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HELP OR HINDRANCE:

**The image of 'Self as Teacher' Held By New Zealand First Year
Teachers**

**A thesis presented in partial fulfillment of the requirements for the
degree of**

Master of Education

**at Massey University,
Palmerston North,
New Zealand.**

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ABSTRACT

This study pioneers research into the 'self as teacher' image of New Zealand first year teachers. A personal narrative approach allowed the researcher to explore: how New Zealand first year teachers metaphorically perceive 'self as teacher' image; the events, situations, and issues that these teachers feel enhance, challenge, or undermine initial 'self as teacher' image; and the role 'self as teacher' image plays in the professional development of New Zealand first year teachers. The implications of the above for preservice and inservice providers of teacher education are discussed.

The study demonstrates that 'self as teacher' image is not constant, it is shifting and complex. The research indicates that the metaphors first year teachers use to define 'self as teacher' images are indicative of their professional development stage. Although first year teachers must come to terms with a complex array of factors as they interact within the wider school context, if they have been adequately prepared and are sufficiently supported during the first year of teaching, they will professionally grow and meet the challenges. If first year teachers are supported they can develop a patchwork of metaphors defining 'self as teacher' image that appropriately informs their practice so they can accommodate to the particular context in which they need to operate. The research indicates that preservice and inservice teacher educators need to assist beginning teachers to identify and examine 'self as teacher' image and take ownership of their professional development so they can be the author of the teacher they are becoming.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

New Zealand teachers and schools generally are becoming increasingly subjected to intense scrutiny by society. Calls for teacher accountability are strongly voiced by politicians, members of the business sector, and parents. Teachers are expected to perform to meet the growing range of demands placed on them by society generally and also to cater for the individual needs of their pupils. Teachers must carry out their work in contexts that are the result of social, historical, and political influences. If New Zealand is to produce teachers who are effective in enabling pupils to develop the knowledge and skills to equip them to become life-long learners and so be able to adapt to a changing world, then serious consideration needs to be accorded to the teachers themselves. In order to effectively interact with, and facilitate the learning of others, teachers must first understand themselves - what has shaped and positioned them to be as they are. Knowledge of 'self as teacher' images held by teachers generally, and first year teachers specifically, and the factors that influence the construction and reconstruction of these, has considerable potential to assist the personal and professional development of New Zealand teachers. The latter will better equip teachers to operate effectively in the context of New Zealand schools.

The Voice of First Year Teachers

The 'self as teacher' images New Zealand first year teachers hold cannot be revealed and understood through questionnaires and highly structured interviews. These teachers need to be provided with the opportunity to tell their stories. Harvey (1989, p. 48) argues that "...all groups have a right to speak for themselves, in their own voice, and have that voice accepted as authentic and legitimate". New Zealand first year teachers, as individuals, and as a group, need to have their voices heard, accepted and legitimised. This study goes some way towards making the voices of New Zealand first year teachers audible.

Narrative Unity

Throughout the writings of this thesis personal narrative is presented as being of considerable importance, both as a way individuals make sense of their experiences and as a tool for revealing how people are shaped and positioned in particular ways. The assumption is that the person we are, our sense of 'self', is an integration of past and present experiences in social and historical contexts. Connelly and Clandinin (1988) posit that we develop a narrative unity from our ongoing life experiences out of which images are created. Narrative unity, according to Connelly and Clandinin is:

...a continuum within a person's experience that renders life experiences meaningful through the unity they achieve for the person. What we mean by unity is the union in each of us in a particular place and time of all we have been and undergone in the past and in the tradition (the history and culture) that helped shape us. It is a meaning-giving account, an interpretation, of our history and, as such, provides a way of understanding our experiential knowledge. Within each of us there are a number of narrative unities. Ongoing life experiences create the narrative unity out of which images are crystallized and formed when called on by practical situations (Connelly & Clandinin, 1988, pp. 74—75).

Image

As this study is focused on the development of 'self as teacher' image of first year teachers a description of what is meant by the term 'image' in this context is provided. An image is an idea or mental representation. An image is a conception with a visually physical connotation and has metaphorical potential (Weber & Mitchell, 1996). Images, according to Weber and Mitchell, are constructed and interpreted in attempts to make sense of our experiences and to communicate that sense to others. Images are subject to reconstruction and reinterpretation.

Bullough (1991) suggests that images are reflected in metaphors and as such are both the building blocks of thinking schemata and filters through which teachers unconsciously assess pedagogical knowledge. Clandinin (1985) encapsulates

beautifully the notion of image as it is applied in the context of this study. Clandinin (1985) defines image as:

...a kind of knowledge, embodied in a person and connected with the individual's past, present, and future. Image draws both the present and future into a personally meaningful nexus of experience focused on the immediate situation, which called it forth. It reaches into the past, gathering up experimental threads meaningfully connected to the present. And it reaches intentionally into the future and creates new meaningfully connected threads as situations are experienced, and new situations anticipated from the perspective of the image. Image is the glue that melds together a person's diverse experiences, both personal and professional (p.379).

Organisation of the Thesis

Chapter Two, reviews current literature relevant to the context of this study. Contentions of writers, mainly based on research from outside New Zealand, regarding the importance of 'self' and particularly 'self as teacher' in the professional development of teachers generally and first year teachers specifically are presented.

The methodology and design framework for the research is presented in Chapter Three. Discussion of, and justification for, the appropriateness of narrative inquiry and the issues of validity and reliability associated with the use of this approach are addressed. Details regarding the selection and composition of the people in the sample are provided, along with ethical considerations that were necessary in undertaking this research. Chapter Three also describes and outlines the process of data collection and analysis involved in the carrying out of this research.

In order to manage and organise the overwhelming amount of material relevant to the particular objectives of the study, the results have been presented in three chapters, each addressing a major theme. As will be described in the methodology chapter, some results have been presented graphically to provide an indication of

frequency of occurrence of various factors. These graphic representations are referred to, elaborated on, and examples from the teachers' narrative transcripts are incorporated as evidence. All material for the results chapters arise directly from the transcripts of the participants' narratives.

The first results chapter, Chapter Four, presents the initial 'self as teacher' images the first year teachers in this study held. It provides an overview of the metaphors these teachers used to define how they perceived themselves as teachers before beginning their first year of classroom teaching. Chapter Five reports the results on the factors, events and situations that the teachers in the study perceived had enhanced, confirmed, challenged, or shattered their initial 'self as teacher' image. The final results chapter, Chapter Six, presents the 'self as teacher' images that were emerging, evolving, as the first year teachers in the study encountered the various experiences of their first year of teaching. The metaphors the teachers employed to define their evolving 'self as teacher' images are presented.

An analysis and discussion drawing together the themes and key points rising from the result is the focus of Chapter Seven. Links to findings from other research in this field, mainly from outside New Zealand, are made. The content of this chapter adds new dimensions to current knowledge concerning the understanding of the professional development of New Zealand first year teachers. Commentary includes discussion of how the results of this study indicate the major role personal history plays in the construction of 'self as teacher' which in turn greatly influences the professional behaviour and development of first year teachers in New Zealand. A conceptualisation is presented of how the results of this study demonstrate the development of 'self as teacher', expressed metaphorically, prior to and during preservice training and into the first year of teaching and beyond, is pivotal in the effective professional development of New Zealand first year teachers and teachers generally.

Implications of, and recommendations as a result of, the outcomes of this research are outlined in Chapter Eight. Suggestions for ongoing or further research are forwarded. A concluding statement, voicing the success of the research in meeting

not only the objectives of the study but in extending the knowledge about the subject of the study concerning New Zealand first year teachers, their image of 'self as teacher' and their professional development is made.

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

The issue of professional development of teachers has been the subject of considerable research and writing. Over recent times commentators on teacher education (Bullough, 1991, 1992; Calderhead and Shorrock, 1997; Hauge, 2000; Johnson, 1992; Kuzmic, 1994; Schoonmaker, 1998) have acknowledged the importance of 'self' in the professional development of teachers generally and beginning teachers specifically. Learning to teach is described as "...personal, complex, and content-specific" (Hauge, 2000, p.159).

Literature and research relating to the significance of 'self as teacher' image in teacher development, the use of metaphors in defining this image and the factors influencing professional development of first year teachers is growing internationally. The main findings and contentions of relevant, current literature will be reviewed in this chapter. Overseas research and writings will be outlined, followed by New Zealand work in the specific field.

Overseas Research and Literature

Interest in the role of 'self as teacher' image in the professional development of teachers is increasing and a number of studies into this issue have been undertaken outside New Zealand (Bullough & Knowles, 1991; Bullough, Knowles & Crow, 1992; Calderhead & Robson, 1991; Carpenter & Byde, 1994; Clandinin, 1992; Cole & Knowles, 1993; Crow, 1987; Knowles, 1992; Kuzmic, 1994; Johnson, 1992; Markus & Wurf, 1987; Richardson, 1996; Schoonmaker, 1998).

Work of a number of researchers (Brownlee, Dart, Boulton-Lewis & McCrindle, 1998; Burk & Fry, 1997; Cole & Knowles, 1993) supports the claim that early beliefs and experiences about teaching and learning have considerable influence on

'self as teacher' image and may affect the ability of teachers to adapt their 'self as teacher' image to new knowledge or situations that confront them. Brownlee et al. (1998) suggest that student teachers and first year teachers may hold onto their naive beliefs about learning and teaching which contribute to their 'self as teacher' image.

An overview of the range of current overseas literature relevant to this topic will be addressed in the following sections:

- Origins of initial 'self as teacher' image
- Role of 'self as teacher' image in teacher development
- Narrative in understanding 'self as teacher and
- Metaphors in understanding 'self as teacher'

Origins of Initial 'Self as Teacher' Image

A number of writers (Blumer, 1969; Bruner, 1986; Coffey, 2001; Gergen & Gergen, 1987; Nias, 1989; Markus & Wurf, 1987) forward the notion that 'self' is not static but is interactionist and constructivist. Kelchtermans (1993) supports this contention and posits that 'self' is complex, multi-dimensional and develops over time. Kelchtermans echoes the claims of other writers (Butt, Raymond, McCue & Yamayishi, 1992; Clandinin & Connelly, 1994) that 'self' is the outcome of interaction between the person and the environment. These writers assert that the people within the environment with whom a person interacts and who interpret the behaviour of that person, play an integral role in the construction of 'self'. Nias (1989) contends that the person of the teacher plays a pivotal role in teachers' professional development. In teaching, the holistic sense of 'self' and the sense of 'self as teacher' overlap and intertwine.

The notion that construction of initial 'self as teacher' images occurs within historical, social and political contexts and therefore personal history plays a major role, is reiterated by several writers (Brownlee, Dart, Boulton-Lewis & McCrindle, 1998; Butt, Raymond, McCue & Yamayishi, 1992; Cole & Knowles, 1993, 1998;

Mitchell and Weber, 1999; Tobin, Tippins & Hook, 1994). Strauss (1996), along with the aforementioned writers, contends that beliefs and assumptions that create 'self as teacher' image develop early. Mitchell and Weber (1999), supporting contentions of others (Bullough, 1992; Calderhead & Robson, 1991; Carpenter & Byde, 1994; Cotton, 1998; Knowles, 1992; Pajares, 1992; Richardson, 1996; Schoonmaker, 1998; Tatto, 1998; Widden, Mayer-Smith & Moon, 1998) report that these images are the result of nostalgic evoking of memories of people's own school life, their teachers, and the impact of significant others in their lives. These memories, according to Morrison (1996), are not efforts to find out the way it really was but are the way it appeared. The images created are a mixture of how it was (history) and how it appeared (myth). Lortie (1975) argues that prior experiences of school are an 'apprenticeship of observation' and are a powerful influence in the construction of initial 'self as teacher' images.

General Characteristics of Initial 'Self as Teacher' Image

Research has ascertained that initial 'self as teacher' images are formed as a result of, mainly, personal experiences in and of schools. They tend to be based on ideal pupils (Mahlios & Maxson, 1995) and the behaviours of their own teachers. There is evidence to suggest that the apprenticeship of observation (Lortie, 1975), is seen by most people entering the teaching profession as preparation to teach (Calderhead & Robson, 1991; Dooley, 1998; Weinstein, 1989). According to this research teaching is perceived as unproblematic, having been through the school system themselves, aspiring teachers commonly believe they will intuitively know how to teach. A wealth of research (Blakey, 1992; Brock & Grady, 1997; Bullough, 1992; Bullough & Stokes, 1994; Claxton, 1989; Cole & Knowles, 1993; Dooley, 1998; Flores, 2001; Hains, 1990; Nias, 1989; Mahlios & Maxson, 1995; Renwick & Vize, 1993; Weinstein, 1989) indicates that most people at the beginning of their teaching career are unrealistically optimistic about their ability to take on a class of their own.

The initial image is of providing a service, caring, helping, setting out to change the world for the better (Blakey, 1992; Bullough, 1992; Bullough et al. 1992; Claxton, 1989; Hains, 1990; Hargreaves, 1994; Nias, 1989; Weinstein, 1989).

Flores (2001) continues this theme in her assertions that initial 'self as teacher' images emphasise teacher as nurturer, motivator and facilitator. Emotional and personal traits of teachers loom high (Bullough, 1991, 1992; Calderhead & Robson, 1991; Flores, 2001; Nias, 1989; Renwick & Vize, 1993) but little emphasis is assigned to teacher as knowledgeable (Graber, 1996; Mahlios & Maxson, 1995; Nias, 1989). Teachers are seen as educators rather than scholars and purveyors of knowledge. Research indicates (Bullough, 1992; Calderhead & Robson, 1991; Weinstein, 1989) that initial 'self as teacher' images are based on qualities the owners of these images believe they possess and so 'good teachers' are viewed in terms of their own perceived strengths. The images centre on the impact teachers will have rather than the complexities of classrooms and schools (Weinstein, 1989).

Role of 'Self as Teacher' Image in Professional Development of Teachers

It is argued (Britzman, 1986; Bullough, 1991, 1992; Crowe, 1987; Kelchtermans, 1993; Nias, 1989; Weinstein, 1989) that beliefs and assumptions contributing to initial 'self as teacher' image are interpretative lenses through which what is presented during preservice teacher education and what is encountered during the first year of teaching are viewed. Prior beliefs, 'self as teacher' images, influence the processing of new knowledge and experiences and unless these naive images are examined in the light of current contexts they may be maintained and present barriers to development (Aitken & Mildon, 1991; Brownlee et al., 1998; Bullough, 1992; Cole & Knowles, 1998; Knowles, 1992; Pajares, 1992). If the content and or experience confirm 'self as teacher' image they are accepted but if not they are often rejected (Bullough, 1992; Carpenter, 1994).

'Self as Teacher' Image in Preservice Teacher Education

Many writers state that the majority of preservice teacher education programmes pay scant attention to the prior beliefs, 'self as teacher' images, of student teachers (Bullough, 1992; Bullough, et al., 1992; Clandinin & Connelly, 1994; Cole & Knowles, 1998; Flores, 2001; Kuzmic, 1994; Schoonmaker, 1998; Zeichner &

Tabachnick, 1981). Flores (2001) and Widden, Mayer-Smith, and Moon (1998) assert that formal theory presented within the positivism paradigm of many preservice teacher programmes does little to change implicit beliefs and images of 'self as teacher'. Several writers concur with Flores in stating that many student teachers depart preservice teacher education with the belief that theory is too abstract and unrelated to how they see the realities of teaching (Cole & Knowles, 1998; Graber, 1996; Keltchermans, 1993; Schooner, 1998).

