the strength of their identities as teachers and as school-based mentors, particularly whether there were differences in the nature of identity in the dual roles of teacher and school-based mentor.

The qualitative methodology allowed me to hear the voices of the school-based mentors themselves, both with regard to their perspectives around their various professional roles in the

schools as well as their dual identity as teachers and school-based mentors. Metaphor allowed an added dimension of perspective into the professional job roles and provided a window into their identities as teachers and school-based mentors.

8.1. Summary of findings and implications

This section will be structured around the research questions:

1. What are the professional job roles and experiences of teachers who are school-based mentors in primary schools?
2. What is the nature of the dual identity of teacher and school-based mentor?
3. How can the school-based mentors be supported more effectively?

8.1.1. What are the professional job roles and experiences of teachers who are school-based mentors in primary schools?

The data confirmed many of the themes that had been explored in the literature review. Whilst participants told me that they enjoyed teaching and found the job rewarding, their day to day life and their well-being was impacted by the numerous stresses and tensions that surround the profession (Lightfoot, 2016; Wiggins, 2015). Participants spoke at length of the challenges of their teaching role which directly influenced their ability and potential to support their children educationally, socially and emotionally. The pressures of being accountable for outcomes coupled with unrealistic expectations and a regime of testing were mentioned by participants. Growing expectations that teachers should assume increasing responsibility for children's mental health and well-being was a theme in the data, and this was perceived to be exacerbated by rising rates of mental illness in young people. Participants who had been teaching for some years told me that they noted a lessening in respect for teachers, as well as a lack of understanding of their role in the wider society. Financial constraints were directly impacting aspects of the teaching role, and participants told me of their frustrations due to a lack of appropriate resources to support the children educationally, socially and emotionally.

Participants also found mentoring to be professionally and personally rewarding, however their mentoring role was often not recognized in career development conversations by senior leadership and was not part of a job description. Time constraints meant that school-based mentors found it hard to fit their mentoring responsibilities into an already busy day being a class teacher. Mentoring generally did not support career progression, although those participants who had engaged in training from the university spoke positively about the validation this gave to their mentoring skills. Although school line managers perceived mentoring would give teachers some free time, this rarely happened in practice. Mentoring was time consuming and often emotionally challenging, particularly with a mentee who was not making required progress. Some participants expressed concern that such a vital role as mentoring was so 'ad hoc'.

8.1.1.1. Teaching and mentoring; similarities and differences

Although there are similarities in the skills, knowledge and understanding of teaching and mentoring, participants were able to describe fundamental differences. Inevitably, mentoring one to one, adult to adult, will be different to teaching a class of 30 KS1 or 2 children. The metaphors around leading and walking alongside provided a rich visual representation of this difference. Participants told me that a good teacher does not necessarily make a good mentor. Those teachers who have additional caring responsibilities may simply not have time to mentor effectively. Teachers who aspire to senior leadership may also privilege their teaching role over mentoring. It was also pointed out that mentees often lack confidence and can be very vulnerable, and teachers may lack the skills to nurture them appropriately.

8.1.1.2. Implications for practice for schools

From the responses of participants who were interviewed, it is clear that schools need to be supported to provide appropriate support for their mentors. The skills involved in mentoring need to be acknowledged as skills that support professional development, and these need to be part of ongoing CPD and acknowledged as supporting career progression.

8.1.1.3. Implications for practice for the university

HEIs need to continue to hone and streamline their processes to ensure that the workload of busy school-based mentors does not become unnecessarily onerous. Paperwork in particular needs to be purposeful, with a clear rationale for mentor and trainee. Mentor Certification was valued by those participants who had engaged in the process. **Jane** in particular spoke at some length about the impact that certification had had on her practice, and this needs to be continued and developed.

8.1.1.4. Nationally

Mentoring is crucial to the successful outcomes of new teachers, and in an era of teaching that is characterized by high rates of attrition (Childs & Menter, 2013; Haggarty, Postlethwaite, Diment, & Ellins, 2011; Ward, 2019) supporting high quality mentoring is vital. When the Early Career Framework is implemented, school-based mentoring will become an even more significant part of the development of new teachers. However, the school-based mentor participants in this study told me that mentoring is ad hoc, relying on the goodwill of the mentor, with their mentoring duties and tasks shoehorned into an already busy teaching day. The identity of school-based mentors is subsumed into a stronger identity as a teacher.

Although the ECF includes funding for mentor training, I have not seen any plans to implement a specific qualification for mentors akin to the SENCo qualification. It is my professional opinion that a training route at masters level, mandatory for ITTCos, would raise the status of the mentoring role.

The messages from the school-based mentors in this study lead me to conclude that there needs to be a change in mind-set nationally with regard to school-based mentoring. School-based mentors need to be welcomed and included within the definition of a 'teacher educator'. While there is ambivalence as to whether school-based mentors are considered to be teacher educators it will be challenging to recognize and acknowledge the crucial contribution they make to the education of trainee teachers who spend the majority of their ITT/E programme in schools.

Education, including ITT/E, needs to be non-political so that education policy is not subject to the changes in dogma that happen as governments change. Neoliberalism and the consequent policies around marketization in particular have had a profound impact on education (Madalińska-Michalak, O'Doherty, & Assunção Flores, 2018), and the negative impact of constant policy change on our education system has been noted (Brown, 2018; Pereira, Lopes, & Marta, 2015). Influencing government policy is possibly beyond the scope of this small-scale study, but I do concur with the participants who expressed a wish for stability, for consensus with regard to education policy, for a remission of the unrelenting stream of policy change from government and local authority. In particular, consensus with regard to partnership and the relationship between schools and HEIs. The tensions around the role of the universities within ITT/E obfuscate an already complex situation, exacerbated by on-going debates around the primacy of professional knowledge over practical, the value of reflective practice for early-career teachers and the role of theory in teacher education. Perhaps education and ITT/E could even be freed from political influence to give schools and teachers continuity and stability, and the autonomy to focus on what is most important, i.e., our children.

Many of these suggestions have cost implications, and school funding needs to be increased. Most of the challenges faced by primary teachers have their roots in funding cuts: lack of resources, large class sizes, support staff redundancy and the challenges of accessing support for children with additional needs, for instance. Increased funding would ease some of the tensions faced daily by teachers and would enable them to focus more directly on their mentoring role. Effective mentoring has cost implications, both in the training of mentors and in the cover needed to release school-based mentors from their classroom duties in order to support their mentees with meetings and lesson observations. The ECF is accompanied by a pledge to fund schools to support the increased demands of a two year induction programme for new teachers (DfE, 2019a), and it is hoped that this pledge will be honoured.

8.1.2. What is the nature of the dual identity of teacher and school-based mentor?

The participants in this study had evidently strong identities as teachers. Teacher identity was evident in their stories of childhood influences and role models. Metaphors were readily given and

provided an insight into their identities as teachers. Modern concepts of identity as socially situated and shifting (Akkerman & Meijer, 2011; Bauman, 1996) were identifiable in the participants responses and the metaphors they gave. Identity as a mentor was less evident. Participants had not particularly envisaged mentoring being part of their role prior to becoming a teacher and no-one cited a role model from childhood who had influenced their mentoring practice, although current figures from politics and the media were noted in this context. Participants told me that they found mentoring enjoyable and rewarding. Enjoyment and feeling rewarded is not the same as 'having an identity', and any identity that the school-based mentors had was subsumed into their teacher identity. Participants were teachers first and foremost and within that role they were working at or beyond capacity, struggling to maintain any semblance of a work-life balance. Mentoring was an 'add on' – a role that was welcomed, but not one that had been anticipated or recognized as contributing to career progression. Mentoring drew on the goodwill of the school-based mentors. Meetings were shoehorned into already full diaries, and in the case of one mentor, conducted at their house during an evening. Teacher efficacy, well-being and rising rates of attrition are directly linked to the quality of mentoring (Hobson, 2009; van Ginkel, Oolbekkink, Meijer, & Verloop, 2015). . If, as this study proposes, a strong identity is as critical for mentor efficacy as a strong identity as a teacher is critical to efficacy as a teacher, then this is deeply worrying.

The notion of being a teacher educator was received with caution by most participants. Some had not considered this in the context of their mentoring role, and, having had a chance to reflect on the term 'teacher educator', other participants told me that they did not consider themselves to be a teacher educator. The concept of the university as 'ivory tower' was evident in the responses of some the interviewees. A teacher educator was generally considered to be part of the remit of the university, not the school-based mentor.

8.1.2.1. Implications for practice

This study has shown that there needs to be a greater awareness and understanding of the identity of teacher educators, in particular school-based mentors. The crucial nature of the role that school-based mentors play in the training of early-career teachers needs to be acknowledged, and school-based mentoring need to be brought into and considered part of the profession of teacher

educator. Schools need to be supported to recognize the importance of the role of the school-based mentor in order to enable staff to regard mentoring as a valid career choice. More research in this area may trigger a change in government policy to support raising of the status of school-based mentors. Professional development opportunities focused on mentoring may support the development of a dual identity as class-teacher and mentor.

More research into the roles and identities of the school-based mentor is needed, and local and national policy needs to change to recognize and address their needs as teacher educators. Resolving the tensions and breaking down the barriers between university- and school-based ITT/E may support the advancement of the role of the school-based mentor as a teacher educator. An 'ivory-tower' mentality is still creating barriers for schools and school-based mentors with regard to engaging with ITT/E (Brennan & Magness, 2019). Universities need to continue to develop effective communications with school partners in order for these barriers, whether perceived or real, to be broken down.