It is claimed by several writers (Bullough, 1992; Cole & Knowles, 1993; Johnson, 1992; Keltchermans, 1993) that most preservice teacher education programmes do not facilitate for student teachers the coming to terms with themselves as teachers so therefore the student teachers are not prepared for the working realities of being a teacher in the wider school context. A number of studies (Bullough, 1992, 1992; Flores, 2001; Goodlad, 1984; Hoy, 1968; Kozol, 1991) have found that first year teachers do not consider that preservice teacher education was a major, positive influence on their professional development. These studies are in line with those of Carpenter and Byde (1994) and Partington (1997) that indicated that beginning teachers view the teaching experience component of their preservice training as the most relevant.

Evidence is accumulating to support the inclusion of the study of personal history, examining 'self as teacher' images, into preservice teacher education programmes. Burns (1989) advocates 'self as teacher' being treated as an important issue in teacher training. Research indicates (Bullough, Knowles & Crow, 1992; Bullough & Stokes, 1994; Dooley, 1998; Johnson, 1992; Stofflett, 1996; Tobin & Ulerick, 1989) that studying images of 'self as teacher' is an effective way of understanding how student teachers, and by implication, first year teachers, perceive teaching and learning.

Many educational researchers and writers contend that preservice teacher education should begin with the underlying beliefs and assumptions student teachers bring to training (Bullough, 1991, 1992; Clandinin & Connelly, 1994; Coles & Knowles, 1998; Schoonmaker, 1998; Strauss, 1996). These writers argue that beliefs should

be exposed and examined from different perspectives to ascertain their suitability and linked to relevant educational theory. A number of overseas educationalists (Cochran-Smith & Lytle, 1993; McIntyre, 1990; Rigano & Ritchie, 1999) promote the notion of extending inquiry of 'self as teacher' into examining images in light of practices observed while student teachers are on teaching experience and involving associate teachers in assisting the student teachers make links to underlying principles. Calderhead and Robson (1991) concur with the latter and state that student teachers need to be guided to make connections between the practical, the principles that underpin it, and the degree of congruence with their own beliefs and assumptions. In this way 'self as teacher' images can be reconstructed and integrated with current concepts and theories about teaching and learning.

'Self as teacher' Image During First Year of Teaching

The idea discussed above, that preservice teacher education has little impact on 'self as teacher' image, is supported by several educationalists (Brownlee et al., 1998; Bullough, 1991, 1992; Coffey, 2001; Flores, 2001; Hoy 1968; Kelterchtermans, 1993; Lortie, 1975; Widden, Mayer-Smith & Moon, 1998; Zeichner & Tabachnick, 1981) whose research indicates that at the beginning of the first year of teaching, the 'self as teacher' image held by most teachers is the same, or a slight modification of, the image they held at the commencement of their preservice teacher training. Several writers (Bullough, Knowles & Crow, 1989; Calderhead & Robson, 1991; Carpenter & Byde, 1991) comment that teachers' images of 'self as teacher' provide models for action. The 'self as teacher' image guides teaching practices and behaviours. Kuzmic (1994) considers that teachers' 'self as teacher' image greatly influences how teachers come to perceive their lives within the school context. Research indicates that perceptions and beliefs about teaching and learning play a major role in teacher development and influence teacher practices (Lundeberg & Fawver, 1994; Schoonmaker, 1998). Tickle (2001) comments that if unexamined constructs of 'self as teacher' remain unchallenged they do not change. If these images do not match the realities of the classroom and or school community, difficulties arise.

It is argued that 'self as teacher' images can help or hinder first year teachers as they adapt to life as teacher with responsibility for a class of pupils (Aitkin & Mildon, 1991; Bullough, 1991, 1992; Cole & Knowles, 1993). Some images do not help first year teachers cope with ambiguities, negotiate conflicting demands or manage dilemmas faced in the school context. Bullough (1992) and Brock and Grady (1993) posit that first year teachers with weak, unsure, or confused 'self as teacher' images may find it difficult to move beyond a concern with 'self'. Bullough, Knowles, and Crow (1989) argue that when teachers are planning their teaching they define themselves and who they are for students. Confused or insecure concept of 'self as teacher' tends to lead to the teacher focussing on tension between students and teacher or reacting to the school environment and colleagues. Bullough, Knowles, and Crow (1989) found that teachers with confused images of 'self as teacher' were often frustrated and hostile. Carpenter and Byde (1994) concluded that first year teachers with ambivalent 'self as teacher' images have no clear sense of how to behave in the teacher role and often experienced frustration and feelings of inadequacy. Other images put up barriers preventing teachers from examining how their teacher image is interacting with the context in which they work (Bullough, et.al, 1989; Calderhead & Robson, 1991). Research has suggested (Bullough et al., 1989; Bullough et al, 1992; Cole & Knowles, 1993, 1998) that first year teachers secure in their 'self as teacher' image are enabled to act positively and consistently in their teaching interactions and practices. The teacher images of these first year teachers assist them in recognising how contextual factors influence the way they are able to behave and they can reflect on positive ways of addressing issues that arise.

Coping within the school context

The first year of teaching is presented as being a crucial time in the professional development of teachers (Brock & Grady, 1997; Bullough, 1991, 1992; Bullough, Coles & Knowles, 1998; Bullough, et.al. 1992; Kuzmic, 1994). Several authors make clear that development of 'self as teacher' is influenced greatly by the structural, cultural, and organisational context in which teachers work (Brock & Grady, 1997; Flores, 2001; Keltchermans, 1993, Nias, 1989). It is contended by Brock & Grady (1997) that positive, interactive guidance by mentor teachers and

clear, inclusive leadership by principals play a major role in assisting teachers take on the teacher role in the first year of teaching. Studies to date have found that school contexts that are supportive, collaborative, have well established structures, recognise first year teachers are still in training, and include first year teachers in the social and working fabrics of the school, provide the most effective environments for successful induction of first year teachers (Brock & Grady, 1997; Claxton, 1989; Flores, 2001).

In spite of conditions that are conducive to positive personal and professional development, research has shown that the first year of teaching is very challenging. Studies confirm that for the majority of teachers the first year of teaching is initially a 'reality shock' (Dooley, 1998; Cole & Knowles, 1993; Khamis, 2000; Thomas & Kiley, 1994; Veenman, 1984). The idealistic images firmly grounded in ideas of nurturing, caring and facilitating, often do not match the reality with which first year teachers are faced. It is contended by many writers (Brock & Grady, 1997; Bullough, 1991, 1992; Cole & Knowles, 1998; Flores, 2001; Knowles & Crow, 1992; Kuzmic, 1994; Schoonmaker, 1998) that first year teachers struggle with a number of contextual factors that challenge their humanistic 'self as teacher' images. Having to adapt to the existing systems and culture of the school presents difficulties to first year teachers as they often find they are not able to operate according to the expectations and ideals they hold (Bullough et al, 1992, Coles and Knowles, 1993; Thomas & Kiley, 1994). Facing conflict between the realities of the classroom with image of 'self as teacher', first year teachers sometimes cling to their initial images and so impede the ability to critically examine the situation as it is (Widden et al., 1998). Instead they attempt to change the context to suit the image (Kuzmic, 1994).

Tobin, Tippins and Hook (1994) claim that whether perceptions of 'self as teacher' are helpful or not is tested against experience in the social environment of the school and its community. Kuzmic (1994) investigated the contextual influences - events and situations such as time constraints, behaviour of students, curricula requirements, collegial and school community relations, and general expectations - that tested the 'self as teacher' image. Burk and Fry (1997) studied the significance

of school culture in the enhancement or undermining of teachers' 'self as teacher' image. The general findings were that teachers tend to play out personal images despite the realities of the classroom or school context which may be at odds with them (Cole & Knowles, 1993).

The high, and usually idealistic, expectations of first year teachers is seen as contributing to the tendency of these teachers to focus on elements of their work they would like to remove, minimise, or that are very challenging (Claxton, 1989; Cole & Knowles, 1998). First year teachers want to be, and be seen to be, effective and efficient, anything less, in their eyes, equates with incompetence or not being able to cope. According to Brock and Grady (1997), Claxton (1989) and Glickman, Gordon, and Ross-Gordon (1994) fear of being perceived as incompetent renders first year teachers reluctant to seek help. The latter is compounded by findings that indicate that frequently help is not readily available for new teachers. Howey (1996) contends that it is often assumed that the formal aspects of learning to teach are completed by the conclusion of preservice teacher training. This contention is supported by Khamis (2000) who asserts that frequently little ongoing constructive support is afforded teachers in their formative years of teaching.

Stages of professional development

Inquiry into professional development of first year teachers indicates that these teachers generally experience various stages of development (Brock & Grady, 1997; Bullough, et al., 1992; Lacey, 1977) The initial reality shock is followed by a period of developing strategies to cope with the demands of the teacher role. As first year teachers come to terms with functioning as part of the school system they are confronted with a number of difficulties. Workload, managing the behaviour of pupils, catering for the range of individual needs, insufficient support from mentor teachers and principals, fragmented school cultures, and inadequate resources, are factors commonly forwarded by first year teachers as having a negative impact on their personal and professional development (Brock & Grady, 1997; Carpenter & Byde, 1994; Claxton, 1989; Flores, 2001; Provenzo, McCloskey, Kottkamp, & Cohn, 1989; Schoonmaker, 1998; Zeichner & Grant,

1981). A number of educationalists (Bullough, 1992; Bullough et al., 1992; Carpenter & Byde, 1994; Lacey, 1977; Rosenholtz, 1989; Schoonmaker, 1998) suggest that first year teachers, threatened by the overwhelming events and situations of the wider school context, retreat into modes of managing and teaching that allow them to cope and survive. Lacey (1977) termed this 'strategic compliance'. First year teachers, in efforts to strategically comply with demands that seem all encompassing, tend to become more highly structured and authoritarian (Brock & Grady, 1997; Lacey, 1977; Rosenholtz, 1989; Schoonmaker, 1998). Zeichner and Grant (1981) found that teachers at the strategic compliance stage were less nurturing and democratic than they had imagined they would be.

Proponents of the stage theory of first year teacher development (Brock & Grady, 1997; Bullough et al., 1992; Carpenter & Byde, 1994; Lacey, 1977; Rosenholtz, 1989; Schoonmaker, 1998) report that as confidence and competence in managing contextual factors rise, focus moves from being predominantly on 'self' to consideration of needs of pupils. Growing confidence and affirmation in 'self as teacher' image allows first year teachers to experiment with new techniques and become more democratic.

Narrative in the Understanding of 'Self as Teacher'

Bullough (1992) states that personal knowledge is usually tacit, understanding is implied but not articulated. It is often embedded in language and hidden from view. Life history, narrative approaches, have been promoted by several educational writers and researchers as effective ways of studying teachers' lives and professional practice (Ball & Goodson, 1985; Goodson & Cole, 1994; Knowles, 1992, 1993; Measor and Sykes, 1992). Understanding of 'self' is best achieved through allowing individuals to tell their stories. Stories reflect events and experiences that have importance to the teller (Clandinin & Connelly, 1994; Keltchermans, 1993). Markus and Wurf (1989) assert that people construct a kind

of current autobiography in which various experiences are integrated into some form of coherence or harmony. Gudmundsdotter (1991) and Gergen and Gergen (1987) refer to this telling of stories as a narrative way of knowing. According to several authors (Bruner, 1986; Bullough et al., 1992; Freeman, 1993; Gergen & Gergen, 1987; Keltchermans, 1993; Markus & Wurf, 1987) telling stories enables people to make meaning of complexities and incongruities that contribute to the creation of personal knowledge. As experiences and events are encountered the stories change as the teller seeks to integrate these with the image of 'self'.

It is purported by Cole and Knowles (1998) that narrative is well suited to gaining understanding into the complexities of teachers' professional practice. Advocates of narrative contend that this approach promotes reflexive examination of professional practice within social and historical contexts (Bullough, 1992; Clandinin & Connelly, 1994; Coles & Knowles, 1993; Goodson & Cole, 1994; Keltchermans, 1993; Mitchell & Weber, 1999). Current literature (Bullough, 1991, 1992, Bullough, et al, 1992; Clandinin, 1992; Clandinin & Connelly, 1994; Coles & Knowles, 1998; Keltchermans, 1993; Mitchell & Weber, 1999) forwards the notion that personal narratives give voice to teachers and their teaching. Personal narrative provides data, grounded in biographical experience and social contexts (Atkinson & Silverman, 1997) that uncovers the 'self as teacher' image and the influences on its construction (Coffey, 2001). Story provides a vehicle for teachers to present the situations and experiences from the personal perspective. As they tell their stories, teachers are able to make meaning of these experiences within the social and historical contexts the school is positioned. It is through telling of their stories that the essence of 'self as teacher' will be revealed to student teachers, first year teachers, and teachers generally (Clandinin & Connelly, 1994; Keltchermans, 1993; Mitchell & Weber, 1999).

Metaphors As a Way of Defining and Understanding 'Self as Teacher'

Much of what people say in their stories is conveyed in metaphors (Lakoff & Johnson, 1980; Ortony, 1993). Ashton (1994) states that metaphors are the fabric

of language. Literature and research about the use of metaphor as a tool for making meaning and developing understanding of experience and of 'self', is expanding (Black, 1993; Grant, 1992; Lakoff & Johnson, 1980; Lakoff & Turner, 1989; Ortony, 1993). Metaphor is naming a thing or event with a name that belongs to something else. Grant (1992) argues that metaphor is more than just a mental process of naming, as metaphorical understanding is central to how people view the world. Metaphor is seen as both product - a way of looking at things - and process - a way of bringing new perspectives into existence.

Lakoff and Johnson (1980) claim that human thought is primarily metaphorical and metaphors are the primary way that people accommodate their experiences. In order to understand 'self' people search for a way to integrate diverse experiences so as to provide coherence to their lives. Stofflett (1996) reports that creation of personal metaphors is often an attempt to find meaning in life in a specific context. Personal metaphors highlight and make coherent past and present experiences, and dreams and aspirations for the future (Lakoff & Johnson, 1980). As metaphors arise out of experience and give coherence to it, they reflect how people think about their lives and the events and situations they are faced with (Bullough, et al., 1992). "Metaphors structure the way we think and the way we act, our systems of knowledge and belief" (Fairclough, 1992).

The premise that people use metaphors to make meaning of experiences and to develop sense of 'self', has led to some research involving seeking out the metaphors teachers use in constructing a 'self as teacher' image (Bullough, 1991, 1992; Bullough et al., 1992; Calderhead & Robson, 1991; Dooley, 1998; Stofflett, 1996). Stofflett (1996) believes that teachers create metaphors in the process of finding a sense of teacher self in the classroom and as a member of the wider school community. Bullough, et al. (1992) investigated the metaphors utilised by first year teachers to represent and define who they imagined themselves to be as teachers. The study uncovered such 'self as teacher' metaphors as teacher as expert, teacher as rescuer, teacher as roller-coaster rider, and teacher as policeman. It was found that teachers sought out these metaphors in an attempt to develop a coherent and integrated professional identity. Some teachers in the study held

vague, and sometimes contradictory, teaching metaphors as they tried to establish a secure 'self as teacher' image.

Tobin and Ulerick (1989) contend that teachers use their 'self as teacher' metaphors to guide their teaching practices and conceptualise their teaching roles. Bullough et al. (1992), argue that the metaphorically defined 'self as teacher' image of first year teachers can enhance or inhibit their teaching and learning practices and professional behaviour, and can enhance or restrict students' learning opportunities. In support of the above, Sfard (1998) agrees that different metaphors used to construct 'self as teacher' may lead to different ways of thinking and acting, but cautions reliance on one metaphor. Too great a reliance on or favouring of one metaphor can result in theoretical distortions and undesirable consequences. It is suggested that both acquisition type metaphors - metaphors that represent learning as the acquiring of knowledge - and participation metaphors - metaphors that represent learning as taking part, a process of active participation in learning activities - need to be integrated. Over recent times, according to Sfard (1998), there has been a shift from acquisition metaphors to participation metaphors but Sfard purports that both are needed as each has something to offer the other cannot. A teacher needs a "patchwork of metaphors" (Sfard, 1996, p.12) rather than a single guiding metaphor.

The need for a multiplicity of metaphors, or at least flexible metaphors, to meet the role of teacher is reinforced by Dooley's (1998) research which indicated that an inflexible metaphorical conception of 'self as teacher' can lead to confusion and frustration when image and reality conflict. Schoonmaker (1998) concurs with this finding and states that 'self as teacher' image, as expressed metaphorically, reveals that conflict and frustration can arise when teacher actions become inconsistent with beliefs. The reality of the teaching environment imposes on the 'self as teacher' image. Teachers who have initial 'self as teacher' images of teacher as helper, model, guide, or motivator, may act as directive authoritarians in order to survive.

The literature indicates (Bullough, 1992; Bullough et al., 1992; Dooley, 1998; Schoonmaker, 1998; Sfard, 1998) that personal metaphors inform ways of thinking and acting. In Lakoff and Johnson's (1980) terms, we live by the metaphors we use. This being the case, it is asserted by a number of writers (Ashton, 1994; Bullough, 1992, Bullough et al., 1992; Tobin & Ulerich, 1989), that teachers need to uncover the metaphors they use and examine these for appropriateness for the context in which they work. As metaphors are identified teachers are made aware of the conceptual devices that are driving their thinking and behaviour (Mahlios & Maxson, 1995). Metaphors enable teachers to clarify meaning in complex settings and go beyond the limitations of scientific language and description (Provenzo, McCloskey, Kottkamp, and Cohn 1989). Dooley (1998) comments that by analysing the metaphors they employ, teachers can gain an insight into the assumptions and beliefs about teaching and learning that influence their professional practice. Provenzo et al. suggest that metaphors allow teachers to describe the discrepancies between the expected and what is experienced, reflect on the multiple meaning or values in a situation (pluralisms) and create new understanding in a given context.

New knowledge growing out of old has been promoted by a number of theorists (Piaget, 1963; Vygotsky, 1962). Sfard (1998) forwards the notion that metaphors provide a useful way of adapting and or changing the old into something new. This idea is elaborated on by McHenry (1999) who contends that what is generally referred to, as "common sense" (a body of widely accepted so-called "truths") is a collection of "dead metaphors". These "dead metaphors" are the result of social and historical positioning and are dead, according to McHenry, because they have passed their usefulness. Teachers need to examine these "dead metaphors", seek out their origins and create new metaphors that are vital. This thinking concurs with that of Bullough (1992), Dooley (1998), Provenzo et al. (1989), Tobin and Ulerich (1989), Schoonmaker (1998), and Sfard (1998) in that McHenry posits that when things are not going well for first year teachers they need to look beyond the common sense "dead metaphors" and construct new ones to define their 'self as teacher' images and guide their professional behaviour.

The literature suggests that the voice of teachers is being increasingly listened to and acknowledged (Bell & Gilbert, 1994; Clandinin & Connelly, 2000; Goodson, 1992). As the review of current overseas literature demonstrates there is a growing raft of research based on the voices of beginning teachers (Bullough, 1991, Bullough et al., 1992; Coles & Knowles, 1993, Johnson, 1992). However, although there has been some research regarding beginning teachers (Cameron & Grudnoff, 1993; Renwick, & Vize, 1993) specific research into how New Zealand first year teachers perceive themselves is limited.

New Zealand Research and Literature

As outlined above the significance of 'self as teacher' image in teachers' professional development has been of interest to a growing number of international researchers (Bullough & Knowles, 1991; Calderhead & Robson, 1991; Kelchtermans, 1993; Kuzmic, 1994; Flores, 2001) but has received limited research attention in New Zealand. It is of note that Knowles (1992) in discussing the importance of biography in understanding the image teachers have of themselves, makes reference to his own first year teaching experience in New Zealand. Knowles acknowledges, in retrospect, that his own experiences in the New Zealand education system as a pupil, influenced the way he taught in his first year of teaching. Research to expose metaphors New Zealand teachers, in particular New Zealand first year teachers, employ to describe 'self as teacher' has received little or no attention and therefore how New Zealand first year teachers metaphorically perceive 'self as teacher' is a relative unknown.

Although New Zealand research and literature in the specific area of this research is very thin indeed, some studies related to the issues of teacher self image have been undertaken in New Zealand and there appears to be an awakening awareness of the significance of the area. A discussion of some relevant New Zealand literature will be reviewed in the following sections:

- Teacher Self Efficacy
- Professional, Personal and Social Development
- Affirming Factors for New Zealand First Year Teachers
- Challenges New Zealand First Year Teachers Face and
- Personal Narrative in the Professional Development of Teachers

Teacher Self Efficacy

Gibbs (1994) explored, in a New Zealand context, student teacher self efficacy and the effects teaching practice had on this self efficacy. The research studied student teachers' beliefs and their associate teachers' beliefs, about the students' capabilities - what they felt they were capable of accomplishing. Focus was on students' beliefs in their own ability to initiate, negotiate and control events in the classroom. One aspect of Gibb's study, based on the Rose and Medway's (1981) contention that teacher beliefs influence teaching behaviour which is reflected in students' behaviour and performance, sought to ascertain if the perceptions of student self efficacy held by the student and their associate teacher correlated. This study suggested that students generally displayed a lower level of confidence in their capabilities than that expressed by their associate teachers.

Gibb's research provided useful background for this research. However it explores teacher beliefs from a self efficacy perspective rather than as a professional identity, holistic sense of 'self as teacher'. The efficacy perception tends to emphasize the what I can do or what I am capable of doing, rather than who I am as teacher.

Professional, Personal and Social Development

The issue of the contribution personal biography makes to the development and understanding of 'self as teacher' was raised by Munro (1987). Munro concluded

from a case study of four secondary preservice teachers in Auckland, that personal biography effects the way teacher trainees interact with information and experiences presented during preservice teacher training. Munro states:

“...that what trainees bring with them into training may well have more significant effects on their teaching behaviour than the training experience itself ” (Munro, 1987, p.1).

Bell and Gilbert (1994) pursued research into teacher development with reference to the New Zealand Science Curriculum and concluded that professional development of teachers was closely linked to personal and social development. Bell and Gilbert contend that professional development is a learning process in which teachers need to attend to their feelings, beliefs, and the way in which they interact with other teachers and students. The Bell and Gilbert research alludes to the role that teachers' notions of what it means to be a teacher plays in professional development.

Renwick and Vize's (1993) research into the development of trainee teachers through their preservice training and into their first year of teaching, in the New Zealand context, found evidence to support the continuing influence of past experiences on preservice teacher training. Renwick and Vize contend that the influence of student teachers' personal biography endures through the three years of preservice training. These researchers also report that at the beginning of the first year of teaching New Zealand teachers have the expectation of being the perfect teacher, nothing will go wrong, and all their pupils will be performing appropriately. These findings, presenting very idealistic perceptions of teaching, are consistent with that of first year teachers in the overseas research discussed above. Also indicative of overseas research are the ideas first year teachers in the Renwick and Vize study forwarded describing how they saw the teacher role. The emphasis was on emotional and personal traits, with little or no mention of knowledge of curriculum content, skills and strategies, and their underlying principles.

Affirming Factors for New Zealand First Year Teachers

The Renwick and Vize (1993) study concluded that: positive, supportive, help and guidance from principals and mentor teachers; being included as an integral member of the school culture; and clear, appropriate school organisational structures and procedures; were regarded by New Zealand first year teachers as factors contributing to their successful induction into the first year of teaching. Open and informative communication from management facilitated increased ease in carrying out administrative and organisational tasks. Guidance on appropriate communication with parents was forwarded by first year teachers as assisting them in their teacher role. According to this research New Zealand first year teachers are affirmed by positive feedback from, and progress by, their pupils. These findings concur with those of research undertaken in countries outside New Zealand and outlined above.

Challenges New Zealand First Year Teachers Face.

Similarities in the factors that had negative impact on first year teachers are evident in the findings of the Renwick and Vize (1993) study with New Zealand first year teachers and in studies involving first year teachers in other countries (Bullough, 1991; Bullough et al., 1992; Claxton, 1989; Coles & Knowles, 1993; Johnson, 1992). Renwick and Vize ascertained that many New Zealand first year teachers find aspects of school culture and school structures - fragmented groups among staff, lack of collaboration and cooperation, inadequate resources, inconsistent and ineffective communication, and the hierarchical or inadequate leadership styles of principals - factors that impede their ability to carry out their teacher role.

New Zealand school principals' views on the attributes of beginning teachers that hinder them in the teaching role was investigated by Cameron and Grudnoff (1993). Several principals in this investigation considered that beginning teachers they employed often did not make the transition from student to teacher easily and were unprepared for the sustained, high level of work that the job involved. New

Zealand first year teachers are, in the view of the principals in the study, too idealistic, are not always aware of their position in the school in that they frequently think their ideas and principles should have priority, and have difficulty in the areas of time management, basic administration, curriculum content knowledge, and behaviour management.

Personal Narrative in the Professional Development of Teachers

A professional development paper for New Zealand teachers undertaking post preservice teacher training was developed and reported on by Sue Middleton (1993). Middleton used narrative with these teachers as a vehicle to explore and understand the cultural, historical and social influences that had created their 'self' images. The teachers undertaking these studies were encouraged to tell their personal life stories, examine these to reveal incongruities and factors that had positioned them in various ways. Middleton concurs with other writers (Bruner, 1986; Clandinin & Connelly, 1994; Coles & Knowles, 1998; Freeman, 1993; Gergen & Gergen, 1987; Keltchermans, 1993) that narrative, the telling of personal life stories, allows teachers to come to terms with the often covert assumptions and beliefs that inform the way they behave in their professional lives.

Summary

The literature reviewed strongly indicates that 'self' and 'self as teacher' are pivotal in the professional development of teachers generally and first year teachers specifically. 'Self as teacher' images are created early from personal experiences in social and historical contexts. These 'self as teacher' images inform professional behaviour and influence how first year teachers will interact with the context in which they work. The writings of the educationalists reviewed suggest that there are commonalities in the difficulties faced by first year teachers. How the first year teachers respond to these difficulties, in large measure, depends on the

underlying beliefs and assumptions they hold - their 'self as teacher' image - and the degree of support within the school context.

Furthermore the notion is resolutely defended in the literature reviewed above that people define and describe their perceptions of 'self' metaphorically. It is through the telling of stories, narrative, that people are able to uncover and examine the metaphors they use. Narrative promotes the integration of complexities and incongruities to create some cohesion. Writers of current literature on this topic contend that student teachers and first year teachers need guidance to reveal the metaphors they utilise to define 'self as teacher' image and examine these in the light of current contexts.

As alluded to above, the way New Zealand first year teachers view themselves as teachers - their 'self as teacher' images - and the metaphors they employ to define these images has not been extensively explored. It is the contention of the writer that this gap in knowledge of New Zealand teachers' development should be addressed. In order to extend the understanding of the role played by the images of 'self as teacher', held by New Zealand first year teachers, in their professional development, the teaching practices they employ and their personal interactions in school contexts, a representative sample of these teachers were invited to tell their stories. The following chapter outlines the research process involved in this undertaking.

CHAPTER THREE

METHODOLOGY

Aims of the Research

The findings and assertions from the literature reviewed in the previous chapter, indications from a pilot research project carried out by the author, (Smales, 1998), and the scarcity of New Zealand literature and research in the specific area, demonstrate that research studying the way New Zealand first year teachers view themselves as teachers - their 'self as teacher' image has the potential to provide material that will benefit the induction and development of New Zealand first year teachers. Furthermore, identification and analysis of the metaphors New Zealand first year teachers employ to define their 'self as teacher' image, and the events and situations during the first year of teaching that contribute to enhancement or undermining of 'self as teacher' image, can make a worthy contribution to the knowledge of the significance of 'self as teacher'. As mentioned in earlier chapters, research of this kind can add to the understanding of the role New Zealand first year teachers' images of 'self as teacher' play in their professional development, the teaching practices they employ and their interactions with students, colleagues, and parents or caregivers. The findings of this research have considerable implications for preservice teacher education and inservice guidance of beginning teachers.

The research set out to ascertain and explore the following:

- the 'self as teacher' images held by New Zealand first year teachers as they commenced their first year of teaching
- the influencing factors on New Zealand first year teachers' 'self as teacher' images
- the role of 'self as teacher' images in the professional development of New Zealand first year teachers, the teaching practices they employ, and their personal interactions in school contexts

- the difference, if any, that life experience, operationalised as time since leaving secondary school, may have on 'self as teacher' image of New Zealand first year teachers
- the similarities evidenced, concerning events, situations, impacting on 'self as teacher' image of New Zealand first year teachers, in schools of similar socio-economic groupings (deciles) and
- the implications of the above for;
 - preservice training of teachers
 - inservice support for beginning teachers.

Research Approach

An overview and justification of the research approach used for the present research is provided in the following section.

Qualitative Research

This research falls within the qualitative realm of research inquiry. Qualitative approaches are inquiry processes designed to ascertain impressions, feelings, or descriptions of what is happening in a given situation. The intent of qualitative research is to understand a particular situation, role, event, or interaction. Qualitative inquiry is focussed on arriving at a complex, holistic understanding of social phenomena and emphasises the views of participants. The aim is to seek out participants' perspectives and meanings and how they make sense of their lives. Reality is considered subjective and value laden and may be understood differently by different people. The researcher is the primary tool of data collection and as part of the context interacts with that being researched (Bouma, 1996; Cohen & Manion, 1994; Creswell, 1994).

The following discusses the methodological approach used in this research and illustrates how this is linked to the qualitative research paradigm.

Case Study

The design framework most appropriate for this research was multi-case and multi-site case study utilising narrative inquiry methodology. Case study addresses research problems that arise from "... the context-embeddedness of social phenomena, their dynamic coherence, their reflexive effects...." (Kemmis, 1980, p.135). Case study research design allows for recognition of complexities and embeddedness of social truths. The discrepancies or conflicts within participants' perceptions can be accommodated (Cohen & Manion, 1994). Case study is concerned with context (Stake, 1995). A strategy focussing on the uniqueness of its setting, case study seeks to understand meanings in that situation. It is particularly concerned with the meanings for the participants in the situation. This research, with its focus on first year teachers' images of 'self as teacher', sought to understand how each teacher gives meaning to the position in the specific context that each is in.

Context is also the interview situation. The data produced from the loosely structured narrative interviews is shaped by the participants' understandings and feelings about what is required of them by the researcher and the situation. The interaction of the researcher is part of the context and will have some influence on the interaction and responses of the participants. This is taken as accepted in this type of research (Bouma, 1996; Clandinin and Connelly, 2000; Cohen & Manion, 1994; Creswell, 1994)).

The interviews provide a 'snapshot' of the participants' views. The stories produced, the metaphors used, the efforts to articulate their understanding of who they are as teachers, is a rich source of data that cannot be obtained by methods other than narrative.

Narrative Methodology

Case Study research design is not differentiated by methods. It utilises whatever methods are appropriate to the task (Bell, 1993; Simons, 1996) of analysing the uniqueness and complexities of 'the case' or 'cases'. The use of narrative

methodology, people telling their stories, was both appropriate and justified for the purpose of this research which was concerned with the image of 'self,' particularly 'self as teacher'. Clandinin and Connelly (2000) explain that

"Narrative inquiry is a way of understanding experience. It is a collaboration between the researcher and participants, over time, in a place, or series of places and in social interaction with milieus. An inquirer enters this matrix in the midst and progresses in this same spirit concluding the inquiry, still in the midst of living and telling, reliving and retelling, the stories of the experiences that make up people's lives, both individual and social..... Narrative inquiry is stories lived and told" (p.20).