8.1.3. How can school-based mentors be supported more effectively?

With regard to improving their professional job roles as teachers, participants were almost unanimous in stating that more funding was needed. TA redundancy and lack of funding for children with additional needs were mentioned numerous times as impacting on the participant's abilities to provide the best outcomes for children. Some participants expressed a desire for a greater understanding of and insight into the role of the teacher in the wider society, particularly in the political milieu. Participants found expectations of accountability particularly onerous, although there was some optimism that the new Ofsted framework may support a less data-driven ethos in education.

Participants recognized that mentoring is absolutely vital in developing future teachers, and they wanted recognition at school level for their mentoring work. Participants wanted their senior leaders to understand that mentoring is time consuming, rarely providing an opportunity for free time. Some participants recognized that the andragogic skills necessary to be a good mentor were ones that were relevant to progress and promotion within schools, and there was a desire for these to be acknowledged in this context. A number of participants wanted to explore mentoring as a

career option but could not see how this would work in practice. The lack of recognition of mentoring in performance management reviews was mentioned. Explicit qualifications for mentoring were proposed. Participants desired more support from the university. Mentor Certification was mentioned by some participants, and the CPD opportunities the scheme offered were acknowledged.

8.1.3.1. Implications for practice

It was interesting and insightful to gain the participants' perspectives about how their day to day experiences as teachers and mentors could be improved. Most of the suggestions were practical, although carrying cost implications. A number of participants did comment on how refreshing it was to be able to express their perspectives about their roles as teachers and school-based mentors. It was my intention to give a voice to this group of professionals and, for these 13 participants, I hope I have achieved this. More opportunities for these professionals to express their perspectives through a consultation or research process is needed.

8.1.3.1.1. Implications for my practice as Programme Director

As a Programme Director working at a university, I can identify the 'them and us' phenomenon, and I am often frustrated at the challenges of communications with busy schools. I remember my exasperation at an anonymous comment from a mentor following a School Experience: 'it would be great if the university could provide videos of training events so that mentors who cannot attend can catch up'. The frustration arose because we do provide videos – clearly the mentor was unaware of these because of a breakdown in communication.

This study has given me a deeper insight into the professional lives of the school-based mentors that are so vital to the outcomes of my trainees. One only has to scrutinize the rhetoric around teacher attrition (Ward, 2019) to understand that the challenges facing teachers and teaching are substantial and growing. I have, however, been shocked at the realities of teaching that my participants have described. Being accountable for results in an environment of testing and inspection is clearly a cause of huge stress. Budget cuts are impacting a teacher's capacity to address the needs of every child. The participant who taught KS1 – 30 six years olds – without TA support stands out, as does the story of another participant, also a KS1 teacher, who told me that in

her view, she was not able to give appropriate care to a child who came to school having experienced domestic violence that morning, because she also had 29 other children to care for and educate, with no TA support. That teachers who are also school-based mentors face these challenges in the classroom and are expected to undertake mentoring – and be successful - in addition is untenable.

In my role as Programme Director I have some capacity to make small changes which may make a difference to the professional lives of the school-based mentors that support my trainees. Simply understanding and appreciating the challenges that they face may facilitate a more productive working relationship. Processes, particularly paperwork requirements, are continually reviewed and the mentors themselves consulted with regard to changes. Working at the university, I am aware of the 'ivory tower' (Brennan & Magness, 2019) phenomenon, and this was confirmed in the responses from some participants. Personally, the notion of an ivory tower workplace is anathema, and I work hard to dispel any barriers that may exist around this concept. I aim to lead a team in which respectful and responsive communication with all stakeholders, particularly mentors, is privileged. I base my leadership style on democracy and respect and hope that I model these qualities consistently.

I developed and currently lead the Mentor Support Group that initiated and continues to develop Mentor Certification and am gratified that some participants have engaged in the process. Those mentors spoke positively about the benefits of achieving Level Two and Level Three Certification. Clearly, our Mentor Certification process needs to continue and develop, and this is an ongoing project for us. Here at the university we face similar constraints with regard to funding and the subsequent impact on staffing – we have just been through a process of voluntary severance. The Mentor Certification process is, however, time consuming for academics and we have very little administrative support for non-traditional initiatives such as this. It is challenging to maintain momentum for this vital initiative.

Alongside Mentor Certification, we began to call mentors who mentored our trainees '****** Partnership Mentors'. This is in acknowledgement that just as a strong sense of identity is vital to teaching (Akkerman & Meijer, 2011; Goodwin et al., 2014), so it is also vital to mentoring.

The Mentor Support Group spends a great deal of time considering what training we should offer our school-based mentors, particularly with regard to the balance between the practical processes – paperwork and forms for instance - associated with a placement, and the more generic mentoring development which we see as crucial to mentor efficiency and ultimately higher trainee outcomes. Clearly, we need to continue to develop and modify these systems.

8.2. Was metaphor an effective methodological tool?

As has been discussed in previous chapters, the metaphor questions and activities during the interviews and the group activity did provide insights into the participants' roles and identities as teachers and school-based mentors. Metaphor is ubiquitous; however, it can be a challenging concept to define, identify and explore (Lakoff & Johnson, 2003). In hindsight, giving the participants prior warning and examples of metaphors, as well as letting them know that some of the questions would be focused on metaphors proved to be absolutely essential. The metaphor aspects of the interview process were focused in the second interview, giving me a chance to build a relationship and hopefully develop trust. Again, in hindsight, this was absolutely essential. During the group activity, an in-depth explanation of the relevance of metaphor, together with examples, was also crucial.

It was interesting to see the differences in the interview participants' responses to my requests for metaphors. Some participants needed no prompting, and their metaphors came thick and fast. Other participants needed more thinking time but were still able to offer useful and relevant metaphors. Only one participant appeared to not understand what I wanted. An example of this was her response to my question 'what animal do you see yourself as when you are a teacher'. I had let her know at the end of the first interview that this would be a question in the second interview. Instead of offering her own perspective, she let me know that she had asked the children in her class to give their thoughts as to what animal she was. This was charming and her children came up with some great ideas – but these did not support an understanding of her identity as a teacher, which was what the question was intended to do.

There has been a growing interest in the power of metaphor as a methodological tool, particularly with regard to exploring issues around identity (Ahmad & Samad, 2018; Awaya et al., 2003; Fenwick, 2013), however there are few studies based in primary schools exploring the dual identities of teachers who are school-based mentors. It is my recommendation that more research using metaphor as a methodological tool is carried out.

Participants who were interviewed or took part in the group activity clearly enjoyed the metaphor elicitation, and the richness of the conversations was pleasing. The conversations were punctuated by a great deal of laughter. In most of the interviews the metaphors were offered very readily, both planned and spontaneously – metaphor is indeed pervasive within our lives (Lakoff & Johnson, 2003). An additional intention for the metaphor questions and activities was influenced by Bruner's (1979) notions around the importance of creativity. The 'something antic' in creating (Bruner, 1979, p.17) was an aspect that resonated with me. I hope that this was achieved.

8.3. Shifting contexts

The study was conducted during a time of change and uncertainty, educationally and nationally. A new Ofsted framework was being implemented alongside growing concerns around the implications for workload for teachers, particularly subject leaders (Roberts, 2019; Speck, 2020). Brexit, with all its tensions and uncertainties, was dominating the political landscape. Concern around funding for schools was evident in the decreasing numbers of support staff working with classrooms, together with lengthening waiting lists for children with additional needs to be assessed, diagnosed and funded (George, 2019). This uncertainty was evident in the responses from participants, and it may be that their responses were influenced by this. With the new Conservative government coming into power in December 2019, it is sincerely hoped that the promises of a more stable political and economic landscape will include our education system.

8.4. Possibilities for future research

This study has been personally and professionally rewarding, and the outcomes are informing my practice as well as that of my Colleagues, particularly those who are members of the Mentor

Support Group. With regard to the wider educational landscape, I hope that this study might be useful in shining a light on the lives and identities of those professionals who have such a vital role in education. The study has revealed a number of themes that would seem to be worthy of further exploration.

Given that the role of school-based mentoring will be even more high profile when the Early Career Framework is fully in place, there needs to be more research into school-based mentoring, particularly in primary schools. Such research needs to have a wider scope than this small-scale study, but could be focused on some of the themes that have been explored:

- Perspectives of primary teachers around their roles as school-based mentors
- If my findings support the findings from existing research that good teachers do not necessarily make good mentors, how can this be accommodated in schools?
- What CPD do school-based mentors need to be successful in their roles supporting trainees, and how and where can and should this be facilitated – locally, in schools and/or local authorities, or situated with the HEIs? If the latter, how can HEIs be supported to develop the capacity to develop this?
- If HEIs are to continue to lead ITT/E programmes, how can the communication between schools and HEIs be enhanced?

The 'teacher educator as researcher' concept came into prominence as I was conducting this study, with a number of papers having been published in the past few years (e.g. Raaen, 2017; Smith & Flores, 2019). This did not feature in the original structure of the literature review and was added as the papers were published. I therefore did not include any questions about the notion of research when I conducted interviews with my participants. It would be interesting to pursue this strand with school-based mentors, to elicit their perspectives on themselves as researchers amongst the pressures and challenges of their dual roles as teachers and mentors. My thoughts about what form their responses might take must remain speculative. I suspect that participants would tell me they do not have time to access, read and act upon research.