The current research is concerned with the image of 'self as teacher'. Images of 'self' are couched in language. Language is a symbolic system that is socially constructed and thus meanings of self are inevitably socially constructed. Blumer (1969) argues that meaning of self is derived from social interaction and is modified through an interpretative process in dealing with encounters. Freeman (1993, p.6) talks of " making and remaking sense of who and what we are". Bruner (1990) refers to construing lived experience.

Language then, is the vehicle for making meaning of self. Images of self are constructed from past experience which is meaningfully connected to present experience and reconstructed to give meaning for the future. Markus and Wurf (1987), discuss image of self as not being monolithical unity but a grouping of ways of seeing self. Sense of self is achieved by looking back to whom one has been, how one is currently situated and how one could be in the future (Markus & Wurf, 1987). Through the integration of different self representations people tell a story that gives a coherence to experience. An image of self is developed by telling stories of self, incorporating selected past and current experiences in order to unify them and provide a sense of coherence.

" We have each of us, a life-story, an inner narrative, whose sense is our lives. It might be said that each of us constructs a life, a 'narrative' and that this narrative is us, our identities" (Sacks, 1987, p.110).

In setting out to ascertain how first year teachers see themselves as teachers, it is important to listen to their stories. There needs to be an emphasis on the subjective. Narrative methodology allows this by placing greater focus on the meaning facts have for participants than on the facts themselves. It is the interpretation of recalled experiences that according to Kelchtermans (1993) is the core element of narrative discourse.

Earlier it was discussed how images of self are constructed within historical, social, and cultural contexts. In order to understand how first year teachers see themselves as teachers a method that incorporated construction was required. Narrative methodology is constructivist (Bruner, 1990; Gergen & Gergen, 1987). Goodson (1997) contends that narrative inquiry is appropriate for understanding teacher identity. According to Goodson narrative recognises personal experience and individual voices as having value. The telling of stories helps to uncover complex and diverse experiences of teachers and acknowledges the influence of life history in the development of teacher identity. The use of narrative allows the teachers to construct their experiences into a story that provides a meaningful image of 'self as teacher' within the historical, social, and cultural contexts inside and outside the school, and within the context of the conversation of the interview itself.

Narrative methodology and the use of open ended questions, provides opportunity for respondents to reflect, and tell their stories their way. Ochberg (1996) alludes to the opportunity narrative offers researchers to interpret between the lines of people's life stories. This implies that in telling life stories and indeed in creating an image of self, inconsistencies and ambiguities exist. Narrative methodology encompasses these inconsistencies and acknowledges them as part of the process of constructing self. Narrative methodology provides opportunity for insight into the complex interplay of personal experiences and expectations of first year teachers. Participants in the research will be able to reflect on their professional behaviour within the school context and the links to their 'self as teacher' image.

As conception of self is constructed through reflecting on and telling and retelling stories of past experiences in relation to the present and what might be in the

future, the best way of achieving an insight into the images first year teachers have of 'self as teacher' was through listening to and interpreting the stories the first year teachers in the study had to tell.

Use of Metaphor to Gain Understanding

As discussed earlier in the literature review, analysis of text for metaphor usage is a useful tool in the quest for gaining understanding of 'self'. A metaphor is the expression of understanding and experiencing of one kind of thing, event, or situation, in terms of another (Lakoff & Johnson, 1980). Lakoff and Johnson suggest that how people make sense of who and what they are is through metaphors. They argue that "...metaphor is pervasive in everyday life" (Lakoff & Johnson, 1980, p. 3). Accordingly, much of "...self understanding is the search for appropriate personal metaphors that make sense of our lives" (Lakoff & Johnson, 1980, p. 233). Metaphors allow expressions of meaning in complex and often ambiguous settings. Personal metaphors are developed through the telling of life stories. Stofflett (1996) maintains that people create metaphors in an attempt to find meaning in life within a specific context.

It was expected, therefore, that teachers would use metaphors which would be 'signposts' to the 'self'. As argued in the literature review, teachers seek out metaphors to develop a coherent and integrated professional identity. These metaphors guide teaching practices and interactions with students, colleagues and caregivers. Ashton (1994) espouses that an essential feature of metaphor is that it demands the interpreter is actively involved in seeking for meaning. Through studying the metaphors the participants of this research employed, themes linked to the objectives of the study would be revealed. Uncovering and analysing metaphors the first year teachers in the study used will be a useful tool for interpreting the meaning for those teachers of what it is to be 'a teacher'.

Variables

In the current research, variables are not used as controls with dependent and independent variables. In the present study, which falls within the qualitative research paradigm, reference to variables is only to specify some characteristics of

the participants - namely gender, years since leaving secondary school, and decile rating of school of employment. They can only be classed as organismic variables (Wiersma, 1995), that is they are pre-existing characteristics. In this study they are not quantified as they would be in quantitative research.

Validity and Reliability

Research within the quantitative research paradigm emphasises concerns with validity and reliability. Research such as the present study, that falls within the qualitative realm is primarily concerned about issues of credibility, dependability and trustworthiness of data (Graber, 1996). Narrative inquiry, the research approach utilised in the current study, looks beyond reliability and validity. Clandinin and Connelly (2000) argue that narrative inquiry research has alternative, justifiable criteria of apparency, verisimilitude, transferability, adequacy and plausibility, all of which were evident in the stories of the first year teachers in this study. The validity lies within the contextual knowledge of the lived experiences of the first year teachers in this study. Their reading and checking of the interview transcripts validated that the material which was the database for the present research was their story as they saw it. For the rest, the adequacy and plausibility of the researcher's presentation will be appraised by the reader.

The Sample

The sample for the current research consisted of 30 first year teachers employed in schools across the Wanganui, Horowhenua, Manawatu, and Hawkes Bay geographical regions of New Zealand. The participants were graduates of a range of New Zealand preservice teacher education providers. The composition of the sample was developed to ensure a distribution of gender, life experience - operationalised as time since leaving secondary school - and decile rating of school of employment.

For the research to be fairly representative of New Zealand first year teachers and the contexts in which they worked, a cross section of types of schools in which these teachers were employed and of participant variables needed to be included. Therefore invitations to participate in the research were sent to schools employing first year teachers in the Wanganui, Horowhenua, Manawatu, and Hawkes Bay regions for a number of reasons. Firstly this would facilitate contact to first year teachers employed in a range of urban and rural schools and schools across the range of decile ratings. Decile ratings are socio-economic indicators.

The indicator is based on Census data for the families with school age children in the areas from which the school draws students, along with schools' ethnicity data. The Census data include equivalent income, parents' occupation and educational qualifications, household crowding, and income support payments received. After combining the data all schools are ranked into deciles (10 percent groupings) which indicate the proportion of students from low socio-economic households at the school. Low decile schools have a higher proportion of these students who are likely to be educationally disadvantaged (Ministry of Education, 2002, p.3.).

This research has used the Ministry of Education's (2000) classification of low, middle and high decile rating. Therefore the schools that employed the first year teachers in the study who had decile ratings of 1, 2, and 3 were classified as low, those with decile ratings of 4, 5, 6, and 7 as middle and those with decile ratings of 8, 9, and 10 as high.

Secondly it was anticipated that approaching schools with first year teachers within these regions would elicit sufficient interest to allow a reasonable representation of the range of gender, and life experience of New Zealand first year teachers. As mentioned above life experience for the purpose of this study has been operationalised as years since leaving secondary school. The aim of including this as a consideration in selecting the sample was to ascertain if first year teachers beginning their career at later stages in their life perceived 'self as teacher' in similar ways to younger first year teachers.

Thirdly, the travel involved in working with the participants would be more reasonable within the time frame that was available for the research study if the participants were not scattered throughout New Zealand. The following further addresses the criteria and process used for selecting the sample for this study.

Selecting the Sample

Figure 3.1 provides an overview of the procedure taken in selecting the participants constituting The Sample for this research.

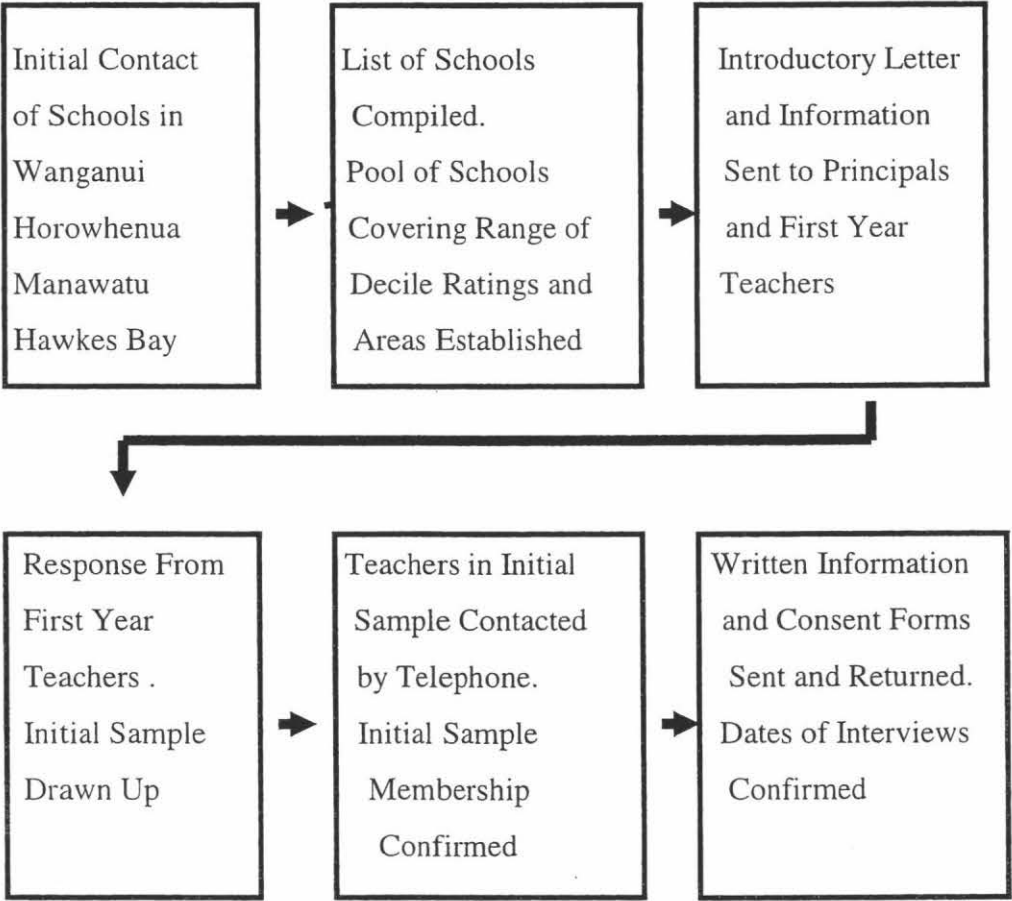


Figure 3.1. Steps in Selecting The Sample

At the beginning of the 2000^s school year primary schools - contributing and full primary - in the geographical areas of Wanganui, Horowhenua, Manawatu and Hawkes Bay were contacted to ascertain if they had first year teachers employed in their schools. A list was compiled from this information and a pool of schools encompassing a range of decile ratings and areas was established.

A letter of information was sent to the principals of the schools in the pool established. These information sheets provided an outline of the objectives of the research and requested that principals forward material to their first year teachers. (See Appendix A). Although all data gathering was to be carried out outside of school time and generally off school premises it was considered a courtesy to first approach school principals. Included in the principals' packages was a covering letter and a preliminary information sheet for the first year teachers on their staff. (See Appendices B and C). The information sheets outlined the research objectives, described the level of participation required of participants, and invited those who were interested in participating to respond on the attached slip which included a request to indicate the number of years it had been since they left secondary school. (See Appendix D). The material forwarded to prospective participants informed them that indication of their interest did not constitute consent.

Drawing up the Sample

An initial sample was drawn up from the pool of 58 teachers who indicated their interest in participating. In drawing up this sample the researcher took care to ensure it was representative of the range of gender, life experience, and decile rating of school of employment of New Zealand first year teachers. In order to facilitate ease of classifying the variables of each participant in the study, a code was developed. This code is utilised throughout the thesis presentation and is shown in Table 3.1.

Table 3.1
Codes for Identification of Participant Variables

CODE	
Dec.	Decile Rating
L.	Low = Deciles 1,2,3
M. or Mid.	Middle = Deciles 4,5,6,7
H.	High = Deciles 8,9,10
<7yrs.	Less than seven years since leaving secondary school
>7yrs.	Greater than seven years since leaving secondary school

The following figures and explanations present an overview of the participants in the sample, outline how the initial sample was arrived at and provide a breakdown of variables across members of the sample.

Table 3.2 provides an overview of the spread of variables across the sample. There are many more female teachers than male teachers in New Zealand primary schools (Ministry of Education, 2000) and this has been reflected in the sample selected for this study. Additionally the middle decile rating category covers a wider grouping than in either low or high decile ratings (Ministry of Education, 2000) and this factor was taken into account when compiling the members of the sample.

Table 3.2
Overview of Participants in The Sample

	<7yrs. Since Leaving Secondary School	>7yrs. Since Leaving Secondary School	Employed in L. Dec. Rated School	Employed in M. Dec. Rated School	Employed in H. Dec. Rated School
Male					
n=10	5	5	2	6	2
Female					
n=20	12	8	5	8	7
Total					
n=30	17	13	7	14	9

Table 3.3 depicts the distribution of participant variables by gender. In the responses received from potential participants there was a balance of male participants regarding years since leaving secondary schools. The number of responses from potential female participants was very high, a reflection of the imbalance of numbers of male and female teachers in New Zealand primary schools (Ministry of Education, 2000). Although there were considerable numbers of responses from potential female participants from both life experience categories, there were many more from the less than seven years since leaving secondary school category. It appears that many older women are entering the teaching profession but they are still outnumbered by females who enter preservice teacher education directly from secondary school.

Table 3.3
Distribution of Participant Variables by Gender.

Gender	<u>Male</u>						<u>Female</u>					
	10						20					
Years Since Leaving	/ \						/ \					
Secondary School	<7yrs. >7yrs.						<7yrs. >7yrs.					
	5			5			12			8		
Decile Rating	<u>L. M. H.</u>			<u>L. M. H.</u>			<u>L. M. H.</u>			<u>L. M. H.</u>		
	2	3	0	0	3	2	3	4	5	2	4	2

Table 3.4 shows the distribution of participant variables by years since leaving secondary school. In the sample selected there was a slightly higher representation of teachers in the less than seven years since leaving secondary school group but this would what would be expected in a group of first year teachers.

Table 3.4

Distribution of Participant Variables by Years Since Leaving Secondary School

Years Since Leaving Secondary School	<u><7 Years</u>						<u>>7 Years</u>					
	17						13					
Gender	<u>Male</u>			<u>Female</u>			<u>Male</u>			<u>Female</u>		
	5			12			5			8		
Decile Rating	<u>L. M. H.</u>			<u>L. M. H.</u>			<u>L. M. H.</u>			<u>L. M. H.</u>		
	2	3	0	3	4	5	0	3	2	2	4	2

Table 3.5 illustrates how participant variables were spread across decile rating of school of employment. Taking into account the general gender imbalance of teachers in New Zealand primary schools (Ministry of Education, 2000) and the need to gain a fair representation of participants from each life experience category, a general representation of participants employed from across the spread of decile rated schools was compiled.