8.5. Final summary

This study has been an interesting, and at times, sobering process, professionally and personally. Teaching has changed dramatically since I qualified in 1983. Decades of ideological and policy change have led to a school environment that is tensioned and uncertain, characterized by rates of attrition that are high and rising (Ward, 2019). With regard to education policy, the UK is out of step with the rest of Europe (Brown, 2018), although after Brexit, perhaps this is less of an issue.

Participants spoke at length about the barriers they encountered in their roles as teachers and as school-based mentors. These barriers were multiple and deep rooted. Funding issues in schools have resulted in redundancies, hence fewer TAs to support the class teacher supporting children. As well as having implications for the teacher's capability to work with the children, a lack of support staff impacts the school-based mentor's capacity to engage in the meetings which are integral to supporting the progress of their mentee. Societal changes have impacted on the role of the teacher, and many interview participants, particularly those who had been teaching for some years, spoke about the increased and increasing expectations on teachers to be accountable for the social and emotional development and well-being of their children.

In addition to the huge responsibility of being accountable for the educational, social, and emotional development of the children, we expect teachers to undertake the huge responsibility of mentoring. The education of our teachers has to be high priority – our teachers are the most important variable in the education of those children who are our future. Post graduate trainee teachers spend the majority of their training in school, yet their mentoring is '*ad-hoc*' (interview participant).

This study has confirmed that participants have a strong identity as a teacher. The significance of this strong identity with regard to teacher efficacy has been confirmed numerous times (Akkerman & Meijer, 2011; Goodwin et al., 2014) and this study affirms this. Participants, particularly those who were interviewed, were very clear in their commitment to their role and to the children they taught. However, although participants enjoyed mentoring and found it rewarding, their identity as a mentor was less easy to recognize, and an identity as a teacher educator even less so. This is very worrying given how crucial teacher education is to the future of the profession (Mifsud, 2018).

Vanassche (2019) makes a plea for ITT/E to be moved back into the Universities and for teacher education to be re-professionalized. It is my personal perspective that ITT/E can and should thrive in a school/HEI partnership, but school-based mentoring needs to be completely revisioned.

The metaphor aspect of the study has been enjoyable and insightful. As I have been taken aback by the participants' perspectives on the stresses and challenges of teaching and school-based mentoring, so the conversations around metaphor have been light-hearted, accompanied by much laughter, particularly with regard to the questions around animals. I echo the thoughts of Bruner (1979) in his assertion that deeply serious issues can be addressed with creativity and humour.

8.6. A final word

In a politically and ecologically troubled world, children are our future. It is teachers who have the responsibility to support children to become the decision makers that we will desperately need if our civilization is to survive and thrive. Teacher educators support the education of teachers and therefore have an equally vital role in the future of our society and our world. Post-graduate trainees spend the majority of their training programmes in school supported by school-based mentors, who therefore have a vital role as teacher educators. Teacher education cannot continue to be ad hoc and reliant on the good will of mentors. School-based mentors need to be recognized and celebrated, unequivocally, for their role as teacher educators, and ITT/E needs radical change in order to do this.

I find myself concurring with Czerniawski, Kidd and Murray's (2019) opinion that the current state of teacher education represents a 'frightening glimpse into an uncertain future' (p. 180).

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Appendix 1 Indicative interview questions

1st Individual interview with school-based mentors:

How long have you been teaching?

How long have you been a mentor?

What roles do you have in the school?

What qualities/skills do you think a successful teacher needs to have? What qualities/skills do you think a successful mentor needs to have? Do these overlap?

Do you think good teachers are necessarily good mentors? Can you explain your answer?

Do you find the mentoring role rewarding? If so, what are the rewards?

Are there personal benefits to being a mentor within school? If so, what are these?

Are there professional benefits to being a mentor within school? If so, what are these?

How does your mentoring role complement the other roles you have in the school?

- What words could you choose to describe your teacher role?
- What words could you choose to describe your mentor role?

2nd Individual interview with mentors

A semi-structured interview focused on research questions 1, 2 and 3.

Questions will also arise from previous interview focusing in particular on:

What metaphors can you think of to represent teaching?

What metaphors can you think of to represent mentoring?

Animal metaphors

When you think of you as a teacher what animal comes to mind?

When you think of you as a mentor what animal comes to mind?

When you think of the children you teach what animal comes to mind?

When you think of your mentees what animal comes to mind?

Do you see yourself as a 'teacher educator' in your role as a mentor?

If 'yes', tell me about how you identify as a teacher educator

How do you balance your identity as a teacher educator and as a classroom teacher?

What local and national initiatives do you consider would improve your professional life as a teacher and a mentor?

Appendix 2 Themes

The themes arising from a scrutiny of the transcripts from the interviews, mapped to the research questions.

What are the professional job roles and experiences of teachers who are school-based mentors in primary schools?

What is the nature of the dual identities of teacher and school-based mentor?

How can school-based mentors be supported more effectively?

Becoming a mentor			
Becoming a teacher			
Being a mentor			
Being a teacher			
Benefits and opportunities of a teaching career			
Benefits and opportunities of mentoring			
Busy mentors			
Challenges of mentoring			
Challenges of teaching			
. Changes in the teaching profession			
. Comparing mentoring and teaching			
. Do you consider yourself to be a teacher-educator?			
. Enjoying mentoring			
. Enjoying teaching			
. Good teachers make good mentors			
. How could mentoring be improved?			
. How could teaching be improved?			
. Importance of mentoring			
. Interviewees perspective on the process			
. ITT or ITT/E			
. Mental health - children			
. Mental health – school-based mentors			
. Mentor as career development			
. Mentor certification			
. Mentor job description			
. Mentor role models			
. Mentoring and teaching – similarities and differences			
. Mentoring as professional development			
. Mentoring prioritised by the school			
. Mentors perception of being mentored			
. Nature of mentoring			
. Nature of teaching			

. OFSTED			
. Perceptions of teaching			
. Raising the status of teacher education			
. Role of the tutor			
. Similarities, mentoring and teaching			
. Support to be a mentor			
. Teacher as carer			
. Teacher role models			
. Training to be a teacher			
. What does the term ‘teacher educator’ mean to you?			
. Where should ITT/E be based?			
. Why be a mentor?			
. Why going into teaching impacts mentoring			

Appendix 3 Transcription example

Transcription of the first interview with Sophie.
The transcript has been highlighted to identify the themes listed in appendix 2.

Yeah, that's [the voice recorder] going. Here are the questions. I got them ready here. Thank you ever so much for agreeing to take part in this. So, this is my doctoral study, and this is this is a representation of what I'm looking at. Okay. *So, it's these two roles and it's this role in particular, because a lot of my job is [is] supporting mentors.* [I show Sophie the Venn diagram (appendix …)] *So, it's this space in this space, particularly what is common about them. And then having gained greater understanding, hopefully, you know, how can we support you better.* Yeah. *So, this interview is very much about you and your perspectives about teaching. And then we'll move on to the metaphors in the second session and we'll see if we can book a time later today, later today for into July or August. So, talk to me about how long you've been a teacher.* A teacher for a long time.	2, 4
Right. S 19 years. *Okay.* So, it's been a lot. I've been teaching for ages. I've taught two well, three schools. I suppose I taught as an NQT for a term in one place as I… So, I had a bad experience. My final placement, as a PGCE. *Okay.* And so, I qualified in March rather than in this at the end of August. Okay. So, my first experience was with the supply agency at that time. And that was in a special school which I had a great time and it was really, really exciting and wonderful. And then I taught at another school for 12 years where I moved around and I taught in year five, four, three and year two. *Right.* And then I came here, and I've been here for about six years, I suppose. *OK.* S And I've taught year four and year one here. *OK. So, you're clearly teaching small people.* Year one. Mmm. *And what else do you do apart from being class teacher? Do you have any other kind of... hats or roles or the senior leadership or anything like that?*	4
No, I'm not senior leadership. I've done many subject leadership roles, lots of different ones. But the one that stuck with me mostly and I've done it even though I've not been a subject leader, is music. *Okay.* So, I organize the children to go to concerts that like to sing at the ****** [name of town) schools. And to sing at WASMA [******* Area Schools Music Association].	

Mm hmm. And also, to sing at the ****** [name of town] Festival as well. *Right.* So, I've done that in all schools. I've taught in as well. But even though I in some sometimes I haven't been leading music, you know, like doing science or something, I've always ended up doing those things anyway. *Yeah.* And I do choir and I do orchestra. I've taught recorders. That's what I end up doing. *Lovely. So how long have you been a mentor?* Well, I don't really know how to answer that because I've been a mentor for **** [name of trainee]. *Yeah.* And I have had students in the past maybe four [years] but dotted around between different times and different places. *Okay. Okay. So, tell me about your journey into teaching. When did you decide you wanted to be a teacher?* It wasn't at the very beginning of, you know, when you think about what you want to do. *Yeah.* And knew I wanted to do some kind of training. I quite like the idea of [???] psychology really interested me and how people thought and how people worked together. So, my degree was biology and psychology. I didn't want to do a teaching degree as I decided I wanted to learn more about all the stuff. I was really interested in and … I have a younger brother who's seven years younger than me, so I worked in his classes sometimes as it… work experience then and then that school where **** [name] used to go. And then when I was at university and well, I suppose before I helped at Brownies and then at uni I had some friends and we ran a brownie pack together and I did enjoy it. And now it was always something I thought about, but I wasn't definitely sure. So I did want to do a teaching degree. And then I had definitely decided by the time I needed to apply for my PGCE that that's what I wanted to do. *Okay. So, who's inspired you along the way? Do you have anybody who you kind of hold as a role model?* S My though I've had some nice teachers. I really enjoyed being at primary school, had a really good teacher that did music, and I really love that. And I always wanted to put musicals on like she did some other good teachers that read great stories and they just really enjoyed what they taught. And then my aunts. Well, just not really my aunt. She's like my dad's cousins. But she was the head teacher at school for a very long time. And I loved walking around ****** [name of place] with her and like all generations of people would stop and talk to because they knew her. She taught them. And I think she is a role model as well. *Okay, lovely. Thank you. So, what's it how did you come to be a mentor?* I was asked. *Okay.* And that was just how it happened. And I said, yes. *Yeah* I'd love to.	1, 3 2. 40. 1.

Do you have anybody who you hold as kind of a role model for mentoring? I suppose people I've worked with people that give me advice along the way, not maybe not somebody who's mentor me as like as they are your mentor in a way, but people the way they've helped me with things in the past when I've had difficulties with something or needs to learn something. I found that they've been helpful. Like maybe the deputy head when I've worked with her as a class teacher as well as a head. And they my team leaders been the people. That've made me think about how they work with other people and how I might do that as well. But I think also how you work with the children in class as well. *Tell me more about that.* Because you your kind of mentoring them anyway. And it's trying to find the best ways to help them improve and be the best that they can be. You have to really think about that. *Mm hmm.* S And then I suppose I didn't really think about how I would apply it to adults. *Yeah. Okay. So, you're talking about this bit.* [I point to the overlap on the Venn diagram] S Yeah. *Yeah. Okay. Okay. That's [that's] really interesting.* We also actually did a an inset a while ago that was to do with coaching. So that was quite interesting. I haven't done anything else on that since. Right. I think it's about a year ago. *Yeah. So, a lot of blurring between what actually is coaching and what's mentoring some people. There's no difference between them and some people think they are very different. So, you know, that's all very useful.* I thought that coaching was more listening and getting people to make a decision about what they were going to do by listening to them and ask more questions, whereas mentoring is a bit of that, but also a bit more guiding. All right. *So what if you do enjoy being a teacher? What do you enjoy about it?* I like that everything's different. And it's not always the same. And I like that I can change year groups, even though I might have my favourites. And I may not always get a choice, but I do like the fact that it's different. M Yeah. S And it's not always the same. And I can move around. I don't have to sit still, and I can go outside. And that's what I really like. Okay. I had a work experience when I sat in an office and I was thinking about H.R. personnel. And I just looked out the windows and thought what am I doing here. And I could see people playing on the field. And I thought, I don't want to be stuck in an air-conditioned office. *So thinking about teaching as a career, what are the benefits of a teaching career as far as you're concerned?* Well, that was the obvious thing, that there are long space of time when we don't actually have to be here. And that does help with childcare, which has really helped me. And that. It gives you variety… I think there's a lot of stability. *Are you afraid of be made redundant?* I don't feel that that's it's not the same as working in an office job somewhere or shop. You still have to make sure you're doing a good job. But I don't feel that that's something I need to worry about. So, I suppose stability is one and you	26. 31, 34. 31. 4. 5.

know, you're not going to be told to go and fly away to America for a week or anything like that. Whether you have to come residential, but usually, you know, quite a long way in advance if you need to do that. And it's nice that if I've had to go and see my children in something, occasionally, I've been able to do that. There were lots of disadvantages, but I'm still here. *So, if you do enjoy mentoring, what do you like about it?* I did really enjoy mentoring, Sara, because she was really good to work with and it was nice to … It is rewarding, supporting somebody and helping them develop their teaching. So that that's what I like about mentoring *Good. Career wise any benefits are opportunities and mentoring or to just do it for the good of the profession. Does it benefit you?* I don't know how it benefits me, but it might make me a better teacher. I think it would make. It does make me a better teacher because it did let you know what you're doing as well as what they're doing. I could do that as well. It probably benefits the students, but I …… I don't know how it's going to benefit my career at all. *Okay. Do you think it will?* I don't know. I don't. To be honest, I don't know where to go from here now. I've been teaching for 19 years and I'm still a class teacher. I no idea. *Okay. Okay. What do you find challenging about teaching?* Things like doing these tests on small children and making them sit still for a very long time? [Sophie holds up an NFER test booklet at this point] Yeah, I [I] don't think it's [it's] not very nice to have to do that. I don't like the way that there's a lot of teaching to the test and *In year 1. Mm hmm.* Yeah. *M Okay.* But we can… we have to learn the phonics thing, which is important, and it would be nice to adapt things to make it better. Well, I don't miss it. This is not going to really benefit them at all. I mean, you could say its practice for SATs next year but that's a whole year away. They're not going to remember that are they. *So why are you doing it?* Apparently, it's a good indicator of how they'll perform in the SATs *Right.* And it may show that some children more able than I thought they were *OK.* And I do think it will. I think I may have some surprises. But also, I think I may have some surprises where they're not as able as I thought they were. *Right.* Maybe because they think they're overconfident, maybe. *Why do you need to know about why? Why does the school need to know about their performance and SATs next year?* I don't know. Maybe. Maybe they'll see where they can fill some gaps. *Right.* Maybe because this does have quite a lot of detailed data. The NFER do on their Web site say that that may support it, but it doesn't seem very nice to meet them sit still for so long. Boiling hot days.	13. 6. 9.

Yeah. Yeah. *What else? What else is there anything else you find challenging or frustrating about teaching?* Sometimes parents can be quite tricky. *OK. Tell me more about that.* Well, when do you want them to do beneficial things like reading and homework? And they don't do it. And you think. If only they could practice a little bit more than that would really, really benefit their child. And they go oh yeah yeah. But they never do. *Has that got worse over the past few years? Have you noticed?* I think there's less reading at home. Yeah. You know *Do you have any idea why?* I don't know. Maybe they think it's all up to us today. But when you. Another thing I found very challenging is not having another another adult in the room where you can see that you've got like six children that really need support to actually move on and achieve the lesson objective. And you can't or you can't sit with them, but you can sit with them all on one table. But that's really not going to work in some cases. And you need to split yourself into two or three different people to really support them. *So why haven't you got another adult in the room?* Oh, I have. I haven't. Because they need to look after another child one to one. *Right.* Or we cannot cope in a classroom with him. *Okay. So, what's the underlying cause of that* Money. *Money?* School funding. Yeah. *So you've got a class of year 1s how many?* 30 *How often do are you on your own with them?* All the time. *So, you don't have a TA.* She has to look after the child that needs constant support. But sometimes I just have to accept that some children, in this room will not do that and they will just sit there and draw a picture or just nothing. Stare into space. *Yeah. Has this got this situation got worse?* I think so. I think so, over 19 years. I think I don't think the government realized that you need to put more money in. And then these children, maybe will learn a bit better and the mental health of the children will be better. But I don't think they really care. *Talk to me about mental health. Are you noticing changes in that over the past few years?* Well, maybe it's because we've been more. You know, we recognize that a bit more. The children have had problems at home and the parents come to talk to us and that we have nurture assistants at **** who are really, really good. And they but they are taking on more and more and more children. We probably need another one that some children are just affected by things at home or their self-	21.

esteem. And I don't think I remember a lot of that when I taught my last school at the beginning. I think there's more of it now. OK. *Any reasons why? What's going on with our society? Do you have any idea? There isn't a right answer to this. By the way, I'm just interested in your perspectives.* I think maybe it's a lack of thinking that people care when there's not support, that people need the jobs people get into all the groups they get in to things that happen maybe too much watching tablet made effect. *Okay. Thank you. So, stuff you find challenging about teaching, what about mentoring? What you find if there is anything you find challenging about that?* I think to begin with, it's knowing. Am I making the right judgment for the where they are? And remembering that they're not they're not qualified teacher yet. And it is their knowing whether the person had done the right thing for where they are. And that is so if they were earlier on. Is that what is expected? Am I looking at the right looking at this as this is this is a one because I've seen this? She is a one because she can do that or am I being a bit too generous? I found that quite difficult to gauge where they should be and what I was looking at. I found that quite hard. And also, all the acronyms are quite tricky. So, with that comes from quite a few people. *Is there anything else about the time you have for your mentoring role?* I think it would be nice if I had a bit more time for us to go and talk together because we have to do it. So, a lot of things after school, but you have to do a lot of other things as well. Even though so is it my student may be… be teaching my class, which means I don't really have I didn't have to teach. I could go quietly somewhere else maybe. But I felt I needed to help support like the adult in the room for her as well. But then all the conversations you need to have to do the WRoPs and all the other things. You can't do that. If she's teaching and you're not teaching, it doesn't work. So, there's that extra time. It would be nice if there was a bit of extra time for us to do that *What [what] does that come down to the time element?* Well, if [if] you were able to have time out of the class meeting a student, you need someone to cover their class. It's just availability of those kind of people. *Yeah. Yeah. Thank you. Are you aware if there's an explicit or implicit job description for you as a mentor?* No, not really about anybody. What kind of… There's things in the booklet they tell you what's expected. I suppose. *Do you think it would be helpful to have a more explicit job description?* I think so. Especially when you haven't done it for a while or you're new it. *Yeah,* Because I felt quite new to it because I hadn't done it for a while. I know there's lots of new things that I don't know about. *So, if you were in charge, if you were secretary of state for education, for instance, and that's a metaphor for being in charge, what would you do to make teaching better for teachers to improve teachers' conditions?* I think I would actually ask their opinion on things for curriculum and what would make things better? I think I'd make sure there's more money said that they say so much about mental health, so important and we're going to train teachers to do this, but they don't actually put any extra money into it. I think more people that were more spent maybe specialized to do things in school to support	8. 25. 17.