Table 3.5

Distribution of Participant Variables by Decile Rating of School of Employment

Decile Rating	<u>Low</u>				<u>Mid.</u>				<u>High</u>			
	7				14				9			
Gender	<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>		<u>Male</u>		<u>Female</u>	
	2		5		6		8		2		7	
Years Since Leaving Secondary School	<u><7</u>		<u>>7</u>		<u><7</u>		<u>>7</u>		<u><7</u>		<u>>7</u>	
	2	0	3	2	3	3	4	4	0	2	2	5

Once the sample had been arrived at (Tables 3.2, 3.3, 3.4, 3.5), the teachers were contacted by telephone advising them of selection, thanking them for their interest in the research, providing opportunity for addressing any queries, and arranging a time and venue for the interviews. Following the telephone call written communication was sent to the participants thanking them once again for their interest, reviewing the research objectives, setting out their rights, and advising the agreed time and venue for the interview. (See Appendices E and F). During the telephone calls the participants indicated that they welcomed the opportunity to take part in the research and although not planned by the researcher, began relating snippets of their experiences. A formal consent form was forwarded to participants to sign and return, acknowledging their consent to participate. (See Appendix F). It was planned that if consent was not given by any of the initial sample, further selection would be carried out and replacements contacted until an appropriate sample was achieved. However the latter was not necessary, as all people in the initial sample were keen to participate. All potential participants who returned the response slip (Appendix D) were contacted and thanked for their interest.

Pseudonyms and Codes

As will be elaborated later in this chapter, to protect the confidentiality of participants, each participant was assigned a pseudonym for the purpose of this study. Pseudonyms and the respective participant variable codes are shown in Appendix H. The gender of the participants has not been included in the code as pseudonyms chosen indicate this.

Procedure

The following section outlines the procedure taken, once the sample was established, in carrying out the current research.

Collecting the Data

The data for this study was collected through personal, loosely structured interviews with each participant, which were recorded on audiotape. The interviews were carried out in the third or fourth school term of the participants' first year of teaching. The venue for these was at the discretion of each participant. In most cases the informal interviews were carried out either in the researcher's home or the home of the participant. In a few instances the participants chose to carry out the interview in their classroom out of school hours. The actual taped interviews were generally an hour to an hour and a half in duration. However in most cases participants spent a considerable time following the interview talking through issues and capitalising on the opportunity of having an interested listening ear. Material from the latter conversations does not form part of the data used in this research.

An interview protocol in the form of open-ended questions and statements was drawn up to facilitate the respondents telling their stories. (See Appendix I). The Interview Protocol was a guide to prompt and cue when necessary. However, generally, once the participants got into telling their stories the researcher only needed to prompt to clarify or develop a theme introduced by the participant or to keep some focus on the research topic.

Transcribing the Taped Interviews

Each participants' narrative was transcribed word for word. The latter included recording words or phrases that were repeated by participants. All pauses, audible sounds - ums, ahs -, and exclamations were recorded. In addition any laughing, crying, sighing was documented. If a participant markedly raised or lowered their voice at any time this was indicated in the transcript.

Analysing the Data

The informal interviews produced an overwhelming amount of material relevant to the objectives of this research. In order to organise this data a system of collating, analysing and grouping into themes (coding) was established. In the following

figure (Figure 3.2) the process has been condensed and an overview has been provided.

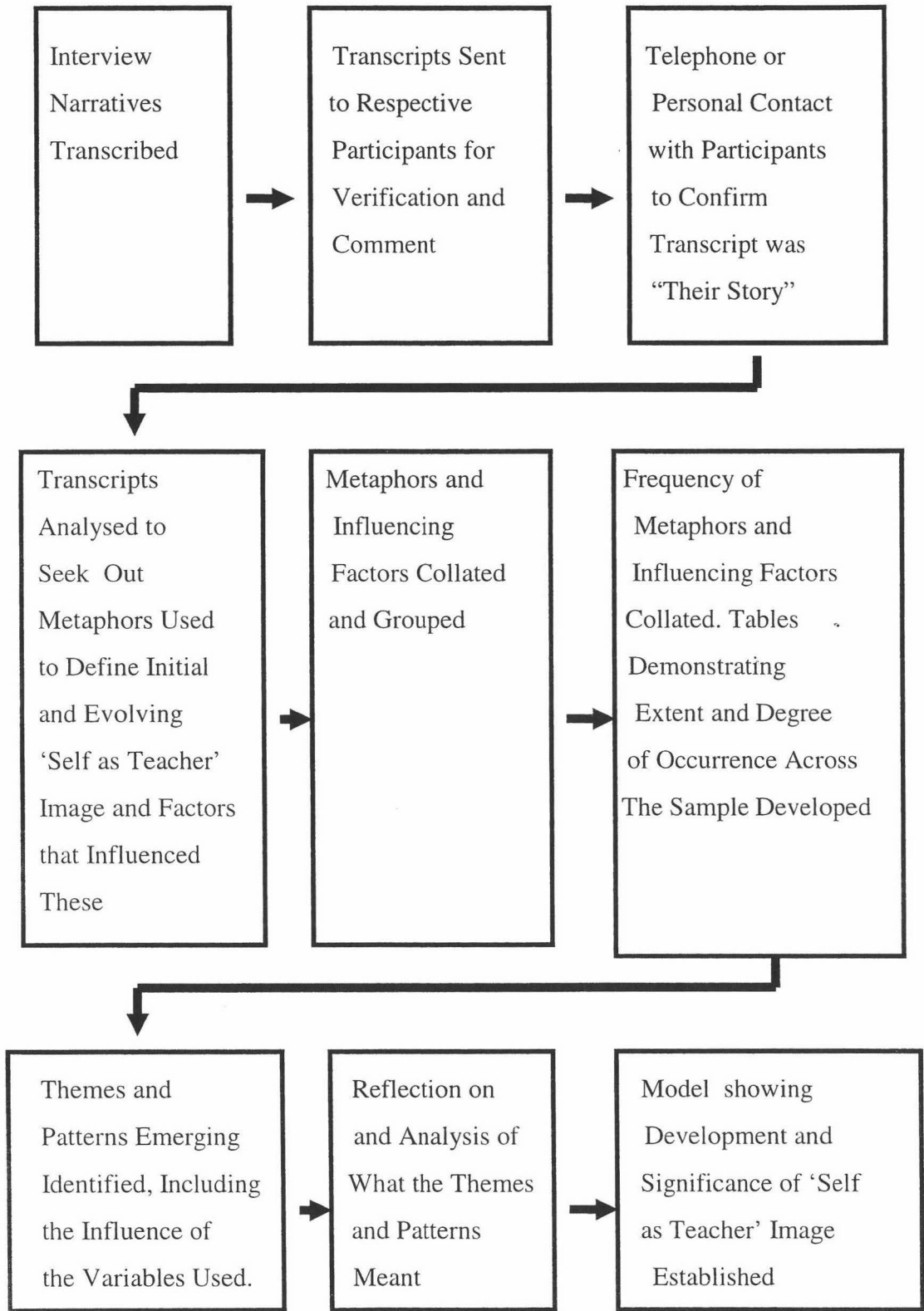


Figure 3.2 Process Used in Analysing the Data

As discussed above, to allow close scrutiny and analysis of the thirty taped interviews, these were transcribed. Copies of the latter were forwarded to the respective participants requesting they read the transcript of their interview to verify it was a true written replication of their audio narrative interview. The researcher telephoned, or made a personal visit to each participant inviting comments regarding their transcript and gaining confirmation regarding the authenticity of the transcript.

Each transcript was analysed closely to seek out the metaphors the participant had employed to define their initial and evolving 'self as teacher' image and the positive and negative factors the participant felt had influenced their 'self as teacher' image. A summary of the metaphors employed and the factors forwarded by each participant was documented. This documentation was collated and used to categorise metaphors and factors across the sample.

In order to ascertain metaphor and factor categories and to uncover themes and patterns, frequency of the use of particular metaphors and influencing factors across the sample was established. Tables were developed to demonstrate the extent and degree of occurrence of metaphors and influencing factors across the sample, observing the participant variables of gender, time since leaving secondary school, and decile rating of school of employment. The tables facilitated the making of comparisons to gain insight into the nature of commonalities and differences and from which themes and patterns were identified. At all stages and in all instances the tables were graphic collations of data directly accessed from the interview transcripts. In reporting the results the tables are referred to and points made are illustrated by direct quotes from participants' interviews.

To promote conceptualisation of themes and patterns emerging, graphic representations of these were developed (Figures 4.1; 5.1; 5.2; 6.1). Reflection on the analysed data was undertaken to ascertain what the themes and patterns that had emerged meant. The outcome of this process was a model depicting the development and significance of 'self as teacher' image in the professional

development of New Zealand first year teachers particularly and teachers generally (Figure 7.1).

Ethical Issues

This research complied with the Massey University Code of Ethical Conduct (Massey University, 1999) and was approved by the Massey University, Albany Campus, Human Ethics Committee (Appendix J).

The research focus on the image of 'self as teacher' of first year teachers could only be carried out satisfactorily if teachers were able to tell their stories. To this end it was necessary that the research involved the people who are the subjects of the research.

Potential risks to participants.

Although it was highly unlikely that there were significant risks to participants the researcher was mindful of the following:

- Information provided by participants had the potential to be used detrimentally to them if it was available to their employers or school managers. An undertaking was given that material that could be traced back to them personally would not be available in a traceable form to anyone other than the researcher and the research supervisor. Participants given this assurance had increased freedom to tell their story. Lack of this assurance may have led to participants being reluctant to discuss negative impact on their image for fear of exposing inadequacies of the school or their colleagues.
- Participants may have recalled events that could have caused them distress. The researcher had indicated to participants that if at any time they showed any indications of distress they would be invited, or they could request, that the recording device be turned off and/ or, the interview curtailed. In the event this did not occur. Even participants who, in telling their stories, revealed an aspect of their 'self as teacher' image that they had previously not acknowledged, wanted to continue talking about this and were happy for their conversation to be taped.

- It was important to allow time directly following the interview for participants to just chat informally so that any tensions that may have arisen due to recall of their experiences were eased. As mentioned earlier in most cases participants were eager to continue chatting through issues for considerable lengths of time after the taped interview.
- The researcher acknowledged that at some time following the interview a participant may find that having reflected on their 'self as teacher' image and events and situations that had impacted on it, they may wish to explore this further. To this end the researcher indicated to participants that she would be available to act, not in a counselling role, but in an active listening role, if any participant wished this. As it transpired, a number of participants did pursue further contact with the researcher. These participants continued to explore issues raised and welcomed the opportunity to use the researcher as a sounding board. The latter fell outside the research and has not formed a part of it.

Information and confidentiality issues.

The following actions were taken to safeguard privacy of participants and institutions:

- To protect the privacy of participants' information collected from this research, any specific information that can be traced back to specific individuals, has only been seen by the researcher and the research supervisor.
- No school has been identified and care was taken to ensure that privacy of schools was protected.
- Further protection has been afforded participants by identifying them in the report by pseudonyms.
- Participants were provided with information regarding the purpose of the research and procedures to be used. An information sheet was given to all potential participants (Appendix C) and further information was provided to those selected for the research (Appendix F).
- Participants were given copies of their interview transcripts to verify for accuracy and for comment.
- Audiotapes will be destroyed at the conclusion of the research writing.

- Permission was sought from participants to store transcripts safely for possible use in further research. Participants were given the option of having transcripts held by the researcher returned to them or destroyed. As mentioned above all participants received a copy of their transcript. In the event all participants were happy for the researcher to retain a copy of their transcript.
- It is intended that each participant will have forwarded to them, at the conclusion of the research, a summary of findings from their transcript and a general summary of the findings of the research as a whole.

Participants' rights and consent forms.

- As part of the information process, participants were made aware of their rights (See Appendix F).
- Participants were asked to sign a formal form of consent, indicating they understood their rights and agreed to participate in the research study (Appendix E).

Summary

The seeking to develop insight and understanding into the 'self as teacher' images held by New Zealand first year teachers necessitated the development of a research design and methodology that would facilitate access to the voices of these people. The literature review suggests that although studies concerning the ongoing professional development of teachers are increasingly taking cognizance of teachers' voices, limited work into how New Zealand teachers generally, and New Zealand first year teachers specifically, perceive their teacher 'self' has been pursued. The framework of the current research described in this chapter provided a successful vehicle for New Zealand first year teachers' voices regarding teacher 'self' to be heard. The key features are the multi-case study approach situated within the qualitative research paradigm and using narrative methodology, encompassing relatively non-structured informal, conversational type interviews.

The uncovering of metaphors used by participants in their interviews was an essential element of the research design.

As the following results and discussion chapters illustrate, the study has provided a valuable contribution to existing knowledge and literature on New Zealand first year teachers' 'self as teacher' image and its significance in their professional development.

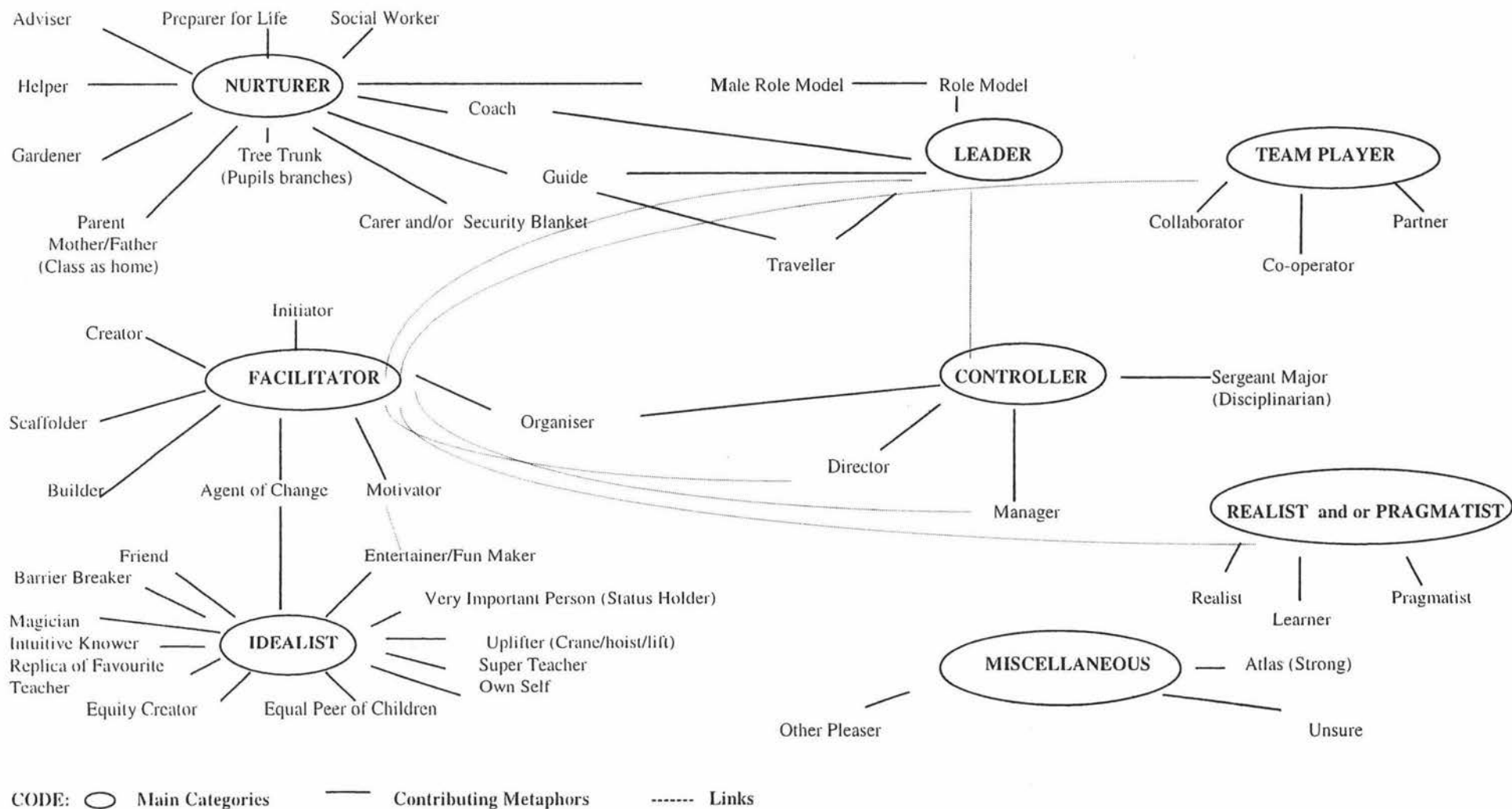
CHAPTER FOUR

RESULTS - INITIAL 'SELF AS TEACHER' IMAGE

Initial 'self as teacher' images of the first year teachers in the study were revealed as they told their stories. Analysis of these stories showed that the participants had indeed sought personal metaphors that provided signposts to the 'self'. A variety of metaphors defining 'self as teacher' image were utilised. These fell into the seven main categories of nurturer, leader, facilitator, controller, team player, idealist, and realist and pragmatist. A small miscellaneous group of metaphors made up a minor eighth category. There were many cases where more than one category of metaphor was evident. In some of these cases the categories were complimentary but in others they were conflicting. The significance of complementary or conflicting metaphors will be discussed further on.