children with their mental health and support children with the learning. Just more adults to support these children. Maybe by the time they get secondary school they might be better. Might not have so many problems. And I know that secondary school needs a lot of support as well in that area too. I think just more money. Not necessarily for things, but people.
Would you would you consider that the status that teaching has to be something that you [you] might be concerned about if you were secretary of state?
I suppose so. I don't know if they could. We are as respected as maybe we are in other countries. Well, I've noticed that through the way parents treat you that I don't get treated badly. But I noticed that some parents who come from a different country would treat you in a different way. I went see, I was really lucky to be invited to the Hindu temple in ****** [name of town] last year, for I can't remember the whole thing. There was a [????] ceremony and I want my children aside because I had them with me and they were really welcoming. It was all about learning and how teachers are important and doesn't have to be a teacher because your parents know how much respect you show them. And we watched that scene on the stage they did for us and we had lovely tours and we had some lovely food. It was just a really nice thing to celebrate teaching, which is lovely.
Yeah, so do you think the respect angle has got worse over the past few years.
I'm not really sure. I feel that I don't feel any different than I was when I started.
So if you were in charge and you were going to put stuff in place for mentoring to improve mentors and mentees experiences, what would you do?
I think how you have training for I suppose management.
Yeah
It'd be nice to have that kind of training for mentors. I know we have a very short couple of hours in an afternoon, but it would be nice if somebody was interested to know something a bit more to know that it's something that maybe you could say, oh, I quite like to do this rather than just say, can you have a student next year? 10.
So, like a defined career strand
Or [or] as part of your career, knowing that you can add to what you're doing. So I didn't really. I thought it was more of a oh, you're free. Would you like a student in your classroom, which generally actually is.
Yeah.
Which is. Given that this is you know. The teachers of the next generation is not that good. 16.
Really.
Okay.
Be nice if there was more to it. The importance of it. Yeah.
Yeah.
High status. Yeah.
Yeah. Given the context of the questions, is there anything I've not asked that you think I'd be interested in?
No. I talked a lot.

Appendix 4 Themed transcript extracts

This document collects the data from the transcripts that supports the theme ‘challenges of teaching’.

Anne:
The money side. Yeah I do think we are a little bit underpaid
So it's it's more that it's the time pressure and the timetable pressure and reflect on what you've done this term. How can you change it for next time. But it is a challenge and it's just part of the job I guess.
Managing so personal and work life balance has come out much better.
But I think yes possibly just the time management is really challenging and Just working out. You've got so much to fit in as you know in your day and your timetable. And you just you want to do the very best and you want to ensure that they're exposed to everything that you want them to get you. There's only so many hours in working day isn't there.

Alison:
I think it's a sense of the parent’s expectation. They are paying. And if your child particularly is not doing well. sometimes they have the expectation that well we're paying for this. You know, what you gonna do about it.
We don't have the budget to support children that need extra funding.
Wou know severe SEN things we didn't get extra funding. So actually that is tricky to support then. So in that sense it is more difficult in that way. You're in a state school where you get the funding I'm not sure. I know you didn't get the funding all the time but maybe some time and we you know we don't have TAs in every class. Again I'm not sure what states like now. Some say it depends on the school isn't it and their finances.

Clare:
I think the biggest challenge is the pressure and the amount of pressure that the teachers are put under from government, senior leadership team parents. You go into teaching normally because you're a caring person and you want to do the best you can
And it does feel like in teaching nothing's ever good enough that you've just got to keep going. You know, you've got that child that couldn't read or write to read and write, but they're still not age related expectation. It's not really good enough. You know, what are you going to do? What extra you putting in? And I think it's that pressure that therefore ends up making you feel exhausted as a teacher. And you want to have time to plan good quality lessons to think of innovative ideas. And yet you are pulled in so many different directions as a teacher
The fundamental just getting your lessons right is almost the last thing you think about.
it does feel at the moment the balance is not there.
Here at ****** [name of school] we've got quite a multiracial, multicultural, diverse range of parents and there are some cultural expectations and pressures put upon children, especially within the early years that they really would like reading and writing to be at the forefront instead of the prime areas and speaking. So I felt a lot of pressure in that respect from parents that are we are we doing enough for them to develop their reading, writing and math and we're trying to see them as the wider child and the whole curriculum.
And then I just feel that in the last couple of years, it feels like there's a bit of a shift in respect for teachers. It used to be if you had to talk to a parent about behaviour and you might go out and say,

well, unfortunately, this happened and the parent would back you up. And in recent years, it almost feels like they get very defensive and they feel like it's a personal attack or that I'm not doing my job because of this happening. And I take that quite to heart actually because you want to do the right thing.
I would just like to change the perception of teachers. You know, I think they've got a lot of bad press and parents have forgotten what we do. And I don't think the people were aware of the amount of overtime. Should I call it that? We do that we're not necessarily paid for. I had a dad who came to parents evening and he said, I'm sorry I'm late, but don't worry. You can add it on to your overtime. And I kind of laughed at him. Well, you know, you must get overtime. No, we don't. This is all part of, you know, that the directed hours. But we don't get time back. Yeah, if I was there. I would say. Right, you're working hours are. Half past eight to half past four anything you do above and beyond that, you will get something extra because any other job does that gets recognized for it. Or you get time in lieu or you know, I know we get lovely holidays. But it's it's just weighing up because I think parents think we're very fortunate. And actually, it's increasingly worrying the amount of teachers that are becoming stressed and poorly and the well-being of it. So if we don't look after our teachers. Who's going to look after our children? And I don't think people are thought through it enough at the moment.

Denise:
Right now, I would just say workload is like I said there's always something to be doing. At this point in the year every child is at a completely different stage. So I've got some children that are still mark making and I've got some children that are writing sentences independently. So it's being able to give your time to the children and fitting in everything because they're all so different and at completely different stages.

Jane:
I do find there is a little bit of a glass ceiling sometimes like if you're interested in doing more but you don't want to be in management.
I remember reading an article years ago and it was like oh if Labour government come in they're going to give incentives for teachers to stay in classrooms and they would have a particular pay grade that would match them. Like if they're amazing at planning if they're amazing at teaching you know directly teaching children all those different categories I can't remember them now but they were like We want to encourage great teachers to stay in teaching and not always go to management. It's like oh I really like the sound of that because I still love being a teacher but I hate that the only way I can progress is to be in management and actually managing adults is my most least enjoyable part of my day and I could manage to train all day.
I think ?? having expectations from leadership that are realistic and you feel that as a teacher that you can meet those goals in a real way and I think going back to what I said earlier that's one of the reasons that I kind of have stayed in special needs as well because I kind of feel like there is a marked understanding that children. have the potential to regress.
Workkload. I think workload is always an issue for teachers. And I've become very very strict with myself at balancing those things and making sure I have a separate life and work world.
Being led by uninspiring leaders sometimes can be really hard. I find that particularly hard when the person that's. leading supporting mentoring you is. unreliable flaky non-transparent etc. So that's my personal thing that I find difficult.

There's a school up north I think. I can't remember where it is but they've abolished marking. And then teachers are meeting with their students once every two weeks to actually have a one to one

conversation of how their progress is going what the next steps are what they're struggling with what they can do to support them. I just fell in love with that. I just loved the personal nature of that and they were checking into that person and looking at that child in the eye and that they weren't just a number or a percentage or a mark on a piece of paper. I really haven't worked in in mainstream school for very long in this country but I'm fearful for my son to start what … Learning over here you know in a school because I just can't bear the thought of him being so standardized so much so much testing.

Jackie:
I think the biggest one of the biggest thing recently for us is the accountability. We've just been moderated and we didn't go so well. And keeping up with one of the reasons it didn't because we didn't keep whole as a school with all the things that were changing. We'll be fine. Just need a few tweaks to it.
You know, the hours that you have to put in for sure you can add up the amount of hours you do a week can be like 60 sometimes. Hmm.
I'm going into a new key stage, I know the plans are all there, but I'm gonna just I'm not but I am looking forward to it. But I'm a bit daunted by all the amount of work I've got to get to get to where they are.
Everything changes financial with money. You can't do it so well, but you just have to see the overriding overarching nature, which I think some people just can't seem to.
Literally at the end, I don't know where I'm going. It's just horrendous.
The pay increase, nine point seventy five percent. That's all they'll pay.
Where's that coming from? Is that it? A school is expected to pay that out of their regular budget As I understand that 2 percent will come from school budget year.
So how does that make teachers feel? I feel terrible, but I won't take it. I want it, but I won't take it. I wouldn't take it. But I just feel, you know, we may get rid of our some of our TS next year. So who am I to say oh. I'm gonna get that to get that 2.75%. Yeah. It would just make work my life a lot harder anyway without a doubt. All the people in middle class schools are struggling as much as anything else. Yeah,

Liz:
Yeah I mentioned work life balance. I think the holidays are great. I think work life balance is really tricky. And in terms time I think there's a lot of meaningless task in my opinion as a lot of admin tasks a lot of things that are outside the classroom that are not necessarily needed I think. And that's something this that's quite tricky I think.
I think the lack of status that teaching has is something that really frustrates me really frustrates me because like on the news this morning sorry I'm going to get political now and. Jeremy Hunt says he's going to you know write off the student debt. for anyone who entrepreneur owns a business is I say what about the people that teach children what other people are going to you know make it better when you ????? it just is seen as such as Second status especially primary school teaching. I think it's seen as this like nurturing caring like some people see it as babysitting basically don't they rather is actually so important to the fundamental you know if you want to create your entrepreneur you have to go to school don't they
I think I think some parents expect me to parent their children which isn't really technically my job. And I think they can get really annoyed about things that are beyond my control. And I think they don't necessarily … lots of parents do. But I think some parents don't necessarily value the impact that you're actually spending. You know I'm spending all day with their children and trying to teach them things and they just get annoyed.