Overview

A general overview of the initial 'self as teacher' images held by the first year teachers in the study is depicted in Figure 4.1. The eight metaphor categories and the specific metaphors contributing to these categories are portrayed. Some of the contributing metaphors are associated with more than one category. Several specific metaphors such as coach, guide, role model, and traveller, are associated with both nurturer and leader categories. Teacher as agent of change is associated with both facilitator and idealist categories. As shown in Figure 4.1 there are some links existing between some of the metaphor categories. Examples of the latter are links between leader and facilitator, and team player and facilitator. Throughout this chapter the associations and links mentioned above will be developed and references made to Figure 4.1 as the results pertaining to initial 'self as teacher' image are presented.



48 **Figure 4.1.** Metaphors Defining Initial 'Self as Teacher' Image

Metaphors used by Individual Participants

As mentioned above in most cases more than one metaphor was evident. Table 4.1 provides an overview of the range and spread of metaphor groups used by the participants to define their initial 'self as teacher' image and provides a point of reference for further discussion.

Table 4.1

Metaphors Employed by Individual Participants to Define Initial 'Self as Teacher' Image.

Name	Nurturer	Facilitator	Idealist	Leader	Realist and Pragmatist	Controller	Team Player	Miscellaneous
Alan	X	X	X	X		X		
Bryan	X	X	X	X	X			
Alice	X		X		X		X	
Barbara	X	X	X	X			X	X
Carol	X			X		X		
Colin	X	X		X				
Diana	X	X		X	X			
David	X	X	X	X	X	X		
Elaine	X	X	X	X				
Fiona	X	X	X	X			X	
Evan	X	X	X	X				
Gaile	X	X	X	X	X	X		X
Helen	X	X		X		X		
Irene	X	X	X	X	X			
Juliet		X	X		X		X	
Frank			X					
Gary	X	X						
Kate	X	X	X					
Lorna	X	X	X	X	X			
Henry	X	X	X	X	X	X		
Ivan	X	X						
Mary	X	X	X	X	X	X	X	
Ngaire		X			X			
Pania	X	X	X	X				
Olivia	X	X	X	X	X			
Rachel	X	X		X	X			X
Susan	X	X						
Tanya	X	X	X		X			
Virginia	X	X						
John	X		X					X
TOTALS	27	26	20	19	14	7	5	4

A study of Table 4.1 shows that Frank was the only participant who had one dominant initial metaphor. Five (15%) of the interviewees - Gary, Ivan, Ngaire, Susan and Virginia - used two metaphor categories to define their initial 'self as teacher' image. It is of significance that four of the five - Gary, Ivan, Susan and Virginia - employed metaphors associated with nurturing and facilitating (Table

4.1). Eighteen, (60%) of the participants used four or more metaphor categories. Table 4.1 also highlights first year teachers who employed conflicting metaphors to define their initial 'self as teacher' image. This is particularly evident in the cases of Bryan, Alice, David, Irene, Juliet, Lorna, Henry, Mary, Olivia and Tania who used both idealist, and realist and, or pragmatist metaphors to describe their initial 'self as teacher' image. The significance of these results will be explored in Chapter Seven.

Metaphor Categories

A closer look at the results pertaining to each metaphor category provides a more detailed picture of how the first year teachers initially perceived their teacher image. Table 4.2 illustrates how the use of the metaphor categories compare across the participant variables of gender, life experience operationalised as time since leaving school, and decile rating of school of employment. Table 4.2 will be referred to throughout this chapter.

Table 4.2

Metaphor Categories Defining Initial 'Self as Teacher' Image.

Category	Females		Males		Time Since Leaving School < 7Yrs. > 7Yrs.		Decile Rating of School			Totals						
							Low	Mid.	High							
	N=20 No.	%	N=10 No.	%	N= 17 No.	N= 13 No.	N= 7 No.	N=14 No.	N=9 No.	N= 30 No.	%					
Nurturer	18	90	9	90	17	100	10	76	7	100	14	100	6	67	27	90
Facilitator	18	90	8	80	15	88	11	85	6	86	13	93	7	77	26	87
Idealist	13	65	7	70	11	65	9	69	5	71	11	79	4	44	20	67
Leader	13	65	6	60	13	71	6	46	4	57	11	79	4	44	19	63
Realist and Pragmatist	11	56	3	30	9	53	5	38	4	57	3	21	4	44	14	47
Controller	4	20	3	30	6	35	1	8			5	56	2	22	7	23
Team Player	5	25			1	6	4	31			4	29	1	11	5	17
Miscellaneous	3	15	1	10	2	12	2	15	2	29	2	14			4	13

In order to elaborate on the results depicted in Table 4.2, results pertaining to each metaphor category are outlined below.

Nurturer Metaphor Category

Nurturer in one form or another was a dominant theme in the definition of initial 'self as teacher' with 27 (90%) of all interviewees utilising metaphors in this category. It is interesting to observe that there was an equal percentage (90%) of males and females who initially perceived themselves as nurturers in the teacher role. All participants, with less life experience, and 76 percent with more life experience, initially perceived 'self as teacher' as nurturer. All participants, who gained employment in low and middle decile rated schools revealed nurturer initial 'self as teacher' images but there was a considerably lower representation, (67%) from first year teachers employed in schools with high decile ratings (Table 4.2).

The three first year teachers who did not allude to nurturing when defining their 'initial 'self as teacher' image - Juliet, Frank, and Ngaire (Table 4.1) - share some common factors. All had considerable life experience, had gained employment in schools with high decile ratings (See Appendix H), and as will be discussed in Chapter Seven, used strong initial 'self as teacher' metaphors of other themes.

Respondents used a variety of nurturer metaphors to define initial 'self as teacher' image (Figure 4.1). As depicted in Figure 4.1 some of the metaphors contributing to the Nurturer Category (male role model, role model, guide, coach and traveller) also contribute to the Leader Category. Table 4.3 shows the nurturing metaphors that were not linked to leader type metaphors and provides a breakdown of distribution of their use across the participant variables.

Table 4.3.
Nurturing Metaphors

Metaphor Teacher is	Female		Male		Time Since Leaving School		Decile Rating of School			Totals		
					<7yrs.	>7yrs.	Low	Mid.	High			
	N=20		N=10		No.=17	No. =13	N=7	N=14	N=9	N = 30		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Carer Security Blanket	15	75	4	40	12	71	7	54	6	86	9	64
Helper	8	40	4	40	7	41	5	63	4	57	4	29
Preparer for Life	3	15	1	10	2	12	2	15			4	29
Mother/ Father	1	5	2	20	1	6	2	15	1	14	2	14
Gardener	1	5			1	6					1	7
Adviser			1	10	1	6			1	14		
Social Worker			1	10			1	8			1	11
Tree Trunk	1	5			1	6					1	11

Caring, Security Blanket Metaphors

Caring, catering to needs and providing security was evident in the initial 'self as teacher' image of 19 (63%) of all cases (Table 4.3).

I thought I was going to be a really caring, empathetic, really interested in individual differences and catering to individual needs (Kate <7yrs. M. Dec.).

Like to nurture and comfort children (Pania >7yrs. L. Dec.).

.. to be honest, I mean I've always liked kids and I've always liked the idea that you can help..... its almost like a security blanket really (Elaine <7yrs. M. Dec.)

Considerably more females than males, 75 percent and 40 percent respectively, expressed nurturing in a caring, security provider way. As will be discussed in Chapter Seven, this finding may not be surprising to many given the traditionally perceived roles of males as breadwinners and females as homemakers (O'Neill,

1996). What may appear more surprising is the high percentage (71%) of participants in the group with less life experience who employed caring, security-providing metaphors, compared with 51 percent of the group with more life experience (Table 4.3).

Mother or Father Figure Metaphors

Linked to the caring, security providing images is the idea of nurturing in terms of a parental role whereby the first year teachers saw themselves as a mother or father figure and the classroom was perceived metaphorically as home.

So sort of fatherly as well I suppose (Evan >7yrs. M.Dec..

Yeah, because I felt that I just had to be really comfortable. I suppose like when you're flatting, when you've got a house, you know, that's your new space.... So I had to put some ownership. Welcome kids in, be positive with them, make them proud (Barbara >7yrs. M. Dec.).

Of note is that although only three participants directly used parental type metaphors, two of these were males (Table 4.3).

Gardener Metaphor

One female participant expressed an aspect of her initial 'self as teacher' image using a gardener metaphor.

Watching them grow with the work they did (Gaile <7yrs. M.Dec.).

This metaphor is closely aligned to the teacher as carer and teacher as parent metaphors.

Helper Metaphors

Twelve (40%) of the sample used the teacher as helper metaphor to define their initial 'self as teacher' image (Table 4.3).

Help children realise their own goals (Colin <7yrs. M. Dec.).

Help them become independent learners (Diana >7yrs. M. Dec.).

My job is to obviously help kids learn (John <7yrs. L. Dec.).

An equal percentage of males and females (40%) used helper metaphors to define their initial image of 'self as teacher' (Table 4.3). The helping image is associated with the idea of teaching as a vocation, which was reflected in the stories of several of the participants.

I really love working with children and I always have. Its kind of been a passion of mine. ... It requires that sort of desire, I think. I believe its [teaching] a vocation (Fiona >7yrs. M. Dec.).

Preparer For Life Metaphors

Four (13%) of the first year teachers initially perceived themselves as preparers for life (Table 4.3).

So the ideal was they [the pupils] would all find their avenues. They'd start finding their avenues in what they wanted to do in life (Henry <7yrs. M. Dec.).

I wanted to teach children real life skills - the real things, real things, um, not waffle. Real. Teach children how to cope in the real world. That was my theory - preparing for life. Learning everyday - pretty well - how do we work systems, how do we find out things. I still hold to - believe - that, that is what a teacher should do - prepare kids for life (Alice >7yrs. M. Dec.).

I'd rather the children be able to learn, to prepare them, like for later on (Diana >7yrs. M. Dec.).

Fifteen percent of females and ten percent of males in the sample used teacher as life preparer metaphors. All participants initially seeing themselves as life preparers gained employment in middle decile rated schools (Table 4.3).

Adviser, Social Worker and Tree trunk Metaphors

The nurturing type metaphors of adviser, social worker and tree trunk were used in each case, by only one participant to define their initial 'self as teacher' image (Table 4.3). One first year teacher felt he would be a support and adviser for the children.

.. to support them and give them help and advice (Bryan <7yrs. L. Dec.).

Another participant had teacher as social worker contributing to his initial 'self as teacher' image.

I saw sort of two roles of a teacher, one's a social worker and one's a teacher (Gary >7yrs. H. Dec.).

As the image of teacher as social worker will be raised at a later stage, it is important to point out that it was more than seven years since Gary had left school and he had gained employment as a first year teacher in a school with a high decile rating (Table 4.3).

The tree trunk metaphor was rather intriguing. The interviewee saw herself as the tree trunk and the children who would be in her class as the branches of the tree.

I saw myself as sort of like, um,.. so you gave them the ideas and they branched off and started doing their work (Virginia <7yrs. H. Dec.).

The image is of the teacher providing the nutrients and is akin to the nurturing images of carer, parent and gardener.

Leader Metaphor Category

As depicted in Figure 4.1, leader metaphors defining initial 'self as teacher' image had significant links to nurturer metaphors. The concepts of caring, guiding and providing security are all associated with the leader metaphors as is the concept of leading, showing the way, and to some extent taking charge. Table 4.2 shows that 19 of the 30 participants (63%) used leader metaphors to define their initial 'self as teacher' image. A similar percentage of males (60%) and females (65%) perceived

'self as teacher' as a leader in some way. An interesting observation is that 77 percent of respondents who had left school within the last seven years used leader metaphors as opposed to 46 percent of those who had left school more than seven years previously. Of note is that only 44 percent of first year teachers in the sample who had gained employment in high decile rated schools initially saw themselves as leaders in the teacher role (Table 4.2).

Table 4.4 provides the variants of leader metaphors used and shows a comparison of their use across the participant variables.

Table 4.4

Leader Metaphors

Metaphor	Female		Male		Time Since Leaving School		Decile Rating of School			Totals	
					<7yrs.	>7yrs.	Low	Mid.	High		
	N=20		N=10		N=17	N=13	N=7	N=14	N=9	N=30	
	No.	%	No.	%	No.	%	No.	%	No.	No.	%
Guide	5	25	2	20	5	29	2	15	1	7	23
Traveller on a journey	5	25	1	10	4	24	2	15	3	6	20
Role Model	6	30			5	29	1	8	2	6	20
Coach	2	10	3	30	5	29	1	14	3	5	17
Charismatic	3	15	1	10	2	12	2	15	3	4	13
Male Role Model			3	30	2	12	1	8	2	3	10

Charismatic Leader Metaphors

Table 4.4 shows that four (13%) of the sample used direct, rather charismatic leader metaphors.

I would stand up and espouse and they [children] follow - write it all down (Alan >7yrs. M. Dec.).

Children would respond to me just because I asked (Fiona >7yrs. M. Dec.).

Lead them to knowledge. Leader of class community (Irene <7yrs. H. Dec.).

Role Model Metaphors

Leader in the form of role model, excluding teacher as male role model, was evident in metaphors of six (20%) of the first year teachers interviewed (Table 4.4). The majority of the latter had the initial 'self as teacher' image of being someone who children would look up to. They saw it being their responsibility to ensure they set a positive example that children could aspire to.

Following you by example (Carol <7yrs. H. Dec.).

Someone kids can look up to (Irene <7yrs. H. Dec.).

For one of the respondents the teacher as role model took on a self-fulfilling need. She initially saw herself as a significant person who the children would adore and idolise. The children would cater to her own need of being wanted and needed.

I was going to be some sort of, I don't know, person figure in their life.... To be in their life. To be that one person who they're going to see every single day. They'll [children] sit in my classroom for ten minutes and tell me how wonderful I am and how good it is to have someone there who listens (Olivia <7yrs. L. Dec.).