But I think that is quite whipped up by the media. I have to say because the media is so negative towards all aspects of teaching you know it's teachers fault for everything isn't it.

Lucy:
Yeah I think there's always challenges and you know the workload and the people who are aware that's that's challenging. I think it depends on your school quite a lot. I think we're very lucky we're a big school so we can share quite a lot. You know I think there are challenges as it as I've said that sometimes times you don't know what the children have been through and they come in in the mornings that can be quite challenging to actually get them to open up to you to share. And I think that those challenges.

Martin:
if I was of my young age now I'm going into teaching or wanting to become a teacher. I wouldn't be able to because I wouldn't financially be able to do it. We were talking about fees today I'm speaking to one person in a debt. I mean I came out with debt but it's just huge now. So I think maybe that's potentially holding what could be good teachers back. So I think that's probably could be a barrier to teaching

Susan
Probably in the last five years has been so much negative press about education all the time and about how teacher's workloads are increasing and everything else. I think it's is really important for people coming into the industry not to be put off before they even get started.
I think one of the biggest challenges as a teacher is the planning and catering for gaps and learning and I think that's one of the hardest things for the mentees to sort of find as well. Because you kind of want to go at the pace of the majority and it's that how you get them all there
The pressure that we have to put on children that aren't school shaped. Those that aren't particularly academic. Having to sit through so much of their day where they're not doing practical hands on life skills are actually gonna be more useful to them. I know it's not it's not our choice to make for them at this age. But there are some children that you just think I'm I'm doing this to you rather than do this for you.
I think. I think there's… There is this. And I don't know. I mean it could be like ??? but it seems to be that you've got a curriculum that is written by people that come from a particular school system and they think that that school system is the right school system and there isn't very much flexibility and it was like when they were trying to make all the schools academies and they were trying to do this and it seemed like any new government that comes in wants to have their mark on education whereas. That's done and there is consultation. But the people that are being consulted with all the schools that have got the good results and the schools that are her are doing things the way they want them done.

Sophie:
things like doing these tests on small children and making them sit still for a very long time.
Yeah I I don't think it's it's not very nice to have to do that. I don't like the way that there's a lot of teaching to the test .
This is not going to really benefit them at all. I mean, you could say it's practice for SATs next year but that's a whole year away. They're not going to remember that are they.
So why are you doing it?
Apparently, it's a good indicator of how they'll perform in the SATs. And it may show that some children more able than I thought they were. And I do think it will. I think I may have some

surprises. But also I think I may have some surprises where they're not as able as I thought they were.
It doesn't seem very nice to meet them sit still for so long.
Sometimes parents can be quite tricky. Well, when do you want them to do beneficial things like reading and homework? And they don't do it. And you think. If only they could practice a little bit more than that would really, really benefit their child. And they go oh yeah yeah But they never do.
Has that got worse over the past few years. Have you noticed?
I think there's less reading at home. Yeah.
Another thing I found very challenging is not having another another adult in the room where you can see that you've got like six children that really need support to actually move on and achieve the lesson objective. And you can't or you can't sit with them, but you can sit with them all on one table. But that's really not going to work in some cases. And you need to split yourself into two or three different people to really support them.
So what's the underlying cause of that
Money. School funding? Yeah.
So you've got a class of year 1s how many?
30
How often do are you on your own with them?
All the time.
So you don't have a TA.
She has to look after the child that needs constant support. But sometimes I just have to accept that some children, in this room will not do that and they will just sit there and draw a picture or just nothing. Stare into space.
Has this got this situation got worse?
I think so. I think so. over 19 years. I think I don't think the government realized that you need to put more money in. And then these children, maybe will learn a bit better and the mental health of the children will be better. But I don't think they really care.

Steph:
Ummm I think it's the it's the change in no its not a change its more of an awareness. I don't know. All the social issues that come with it with the children really that and before I think Oh definitely when I first started I only ever considered what I had to teach them. So these are the maths objectives these are the English objectives. This is what you've got to cover how you do that you know it's the lesson plans make sure you're there by the end of the week kind of thing. But actually now you're having to consider which children haven't had breakfast in the morning so knowing family situations which children have seen things that they should never see. So which emotional difficulties are you unpicking before they're ready to teach and if you've got a child that's experienced domestic violence the night before they're in no place to start. And it's so it's it's knowing those kind of needs before the teaching kind of taking on a bit more the social worker role really. So I think that's the challenge for me. Like if it was just the teaching that's very straightforward. I know that stuff for me is I guess I guess from home situations I'm less aware of those children escaping violence or perhaps in hostels and things like that. That's out of my realms of everyday experience. So you're having to learn and how best to deal with those children how to best deal with those parents get them on side you know get their trust from you. So I think it's having the time to do that because if I've got someone in tears in the morning I still got to be ready to teach the other 29.
So I think the frustration is now with time constraints T.A time becoming much reduced. You know you might have a T.A. between two classes but if you've got two little buttons that are coming in in

tears who do you go to first and you still got to do a register and get all 29 down to assembly on time because you've got that pressure. So is the time pressure people pressure but you kind of feel if and when the pressures went so what would you change. I'd make it statutory that every class I have a full time T.A. and teacher in the room all the time because I don't think that should be an option. I don't think you should ever have to make that call of who you support emotionally and who you support academically. I think we should be able to do both and more and more we need to do both.
Yeah I guess budgets isn't it at the end of the day it's a money thing. I'm a governor at a ****** school and on the Finance Committee there before I did that job I had no idea of money. We used to be very well equipped well-equipped. We had a head teacher who went and did lots of external work with ******** doing lots of things. So we were quite okay for money. Now it's a different story but I think all budgets are different. You know I look at the school that I'm a governor at and there's no spare surplus and your taking Peter to pay Paul really aren't you things that you know laptops and ICT is no less important for these children because lots of our children don't have that facility at home. So if you cut that budget you're taken off next to put a TA (?). So I guess it ultimately comes down to money. We try and do it as cleverly. We can by pooling our TAs so between four classes we have three. So hopefully there's the needs that. Hand on heart it shouldn't be that it has to be a pooling situation. I don't think it should be that you know if 30 children two adults is
still not an over ratio. I don't think I still think that is you know on the limits really of what should happen. Now we don't have that in every class.
But yeah all of those kinds of course is normally it's one person. I think yes that's the change as well whereas you'd send one from every key stage on courses it tends to be one person now and then at some point in the staff meeting kind of calendar you have to fit in twilights of training and things like that.
So there's still not complete trust that we would like know them.
I still think in the whole thing it's just you just prove it all the time prove it prove it.
But yeah it still feels as if there's not quite the trust in like the profession.
There isn't any money for courses and stuff like that now.

Appendix 5 Ethical documents

University of Reading Institute of Education
Ethical Approval Form A
(version May 2015)

University of Reading

Tick one:
Staff project: _____ PhD _____ EdD /____

Name of applicant (s): Amanda Cockayne

Title of project: **An investigation into the professional roles and identities of school-based mentors of trainee teachers.**

Name of supervisor (for student projects): Elizabeth McCrum, Billy Wong

Please complete the form below including relevant sections overleaf.

	YES	NO
Have you prepared an Information Sheet for participants and/or their parents/carers		
a) explains the purpose(s) of the project	/	
b) explains how they have been selected as potential participants	/	
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	/	
d) makes clear that participation in the project is voluntary	/	
e) explains the arrangements to allow participants to withdraw at any stage if	/	
f) explains the arrangements to ensure the confidentiality of any material collected during	/	
g) explains the arrangements for publishing the research results and, if confidentiality	/	
h) explains the arrangements for providing participants with the research results if they	/	
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email . If any of the project investigators are students at the IoE, then this information must be included and their name provided	/	
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants	/	
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'.	/	

k)includes a standard statement regarding insurance: “The University has the appropriate insurances in place. Full details are available on request".	/		
Please answer the following questions			
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	/		
2) Will you seek written or other formal consent from all participants, if they are able to	/		
3) Is there any risk that participants may experience physical or psychological distress in		/	
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps- training.aspx)?	/		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a	/		
6) Does your research comply with the University’s Code of Good Practice in Research?	/		
	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?	/		
8) Has the data collector obtained satisfactory DBS clearance?	/		

9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?			/
10) If your research involves processing sensitive personal data[1], or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?	/		
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			/
12a) Does your research involve data collection outside the UK?		/	
12b) If the answer to question 12a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?			
13a) Does your research involve collecting data in a language other than English?		/	
13b) If the answer to question 13a is "yes", please confirm that information sheets, consent forms, and research instruments, where appropriate, have been directly translated from the English versions submitted with this application.			
14a. Does the proposed research involve children under the age of 5?		/	
14b. If the answer to question 14a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			
If you have answered YES to Question 3, please complete Section B below			

Please complete **either** Section A **or** Section B and provide the details required in support of your application. Sign the form (Section C) then submit it with all relevant attachments (e.g. information sheets, consent forms, tests, questionnaires, interview schedules) to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this	/
Please state the total number of participants that will be involved in the project and give a breakdow of how many there are in each category e.g. teachers, parents, pupils etc. 11 participants: 8 mentors 3 Initial Teacher Training Co-ordinators (ITTCos)	

Give a brief description of the aims and the methods (participants, instruments and procedures) of the project
in up to 200 words noting:

title of project:
An investigation into the professional roles and identities of school based mentors of trainee teachers.
purpose of project and its academic rationale
The aim of the project is to investigate the professional role and identity of mentors of ITT trainees in primary schools. I hope to gain insight into these issues and make recommendations with regard to how Partnership schools and the University can support mentors. Ultimately, I hope the results will help to improve support for trainees and new teachers.
brief description of methods and measurements
Two semi-structured interviews with each mentor taking part. The interviews would take place near the beginning and the end of the placement and will last approximately 45 minutes. Interview questions will be designed to investigate the mentor's role and identity. The questions will be predominantly open to allow an exploration of each mentor's perspectives. Interviews will be audio recorded and transcribed.

Weekly email correspondence with each mentor, asking for information about significant mentoring events that have happened that week.

A semi-structured interview with the ITTCo of the school that will last

[1] Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

approximately 45 minutes. The interview questions will be designed to explore their perspectives around the role of the mentor in ITT, with a particular focus on the benefits and challenges for mentors and for the school.

participants: recruitment methods, number, age, gender, exclusion/inclusion criteria
11 participants, 3 ITTCos and 8 mentors
Participants selected through a convenience/opportunist sampling process:
Mentors need to be experienced mentors, having previously mentored at least two trainees, so they will have developed an insight into mentoring
Mentors need to be working in schools where there are more than two trainees on placement during the research process
The schools where the mentors and ITTCos work need to be Partnership schools that work with us regularly and are reasonably close to the University of Reading. If schools close to UoR are not hosting trainees on that particular placement then the catchment area for this research will be widened.
Once the placements have been arranged by the Partnership Co-ordinator, then appropriate schools (as per the formula above) will be selected. Initially, Headteachers will be contacted and provided with information.
If permission is granted for the research to go ahead then the contact details of the mentors will be elicited, and mentors will be contacted directly.
consent and participant information arrangements, debriefing (attach forms where necessary)
Attached:
Information and form for Head Teacher to consent to the research taking place in their school
Information and consent forms for mentors and ITTCos
a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with then.
It is not anticipated that participants will experience physical or psychological distress in the process of the research
Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications.
The records of this study will be kept private. No identifiers linking you or the school to the study will be included in any sort of report that might be published.
Participants will be assigned a number and will be referred to by that number in all records.
Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records.
The data will be destroyed securely once the findings of the study are written up, after five years.
It is likely that there will be a pre existing relationship between the participants and me, and therefore there may be an imbalance of power within the dynamic of researcher and participant. This will be addressed through:
Adherence to UoR ethical procedures, including information and consent forms
Throughout, a regard for the well being and comfort of participants
Openness within the data collection process – participants will have the opportunity to scrutinise the transcripts of the interviews and withdraw their permission for the data to be used in the project
Throughout, a commitment to honest and ethical interpretation and analysis of the data to represent the participants' views as honestly as possible
I will not be involved in the supervision, support or assessment of any of the mentors involved in the research, as well as the trainees they are mentoring.
estimated start date and duration of project
October 2018 – July 2019

B: I consider that this project **may** have ethical implications that should be brought before the	

Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc.

Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words.

1. title of project:
2. purpose of project and its academic rationale
3. brief description of methods and measurements
4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria
5. consent and participant information arrangements, debriefing (attach forms where necessary)
6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with then.
7. estimated start date and duration of project

C: SIGNATURE OF APPLICANT:

Note: a signature is required. Typed names are not acceptable.

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed: Print Name: Amanda Cockayne Date: May 2018

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed: …… Print Name……Jill Porter 26th June 2018.
Date……. (IoE Research Ethics Committee representative)*

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

Teacher information sheet

Research Project: An investigation into the professional roles and identities of school-based mentors of trainee teachers.
Researcher: Amanda Cockayne

Dear Mentor

I would like to invite you to take part in a research project about the professional role and identity of mentors of trainees on ITT programmes

What is the study?
The project is being conducted at the University of Reading as part ofmy doctorate. The aim of the project is to investigate the professional role and identity of mentors of ITT trainees in primary schools. I hope to gain insight into these issues and make recommendations with regard to how Partnership schools and the University can support mentors. Ultimately, I hope the results will help to improve support for trainees and new teachers. The study will involve experienced mentors in your school, as well as the ITTCo.

Why have I been chosen to take part?
You have been invited to take part in the project because you are an experienced mentor (ie having mentored more than once/twice). You are also working in a University of Reading Partnership school where there are other teachers undertaking mentoring roles and taking part in the study.

Do I have to take part?
It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting me, Mandy Cockayne, using the contact details above.

What will happen if I take part?
You will be asked to contribute to the following research activities:

- Attend two one to one interviews with me, one at the beginning of the School Experience and one at the end. These will be arranged at a time and a place to suit you and should last no longer than 45 minutes. The interviews will be recorded using an audio recording device.
- Reply to weekly emails from me. The emails will ask for a brief response to questions about your mentoring experiences that week, particularly things that have gone well and things that have been challenging. The correspondence should take no longer than 30 minutes.

What are the risks and benefits of taking part?
The information you give will remain confidential and will only be seen by my doctoral supervisors and me. Neither you nor the school will be identifiable in any published report resulting from the study.
Information about individuals will not be shared with the school.

Participants in similar studies have found it interesting to take part. I anticipate that the findings of the study will be useful for Higher Education Institutions, senior leaders in schools when they are considering effective mentor support, as well as mentors. An electronic

summary of the findings of the study can be made available to you by contacting me via the details at the top of the page.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you or the school to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored

securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are written up, after five years. The results of the study may be presented at national and international conferences, and in written reports and articles.

What happens if I change my mind?
You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

Who has reviewed the study?
This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?
In the unlikely case of concern or complaint, you can contact my doctoral supervisor, Elizabeth McCrum at University of Reading, using the details above.

Where can I get more information?
If you would like more information, please contact me by phone on or by email – a.m.cockayne@reading.ac.uk

What do I do next?
We do hope that you will agree to your participation in the study. If you are happy to take part, please return the attached consent form to me as soon as possible.

Thank you for your time.

Yours sincerely,

A. Cockayne

Amanda Cockayne

Research Project: An investigation into the professional roles and identities of school-based mentors of trainee teachers.
Researcher: Amanda Cockayne

Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Your name: _____

Name of school: _____

Please tick as appropriate:

	Yes	No
I consent to being interviewed and understand that audio recording will be used	☐	☐
I consent to receiving emails eliciting my experiences of mentoring	☐	☐

Signed:_____

Date: _____

Email address: _____

Initial Teacher Training Coordinator (ITTCo) information sheet

Research Project: An investigation into the professional roles and identities of school-based mentors of trainee teachers.
Researcher: Amanda Cockayne

Dear ITTCo

I would like to invite you to take part in a research project about the professional role and identity of mentors of trainees on ITT programmes

What is the study?
The project is being conducted at the University of Reading as part ofmy doctorate. The aim of the project is to investigate the professional role and identity of mentors of ITT trainees in primary schools. I hope to gain insight into these issues and make recommendations with regard to how Partnership schools and the University can support mentors. Ultimately, I hope the results will help to improve support for trainees and new teachers. The study will involve experienced mentors in your school, as well as the ITTCo.

Why have I been chosen to take part?
You have been invited to take part in the project because you are an ITTCo working in a University of Reading Partnership school where there are teachers undertaking mentoring roles and taking part in the study.

Do I have to take part?
It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting me, Mandy Cockayne, using the contact details above.

What will happen if I take part?
If you choose to take part I would be grateful for you to attend a one to one interview with me, arranged at a time and a place to suit you. The interview should last no longer than 45 minutes and will be recorded using an audio recording device.

What are the risks and benefits of taking part?
The information you give will remain confidential and will only be seen by my doctoral supervisors and me. Neither you nor the school will be identifiable in any published report resulting from the study.
Information about individuals will not be shared with the school.

Participants in similar studies have found it interesting to take part. I anticipate that the findings of the study will be useful for Higher Education Institutions, senior leaders in schools when they are considering effective mentor support, as well as mentors. An electronic summary of the findings of the study can be made available to you by contacting me via the details at the top of the page.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you or the school to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will be destroyed securely once the findings of the study are

written up, after five years. The results of the study may be presented at national and international conferences, and in written reports and articles.

What happens if I change my mind?
You can change your mind at any time without any repercussions. During the research, you can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your data.

Who has reviewed the study?
This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if something goes wrong?
In the unlikely case of concern or complaint, you can contact my doctoral supervisor, Elizabeth McCrum at University of Reading, using the details above.

Where can I get more information?
If you would like more information, please contact me by phone on 0118 3782682 or by email – a.m.cockayne@reading.ac.uk

What do I do next?
We do hope that you will agree to your participation in the study. If you are happy to take part, please return the attached consent form to me as soon as possible.

Thank you for your time.