A study of Table 4.4 shows that while 29 percent of the participants with less life experience expressed role model images only eight percent of those with more life experience did so.

Male Role Model

A specified form of role model, that of male role model, was evident in the discourse of three (30%) of the male participants (Table 4.4). For these first year teachers the male role was seen as being very significant in their 'self as teacher' image.

I wanted to be a positive role model (Bryan <7yrs. L. Dec. .

Because some of the kids come to school and they just don't have any role model at home and I might be the only male they see (Evan >7yrs. M. Dec.).

I thought it was good that I was going to be a male 'cause there's not many males out there so I thought that was important (Henry <7yrs. M. Dec.).

Although three females who had gained employment in high decile rated schools used role model metaphors no males employed in these types of schools used male role model metaphors (Table 4.4).

Traveller - On a Journey - Metaphors

Teacher as traveller or on a journey was another expression of 'self as teacher' as leader.

Put them on the right path - if it isn't working you take the next road (Diana >7yrs. M. Dec.).

Take children one step at a time (David <7yrs. M. Dec.).

Keep kids on track (Pania >7yrs. L. Dec.).

This metaphor defining initial 'self as teacher' was employed by six (20%) of the sample and was more commonly used by female participants than male participants - 25 percent and 10 percent respectively (Table 4.4).

Guide Metaphors

Linked to the teacher as traveller, is teacher as guide (Figure 4.1). These metaphors, although still presenting 'self as teacher' as leader, tended to be used to portray an image of helping, guiding, more aligned to nurturing and facilitating than the more directive image of charismatic and role model metaphors.

Guide them to make their own decisions (Carol <7yrs. M. Dec.).

Lead them to knowledge (Irene <7yrs. H. Dec.).

Of the metaphors falling into the leader category, guide metaphors were the most frequently used with 23 percent of participants initially seeing their 'self as teacher' in this way. Guide metaphors tended to be more evident in the stories of

participants with less life experience (29%) than in those with more life experience (15%) (Table 4.4).

Coach Metaphors

Teacher as coach was an initial 'self as teacher' image evident in the interviews of 17 percent of the sample (Table 4.4). This metaphor was used exclusively by participants within the less life experience category. It was employed by 30 percent of the males but by only 10 percent of the females (Table 4.4). As depicted in Figure 4.1 teacher as coach is closely linked to teacher as nurturer.

Like get kids keen to jump to the task and go for gold (Helen <7yrs. H. Dec.).

In set things like reading and maths, for sure I think that it's up to me to pass on those skills (Mary <7yrs. M. Dec.).

Like the coaching side of things.. bit like coaching a rugby team (David <7yrs. M. Dec.).

More males (30%) than females (10%) saw themselves initially as teacher as coach. No participants in the group with more life experience initially held a coach image whereas 29 percent of those in the less life experience group did so (Table 4.4).

Facilitator Metaphor Category

Facilitator associated metaphors to define initial 'self as teacher' images were very prominent being employed in various ways by 26 of the 30 participants (87%). A very high percentage of both females (90%) and males (80%) initially considered themselves as facilitators. Facilitator images were highly represented across all participant variables (Table 4.2). Many of the first year teachers who had facilitator contributing to their initial 'self as teacher' image expressed this by using several of the variants of facilitator metaphors shown in Figure 4.1 and Table

4.5. Table 4.5 shows the types of metaphors within the Facilitator Category (Figure 4.1) and their distribution across the respondent variables.

Table 4.5

Facilitator Metaphors

METAPHOR	Female		Male		Time Since Leaving School		Decile Rating of School			Totals	
					<7yrs.	>7yrs.	Low	Mid.	High		
Teacher as...	N=20		N=10		N=17	N=13	N=7	N=14	N=9	N=30	
	No.	%	No.	%	No.	%	No.	%	No.	No.	%
Initiator	14	70	3	30	10	59	7	54	5	17	57
Motivator	5	25	3	30	5	29	3	23	2	8	27
Agent of Change	4	20			1	6	3	23	2	4	13
Organiser	2	10	2	20	3	18	1	8	3	4	13
Creator, Scaffolder, Builder	2	10	1	10	2	12	1	8	2	3	10

Initiator Metaphor

Initiator was by far the most prevalent facilitator metaphor variant used with 17 (57%) of all participants using this. Although a similar percentage of first year teachers in each of the life experience categories used initiator metaphors this was not the case concerning the gender groups. Many more females, 14 (70%), than males, three (30%), initially perceived 'self as teacher, as an initiator (Table 4.5).

Facilitate new learning (Elaine <7yrs. M. Dec.).

I wanted to make sure that they knew what to do but I didn't want to take over. Like I set it all up for them so they all knew what to do and I made sure they knew because I asked them, and then from there they then went for it (Susan <7yrs. L. Dec.).

I had very strong feelings about wanting to be a facilitator of the process in the classroom and that everybody in the classroom takes part in the learning process (Juliet >7yrs. H. Dec.).

Motivator Metaphor

For eight (27%) of the respondents facilitator as initial 'self as teacher' image was stated more in terms of motivator, inspirer or encourager (Table 4.5).

Because I always wanted to be able to motivate them to want to be able to do it.. It's sort of how to enthuse them into doing it (Colin <7yrs. H. Dec.).

I think my job was just to motivate the kids (David <7yrs. M. Dec.).

Like you know, you gave them the motivation and they went off and did all the learning and all the, and they were interested by what you were trying to say to them and that (Virginia <7yrs. L. Dec.).

The story of one of the female participants revealed an initial 'self as teacher' image of teacher as inspirer.

This lady just inspired me and I wanted to be like that. I wanted to excite children, you know. I wanted them to be excited about what we were doing and um motivate them. It sounds really boastful but the other day we were talking about saints and inspiring people ... and we were talking about what an inspiring person is and an inspiring person is someone you want to be like and about six of my children said I want to be just like you.. That confirmed it for me (Lorna < 7yrs. H. Dec.).

Use of teacher as motivator was evenly spread across all participant variable groups with representation in each group being in the 20 to 33 percent range (Table 4.5).

Agent of Change Metaphor

The metaphor of teacher as agent of change fits within the theme of facilitator but also sits within the teacher as idealist category (Figure 4.1). First year teachers with an initial image of agent of change more aligned to the facilitator category, saw themselves as effecting significant change. Their image was teacher as difference maker.

My hope was um, my hope was that if I could perhaps get one [child] who didn't like school, or didn't know how to cope, perhaps know how to cope in school (Tanya >7yrs. L. Dec.).

I think because I had a desire to make a difference for our future generation (Fiona >7yrs. M. Dec.).

Just wanted to make a difference (Olivia < 7yrs. L. Dec.).

Of the 30 participants, four (13%), used agent of change as difference maker to define their initial 'self as teacher' images. All of these were female representing 20 percent of the female group. There was a higher percentage (23%) of participants from the group with more life experience than from those with less life experience (6%) that initially perceived themselves as difference makers. It is noteworthy that none of the sample who gained employment in high decile rated schools had initial 'self as teacher' images that encompassed difference maker (Table 4.5).

Creator, Scaffolder, Builder Metaphors

For three (10%) of the first year teachers in the study facilitator as creator, scaffolder or builder was an essential aspect of their initial 'self as teacher' image (Table 4.5).

I saw myself creating an environment in which children would have the best opportunity to learn, but more creating the environment than actually giving the knowledge. More sort of creating the environment in which children could discover that knowledge for themselves (Kate <7yrs. M. Dec.).

..help them think for themselves and to and to just, I don't know, scaffold I suppose is the word, I don't use that very often. Scaffold their learning so that is basically it (Ivan > 7yrs. M. Dec.).

Just so that it builds up their esteem because... I'm quite young I think back to my school days, I just think a lot of teachers tried to bring me down whereas I just thought that build on self esteem (Susan <7yrs. L. Dec.).

Organiser Metaphor

The four participants (13%) using the teacher as organiser metaphor to define initial 'self as teacher' image did so in two ways (Table 4.5). One of these ways was as facilitator in that being organised was a prerequisite to effective facilitating of learning.

Need to be organised- planning, preparation in order to facilitate the learning (David <7yrs. M. Dec.).

Fairly organised. I'd learnt that from previous experiences on sections and things like that you have to be organised Helen <7yrs. H. Dec.).

The other application of teacher as organiser was more as controller. The latter will be discussed within the Controller Metaphor Category.

Controller Metaphor Category

Metaphors of power, control, discipline and managing were evident in seven of the 30 participants' (23%) definitions of initial 'self as teacher' image (Table 4.2). As is shown in Table 4.2 there were ten percent more males (30%) than females (20%) who held to an initial controller 'self as teacher' image. This image was more common among the participants who had less life experience (35%) than among those with more life experience (8%). There was no representation in the group who gained employment in schools with low decile ratings of initial 'self as teacher' as controller (Table 4.2). One participant, Alan (Table 4.1) presented a very strong initial 'self as teacher' image of controller. He used manager, power figure, authority figure and sergeant major metaphors when defining his initial 'self as teacher' image (Table 4.6).

Table 4.6

Controller Metaphors

Metaphor Teacher as	Female		Male		Time Since Leaving School		Decile Rating of School			Totals	
					<7yrs.		Low	Mid.	High		
	N=20		N=10		N=17	N=13	N=7	N=14	N=9	N=30	
	No.	%	No.	%	No.	%	No.	%	No.	No.	%
Manager	2	10	2	20	3	18		3	21	4	14
Organiser											
Power Figure	2	10	1	10	2	12		2	14	3	10
Sergeant											
Major											
Director			2	20	2	12		2	14	2	7

Table 4.6 shows the range of controller metaphors used and provides a comparison of their use across the respondent variables.

Manager and Organiser Metaphors

Participants who employed the organiser and manager type metaphors (14%) (Table 4.6) did so in two ways, one as facilitator as discussed above, and the other as being in control. The being in control was in relation to having paperwork, resources and workload under control, rather than control over pupils.

Be organised, in control (Helen <7yrs. H. Dec.).

I had always been a really organised person and I like having things, not set in place, but I like to know what I am going to do (Mary <7yrs. M. Dec.).

The initial image of teacher as organiser or manager was only evident in the story of one (8%) participant (Alan) who had more life experience whereas this initial image appeared in the stories of three (10 %) of the first year teachers with less life experience (Table 4.6).

Power Figure, Authority Figure, Sergeant Major Metaphors

For three (10%) of the participants having control over the pupils was perceived as being a necessary aspect of their 'self as teacher' image. These respondents used metaphors of power and discipline akin to a sergeant major.

This is what I'm going to do and everyone's going to do it.

Children are to follow. What I say goes ...Follow to the letter- do what they're told (Alan >7yrs. M. Dec.).

... put my foot down (Gaile <7yrs. M. Dec.).

Kids do as I tell them (Carol <7yrs. H. Dec.).

Director Metaphor

The director metaphor has links to teacher as organiser but was used more as controlling the overall environment to promote learning. Teacher as director was employed by two (7%) participants, both male and with less life experience (Table 4.6), when describing their initial 'self as teacher' image. David used organiser as facilitator in his initial 'self as teacher' definition and this organiser concept was also evident in his perception of 'teacher self' as director.

I thought you could go in at the start of the year and set up your routines, set the direction, okay get them to underline their headings in their books, so that each week hopefully they'd know it (David <7yrs. M. Dec.).

Team Player Metaphor Category

Team player metaphors were used by five of the 30 (17%) respondents to express initial 'self as teacher'. Participants using the team player metaphor incorporated all of the contributing metaphors of collaborator, co-operator and partner. Team player metaphors shared some commonalties with facilitator in that they saw themselves collaborating and co-operating in order to facilitate.

Everyone pitching in doing their load (Alice >7yrs. M. Dec.).

Fit in, be part of the group (Mary <7yrs. M. Dec.).

However the team players, rather than perceiving themselves as initiators like the facilitators, saw 'self as teacher' as sharing and supporting with others.

Share with each other, support each other (Fiona >7yrs. M. Dec.).

Part of a triangle- teacher, parent and pupil (Barbara >7yrs. M. Dec.).

Analysis of the interviews revealed that no males in the sample had initial 'self as teacher' images that included teacher as team player. Furthermore team player was evident in the initial 'self as teacher' image of 31 percent of those with more life experience but only six percent of those with less life experience initially utilised team player metaphors (Table 4.2). These observations will be discussed further in Chapter Seven.

Idealist Metaphor Category

Initial 'self as teacher' image as idealist was woven into the interviews of 20 (67%) of the sample (Table 4.1). Idealist images were present in the stories of a similar percentage of males (65%) as females (70%). In the sample those with more life experience were just as likely to hold initial idealist 'self as teacher' images as those with less life experience. Of the participants who gained employment in low and middle decile rated schools, a high percentage (71% and 79% respectively) employed idealist metaphors to define their initial 'self as teacher' image, but less than half (44%) of those who became employed in high decile rated schools initially held idealist 'self as teacher' images (Table 4.2).

As seen in Figure 4.1 there was quite a range of contributing metaphors to the Idealist Category. Table 4.7 sets out this range and presents the distribution of the range across the participant variables.

Table 4.7

Idealist Metaphors

	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
					<7yrs.		>7yrs.		Low		Mid.		High			
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Intuitive Knower	4	20	2	20	4	24	2	15	3	43	1	7	2	22	6	20
Super Teacher																
Agent of Change	5	25	1	10	3	18	3	23	3	43	3	21			6	20
Magician																
Life Changer																
Equal Peer	3	15	1	10	2	12	2	15			2	14	2	22	4	13
Fellow Learner																
Egalitarian																
Entertainer	3	15	1	10	3	18	1	8			3	21	1	11	4	13
Fun Maker																
Friend	2	10	1	10	2	12	1	8	3	43					3	10
Hoist, Crane, Lift	2	10	1	10	2	12	1	8	3	43					3	10
Replica of Favourite Teacher	3	15			2	12	1	8			1	7	2	22	3	10
Barrier Breaker	1	6	1	10			2	15	1	14	1	7			2	7
Equity Creator																
Very Important Person	2	10			2	12			1	14			1	11	2	7
Status Holder																
'Self', Own Way	2	10					2	15	1	14	1	7			2	7

Intuitive Knower, Super Teacher Metaphor

The metaphors 'intuitive knower', 'super teacher', were expressions of initial 'self as teacher' used by six (20%) of the participants. These first year teachers initially perceived that everything would be fine as they would intuitively know what to do and how to do it.

I thought I was invincible. I thought I'd walk into the classroom and everything would be okey dokey (Olivia <7yrs. L. Dec.).

I thought I could walk in and just set it all up (John <7yrs. L. Dec.).

Teachers with this initial 'self as teacher' image saw themselves as super teacher who would cope with anything.

..I mean before you start teaching you have these ideas that you're going to be super teacher and you're going to meet every child's needs, and you're going to do absolutely everything possible for every child (Lorna <7yrs. H. Dec.).

When I left [preservice training] I thought I was going to be the best teacher, my classroom was going to be the best (Tanya >7yrs. L. Dec.).

An equal percentage of males and females (20%) used intuitive knower, super teacher metaphors to define initial 'self as teacher' image. A higher percentage of those with less life experience (24%) than those with more life experience (15%) used these metaphors. It is of interest that 43 percent of those gaining employment in schools with low decile ratings used intuitive knower, super teacher metaphors (Table 4.7).

Agent of Change - Life Changer, Magician - Metaphor

As presented earlier the agent of change metaphor fell into two major metaphor categories - those of Facilitator and Idealist (Figure 4.1). Rather than seeing themselves as facilitators assisting change, respondents employing teacher as agent of change metaphors within the Idealist Category saw themselves as magicians or as having charismatic and special power that could miraculously turn lives around or change situations dramatically.