Yours sincerely,

Amanda Cockayne

Research Project: An investigation into the professional roles and identities of school-based mentors of trainee teachers.
Researcher: Amanda Cockayne

ITTCo Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Your name: _____

Name of school: _____

Please tick as appropriate:

	Yes	No
I consent to being interviewed and understand that audio recording will be used	☐	☐

Signed:_____

Date: _____

Email address: _____

Head Teacher information sheet

Research Project: An investigation into the professional roles and identities of school-based mentors of trainee teachers.
Researcher: Amanda Cockayne

Dear Head Teacher
I am writing to invite your school to take part in a research project about the professional role and identity of mentors of trainees on ITT programmes

What is the study?
The project is being conducted at the University of Reading as part ofmy doctorate. The aim of the project is to investigate the professional role and identity of mentors of ITT trainees in primary schools. I hope to gain insight into these issues and make recommendations with regard to how Partnership schools and the University can support mentors. Ultimately, I hope the results will help to improve support for trainees and new teachers. The study will involve experienced mentors in your school, as well as the ITTCo.

Why has this school been chosen to take part?
This school was chosen through convenience, for the following reasons:

- It is near to the University
- It is a Partnership school who regularly hosts placements for trainees
- The mentors who support the trainees are experienced, having mentored more than twice.

Does the school have to take part?
It is entirely up to you whether you give permission for the school to participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting me, using the contact details above.
What will happen if the school takes part?
With your agreement, participation would involve me conducting the following in your school:

- Two interviews with each mentor taking part (depending on the number of trainees on placement, this could be between two and six mentors). The interviews would take place near the beginning and the end of the placement. Interview questions will be designed to investigate the mentor's role and identity. The questions will be predominantly open to allow an exploration of each mentor's perspectives.
- Weekly email correspondence with each mentor, asking for information about significant mentoring events that have happened that week. The correspondence should take no longer than 30 minutes.
- An interview with the ITTCo of your school. The interview questions will be designed to explore their perspectives around the role of the mentor in ITT, with a particular focus on the benefits and challenges for mentors and for the school.

Prior to data collection I will provide an information sheet for each participant, and their consent to take part in the study will be gained. Interviews will be arranged at a time and a place to suit the participant.
What are the risks and benefits of taking part?
The information given by participants in the study will remain confidential and will only be seen by me and my supervisor (name and contact details are at the start of this letter). Neither you, the

ITTCo, mentors nor the school will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school.

I anticipate that the findings of the study will be useful for improving mechanisms to support mentors in their role in supporting trainees and new teachers. An electronic summary of the findings of the study can be made available to you by contacting the Principal Researcher.

What will happen to the data?
Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you or the school to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. The data will

be destroyed securely once the findings of the study are written up, after five years. The results of the study may be presented at national and international conferences, and in written reports and articles.

Who has reviewed the study?
This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if I change my mind?
You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the school's data.

What happens if something goes wrong?
In the unlikely case of concern or complaint, you can contact Professor Elizabeth McCrum at the University of Reading by phone on or email: e.m.mccrum@reading.ac.uk

Where can I get more information?
If you would like more information, please contact me by phone on
or by email on a.m.cockayne@reading.ac.uk.

What do I do next?
I do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

Thank you for your time.

Yours sincerely,

A. Cockayne

Amanda Cockayne

Head Teacher Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Your name: _____ Name of school: _____

Please tick as appropriate:

I consent to the involvement of my school in the project as outlined in the ☐

Informati Sheet

Signed:_____

Date: _____

University of Reading Institute of Education
Risk Assessment Form for Research Activities February 2014

Select one:
Staff project: ☐ PGR project: / MA/UG project: ☐

Name of applicant (s): Amanda Cockayne

Title of project: An investigation into the professional roles and identities of school based mentors of trainee teachers.

Name of supervisor (for student projects): Elizabeth McCrum

A: Please complete the form below

Brief outline of Work/activity:	Semi structured interviews with mentors of Initial Teacher Training trainees in primary schools.	
Where will data be collected?	In Partnership schools	
Significant hazards:	None	
Who might be exposed to hazards?	No-one	
Existing control measures:	N/A	
Are risks adequately controlled	Yes / No ☐	
If NO, list additional controls and actions required:	Additional controls	Action by:

B: SIGNATURE OF APPLICANT:

I have read the Health and Safety booklet posted on Blackboard, and the guidelines overleaf.
I have declared all relevant information regarding my proposed project and confirm risks have been adequately assessed and will be minimized as far as possible during the course of the project.

Signed: A. Cockayne Print Name: Amanda Cockayne Date: 21st May 2018

STATEMENT OF APPROVAL TO BE COMPLETED BY SUPERVISOR (FOR UG AND MA STUDENTS) **OR** BY IOE ETHICS COMMITTEE REPRESENTATIVE (FOR PGR AND STAFF RESEARCH).

This project has been considered using agreed Institute procedures and is now

approved. Signed: …… Print

Name……. Date…….

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators

must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

Guidance notes for the completion of the risk assessment form Significant hazards:

- Only list those that you could reasonably expect to cause significant injuries or affect several people
- Will the work require the use of machines and tools? How could you or anyone else be injured? Will injury be significant?
- Will the research take place in a high-risk country?
- Will the work require the use of chemicals? Check safety data sheets for harmful effects and any exposure limits?
- Will the work produce any fumes, vapours, dust or particles? Can they cause significant harm?
- Are there any significant hazards due to where the work is to be done, such as confined space, at height, poor lighting, high/low temperature?

Who might be exposed?

- Remember to include yourself, your supervisor, your participants, others working in or passing through the work area.
- Those more vulnerable or less experiences should be highlighted as they will be more at risk, such as children, people unfamiliar with the work area, disabled or with medical conditions e.g. asthma.

Existing control measures:

- List the control measures in place for each of the significant hazards, such as machine guards, ventilation system, use of personal protective equipment (PPE), generic safety method statement/procedure.
- Existing safety measures and procedures in place in the establishment
- Remember appropriate training is a control measure and should be listed.
- List any Permits to Work which may be in force.

Are risks adequately controlled?

- With all the existing control measures in place, do any of the significant hazards still have a potential to cause significant harm.
- Use your judgement as to how the work is to be done, by whom and where.

Additional controls:

- List the additional control measures, for each of the significant hazards, which are required to reduce the risk to the lowest so far as is reasonably practicable.
- Additional measures may include such things as: increased ventilation, Permit to Work, confined space entry permit, barriers/fencing, fall arrest equipment, etc.
- PPE should only be used as a last resort, if all else fails.

Appendix 7 The prompt metaphors (2)

From:
Gillis, C., & Johnson, C. L. (2002). Metaphor as renewal: Re-imagining our professional selves. The English Journal, 91(6), 37-43.

Exercises in Metaphor

- Imagine your classroom as one of the "restaurants" listed below. Which would it be and why?

  Gourmet restaurant
  Fast food
  Smorgasbord
  School cafeteria
  Mall food court
  Delicatessen
  Truck stop
  Potluck
  Family holiday dinner
  Vending machine
  Hot dog stand
  Outdoor barbecue

  (Suggested by Carolyn Tragesser, English teacher and gifted-talented facilitator at Moscow [Idaho] Junior High School.)

- Imagine your classroom as a room in a house. Which is it and why?
- Imagine yourself in the classroom as a kitchen utensil or household appliance. What would you be and why?
- Imagine yourself as a mode of transportation. What kind, and why?
- Create a metaphor for your work as an English teacher by writing a metaphor poem. First, select one of the following tasks:

  Teaching grammar
  Teaching literature
  Teaching writing
  Teaching speech

  Next, select one item from this list:

  A hot tub
  A basketball game
  Animal crackers
  A traffic jam
  A marching band
  A snowstorm
  Ping pong
  Vegetable soup
  A rose bush
  Bungee jumping
  Spaghetti
  A chain link fence
  A bad cold
  Whitewater rafting
  A concerto

  Now write a poem that begins with the line "Teaching _____ (grammar, literature, writing, or speech) is _____ (the item you've selected). For example, "Teaching grammar is animal crackers." The poem should be at least six lines long. (This activity is fun to do with a colleague. In our workshops, each group of teachers draws one item from the second list at random.)

- Create a metaphor for each of the following:

  the teacher you wanted to be when you began teaching
  the teacher you now would like to be
  the teacher you think you actually are (if different from your ideal)
  a teacher you hated
  a teacher you loved

- Create a metaphor for each of the relationships in your professional life:

  you and your principal
  you and your colleagues
  you and your community
  you and your students

  Or, as the teachers in Efron and Bolotin Joseph's studies did (65–75), construct metaphors for how these people might see you.

Metaphors for "Teacher"

Here are a few metaphors our students and participants in our workshops have generated. Maybe one of these will work for you or inspire one of your own:

Actor	Spouse	Plowshare	Sand on the beach	Minister
Snake-oil maker	Tour guide	Funnel	Traveler	Spark
Art pallet	Wizard	Stage hand	Worker bee	Fishing lure
Card game	Apple tree	Coach	Road atlas	Weaver
Fountain	Magician	Juggler	Farmer	Flint
Guide for the blind	Mother bird	Compass	Astronaut	Pitcher
Movie director	Candle maker	Master chess player	Apple	The sun
Oak	Gardener	Health care giver	Potter	Open book
Parent	Backpacker	Petri dish	Gatekeeper	Conductor
Pill	Chef	Ski instructor	Construction worker	Lioness
Rolodex	Spider	Passionate lover	Salesperson	Engine
Rose	Companion	Planet	Easel	Rubber band
Sculptor	Knight	Jack-in-the-box	Best friend	
Ship captain	Fruit basket	Runner	Railroad engineer	