...go in - rip and bust, make everyone learn lots. Change their lives forever. Change everyone for the better (Bryan <7yrs. L. Dec.).

In the holidays I thought of all the things I could do with them. You think it just happens, that you can do it just like that (Gaile <7yrs. M. Dec).

Of the 20 percent of the sample who initially saw 'self as teacher' as life changer or magician, a higher percentage were female with 25 percent of all females as opposed to ten percent of all males using these metaphors. Unlike the intuitive knower, super teacher metaphor, there was a higher percentage of participants in the more life experience group (23%) who expressed agent of change idealist metaphors than was the case with those with less life experience (18%). However, as with the intuitive knower, super teacher, there was a heavier weighting of participants with magician, life changer 'self as teacher' images in the group who gained employment in low decile rated schools (43%) than in middle or high decile rated schools (21% and 0% respectively) (Table 4.7).

Barrier Breaker, Equity Creator Metaphor

Linked to the concept of magician and life changer is the idea of teacher as barrier breaker or equity creator. Two (7%) of the first year teachers in the study held initial 'self as teacher' images encompassing these images (Table 4.7).

Everyone entitled to good basic education, regardless (Alan >7yrs. M. Dec.).

Break the barriers that are actually put up for these kids (Pania >7yrs. L. Dec.).

Both participants using these metaphors had more life experience with one being female (5% of all females), and the other male (10% of all males) (Table 4.7).

Hoist, Crane, Lift Metaphor

Aligned to the idea of barrier breaker and equity creator is the notion of lifting up, raising those who are perceived as being behind the barrier. Three (10%) of the sample initially envisioned themselves as teachers who would raise, lift up, the prospects or work of their students (Table 4.7).

Really get a big lift.. picking their work standards up, like good work, good work you know, excellent (David <7yrs. M. Dec.).

Move them up from where they were really, except for, what my expectations were quite high.. Leaps and bounds (Elaine <7yrs. M. Dec.).

Teacher as hoist, crane, or lift was evident in the stories of ten percent of both males and females. This metaphor was utilised by a similar percentage of those with less and more life experience (12% and 8% respectively) but was only used by participants who gained employment in low decile rated schools (Table 4.7).

Equal, Peer, Fellow Learner, Egalitarian Metaphor

Teacher as idealist in the form of teacher as equal, peer, fellow learner of students suggesting emphasised egalitarian images, was part of the initial 'self as teacher' definition of four (13%) of contributors to the study (Table 4.7).

In my class no one's better than anyone else and that includes me (Alice >7yrs. M. Dec.).

Well I always believed that I was able to get down to their level (Evan >7yrs. M. Dec.).

To be able to join in and I guess in a way be one of them (Irene <7yrs. H. Dec.).

A person who learns along side with the children. I wanted them to realise that I was learning along side them (Lorna <7yrs. H. Dec.).

A slightly higher percentage of females (15%) than males (10%) initially perceived 'self as teacher' in egalitarian, equal of student terms. A similar percentage of participants in both life experience groups (12% for less, and 15% for more) had egalitarian aspects in their initial 'self as teacher' image. No participants who became employed in low decile rated schools used these metaphors to define their initial 'self as teacher' image (Table 4.7).

Friend Metaphor

Related to the equal, peer of students is the image of teacher as friend which three (10%) of the sample revealed as initial 'self as teacher' image as they told their stories. An equal percentage of males and females (10%) initially held this image. It was noted above that no respondents from the group employed in low decile rated schools used the teacher as equal or peer. However, teacher as friend was used exclusively by this group, with 43 percent of the group initially seeing 'self as teacher' as friend (Table 4.7).

I don't know, maybe in some way a friend or mate - share their news
(Olivia <7yrs. L. Dec.).

One participant saw herself as a friend but also linked this to nurturer.

A friend. Somebody to be able to comfort kids (Pania <7yrs. L. Dec.).

Another of the first year teachers spoke of his initial 'self as teacher' image of friend but evidenced some conflict within his image as he added he was aware of the need for professional distance between teacher and student.

I've always been a friend to the children. I've always had that professional thing that I'm the teacher and they are the student (Bryan <7yrs. L. Dec.).

Entertainer, Fun Maker Metaphor

Although not directly linked to the teacher as friend, teacher as entertainer, fun maker, suggests keeping in with the students, impressing them, keeping them on side. The entertainer, fun maker teacher shares some commonalities with teacher as facilitator in that making things fun is seen as a way of motivating children and thus facilitating their learning (Figure 4.1). The initial image of teacher as entertainer, fun maker, was revealed in the stories of four (13%) of the sample. This initial image was slightly more prevalent among the females (15%) than the males (10%), and more participants in the less life experience group (18%) than in the group with more life experience (8%) initially perceived 'teacher self' as entertainer or fun maker (Table 4.7).

..exciter, amuser, fun provider- whoop dee doo- have fun (Barbara >7yrs. M. Dec.).

I thought I would be fun. I imagined that I would be a fun teacher and make things fun... Yeah, I thought I'd be creative and fun (Kate <7yrs. M. Dec.).

Replica of Favourite Teacher Metaphor

For three (10%) of the contributors to this study being a replica of their own favourite teacher was the initial 'self as teacher' image they held. These three people had very rosy memories of their own experiences with their favourite teacher and wanted to provide similar experiences to children in their own classes.

Well when I was six I had a young teacher and um basically I just, I thought she was wonderful. She was just so inspirational I guess... She was like my role model... Ultimately I wanted the kids to look up to me and be like that teacher (Irene <7yrs. H. Dec.).

I had a wonderful standard four teacher called Mr. _____ and he was brilliant. I suppose like I looked at how Mr. ____ had a real big effect on me...and he was just incredible and I look at all the neat things that he did with us and I thought I want to do something like that (Barbara >7yrs. M. Dec.).

I had a teacher when I was about, it must of been in about standard two, and she was just fabulous and really inspired me and I wanted to be just like her.. I wanted to be the sort of teacher that this lady was with me (Lorna <7yrs. H. Dec.).

No males or members of the group who gained employment in low decile rated schools held initial 'self as teacher' images modelled on their memories of a favourite teacher (Table 4.7).

Very Important Person, Status Holder Metaphor

Contributing to the initial 'self as teacher' image of two female respondents (7% of the sample and 10% of females), both categorised as having less life experience, (Table 4.7) was the perception of being important, special, and in some way holding status.

..you know so it made me feel really special and that what I was doing was worthwhile (Lorna <7yrs. H. Dec.).

Look up to me, acknowledge me (Olivia <7yrs. L. Dec.).

'Self' Own Way Metaphor

A rather extreme form of teacher as idealist as a contributing aspect of initial 'self as teacher' was presented by two (7%) of the people in the study (Table 4.7). These two people perceived their initial 'self as teacher' image as being able to do things their own way. They imagined themselves as being sufficiently autonomous to carry on in their teacher role just as they wished.

The role that I wanted to be was basically, just to be myself. You know, look I didn't want to want to pretend to be how other people teach.. I just wanted to be me.. I didn't want to put up any false pretences and be something that I wasn't. I just wanted to be me, who I was and do it my way (Barbara >7yrs. M. Dec.).

I just don't like the, those big protective people sitting above me saying this is how its to be done, this is what we need (Tanya >7yrs. H. Dec.).

As will be elaborated in Chapter Seven it is sometimes considered that males tend to be more inclined to pursue their own course of action rather than be co-operative and collaborative and amenable to control and being managed (Gilbert and Taylor, 1991; Casey and Apple, 1989) but in this study both of the participants who expressed initial 'self as teacher' images as pursuing their own course of action were female (Table 4.7).

Realist and Pragmatist Metaphor Category

Rather in contrast to the idealist 'self as teacher' images were the initial 'self as teacher' images of realist and pragmatist which 14 (47%) of participants presented

(Table 4.2). As pointed out earlier in this chapter some participants who used realist and or pragmatist metaphors also employed idealist metaphors when defining initial 'self as teacher' image. In fact ten (33%) of the sample fell into this latter category (Table 4.1). This means that ten (71 %) participants using realist and or pragmatist metaphors also used idealist metaphors when defining initial 'self as teacher' image (Tables 4.1 & 4.2). As shown in Figure 4.2 there are some links between the Realist and Pragmatist Metaphor Category and the Facilitator Metaphor Category. These results will be explored in Chapter Seven.

Eleven (56%) of the females and three (30%) of the males in the study used realist and or pragmatist metaphors to define initial 'self as teacher' image. Participants with less life experience were more likely to initially perceive themselves as realists and pragmatists (53%) than those with more life experience (38%). Respondents who gained employment in low and high decile rated schools were more likely to envision 'self as teacher' as realist and or pragmatist (57% and 44% respectively) than those who became employed in middle decile rated school (21%) (Table 4.2).

Teacher as learner, pragmatist and realist were the contributing metaphors to this category. Table 4.8 shows the distribution of these contributing metaphors across the respondent variables.

Table 4.8

Realist and Pragmatist Metaphors.

Metaphor Teacher as...	Female		Male		Time Since Leaving School		Decile Rating of School			Totals						
					<7yrs.	>7yrs.	Low	Mid.	High							
	N=20		N=10		N=17	N=13	N=7	N=14	N=9	N=30						
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
Pragmatist	6	30			4	24	2	15	1	14	3	21	2	22	6	20
Realist	4	20	1	10	1	6	4	31	2	29	3	21			5	17
Learner	3	15			2	12	1	8	1	14			2	22	3	10

Pragmatist Metaphor

The six (30%) people in the study who used teacher as pragmatist as an initial image saw themselves as being able to capitalise on the moment, provide hands on practical activities and be flexible (Table 4.8).

The type of teacher I really want to be would be to have a unit planned... and to be really flexible, saying that we didn't have to stick to the plan but just to have, but not really do say five or six that I've planned- go straight to eight, or jump backwards and forwards and go completely different.....Lots of times there's a great tangent that you need to go off on (Mary <7yrs. M. Dec.).

Well I wanted lots of hands on things, because I believe that if you're doing something you learn (Rachel <7yrs. L. Dec.).

More a hands on sort of teacher so that they don't have to always sit at their desks and read from their books or write from the blackboard (Irene <7yrs. H. Dec.).

If you ever want to do something you can do it. There's a way round everything (Alice >7yrs. M. Dec.).

No male participants used pragmatist metaphors to define initial 'self as teacher' but six (30%) of the females did so. A slightly higher percentage of those with less life experience (24%) than those with more life experience (24%) felt pragmatism was an aspect of their initial 'self as teacher' image (Table 4.8).

Realist Metaphor

The five (17%) participants who evidenced realist initial images spoke of not having overwhelmingly high expectations, acknowledged they wouldn't know everything and raised the possibility that some children in their class may not necessarily like them (Table 4.8).

I always try to protect myself, have things, scenarios of what could happen and I'm always thinking all the time of the things you know, you never take

anything for granted that's yeah....I mean I've had to, its the way life has thrown me. Yeah I certainly didn't leave training college with any rosy inflated ideas about teaching. Teachers weren't going to be able to change the world... To me it's always been the little things and I'm like that in life- its the little things. So no, there was certainly no rosy expectation of this is the way its going to be and I'm just going to be the best (Diana >7yrs. M. Dec.).

I think I was going to be pretty down to earth. and like I admit to children when I don't know.. I don't mind admitting that (Henry <7yrs. M. Dec.).

I know we're all meant to say well there's thirty kids in the class and we've got to be there for all, its an impossibility as far as I'm concerned. You can't be there for thirty people continuously...I realise that there are going to be kids in my class that don't like me and that's fine. They don't have to be my friend. Um and if kids perceive something in their teacher there's not a lot I can do to change that (Tanya >7yrs. L. Dec.).

More females (20%) than males (10%) used teacher as realist when defining initial 'self as teacher' image. A much higher percentage (31%) of those with more life experience than those with less life experience (6%) held teacher as realist initial 'self as teacher' images. All participants using these metaphors when defining initial 'self as teacher' image gained employment in low or middle decile rated schools with 29 percent from low decile rated schools and 21 percent from middle decile rated schools doing so (Table 4.8).

Learner Metaphor

The metaphor of teacher as learner was an expression of the concept of teacher as pragmatist and realist utilised by three (10%) of the sample. The users of this metaphor when defining initial 'self as teacher' were all female comprising 30 percent of all females in the sample (Table 4.8). Teacher as learner differed from teacher as fellow learner (see Idealist Metaphor Category) in that the users of the former realistically acknowledged that they didn't know all they needed to in order

to be effective teachers all of the time but they could seek out and gain this knowledge.

I would have to learn and gain all the things, the elements that they [the children] need because I'm not going to know everything (Olivia <7yrs. L. Dec.).

I really didn't want them [the children] to see me as a fountain of all knowledge, mostly because I'm not.. I see myself as a bit of a learner (Juliet >7yrs. H. Dec.).

Miscellaneous Metaphor Category

Three metaphors utilised by four (15%) of participants when defining their initial 'self as teacher' image did not fit comfortably into any of the seven major metaphor categories reported on to this point. These metaphors are interesting and significant and therefore have been grouped into a miscellaneous category (Figure 4.1 and Table 4.2).

Atlas Metaphor

Gaile, fitting into the less life experience and employment in a middle decile rated school variables, used teacher as Atlas, strong person holding the world on their shoulders, to convey her perception of initial 'self as teacher'.

I sort of feel though, that those children are in my class so it should be on my shoulders (Gaile <7yrs. M. Dec.).

Other Pleaser Metaphor

Barbara, fitting into the more life experience group and the group who gained employment in middle decile rated schools, had the desire to please an 'other'- in this case her mother- contributing to her initial 'self as teacher' image.

And I suppose the bottom line was to please my mother, because I was always a quitter. I left school. I bummed around and I applied for Teachers' College and I never got in the first time, and I was shattered and my mother

told me that, you know, did you really think you were going to? So I applied again.. so really I kind of did it to prove her wrong because you know she said I was never going to do anything (Barbara >7yrs. M. Dec.).

Unsure, Fuzzy Metaphor

Rachel and John (7% of the sample), both of whom had less life experience and gained employment in low decile rated schools, were the only participants who directly alluded to being initially unsure or having hazy, fuzzy, 'self as teacher' images.

I wasn't quite sure really what I was doing... not really knowing what I was going to do with them [the children] and how I was going to be (Rachel <7yrs. L. Dec.).

Yeah I had no idea what a teacher was about to tell you the truth (John <7yrs. L. Dec.).

Although Rachel and John were the only respondents whose definition of initial 'self as teacher' incorporated unsure, fuzzy metaphors, analysis of the stories of other participants revealed uncertainty and confusion regarding how they initially perceived 'self as teacher'. These observations will be elaborated on in Chapter Seven.

Summary

Analysis of the participants' stories revealed that they used a range of metaphors to define their initial 'self as teacher' image. The metaphors fell into the eight categories of nurturer, leader, facilitator, controller, team player, idealist, realist and, or pragmatist, and a small miscellaneous category. Initial 'self as teacher' images of nurturer and facilitator were the most predominant followed by idealist and leader images. Nearly half of the participants initially perceived 'self as teacher' as realist and or pragmatist. Controller and team player images were not as predominant as the preceding but nevertheless were held by several of the people in

the study. As discussed in this chapter and illustrated in Figure 4.1 some metaphors contributing to the categories fitted into more than one category but were used with different connotations. In most cases the interviewees used metaphors from more than one category and in many cases metaphors from four or more categories were employed.

The distribution of the categories across the participant variables has been highlighted as each Metaphor Category was discussed. A summary of these findings is shown in the following figures.

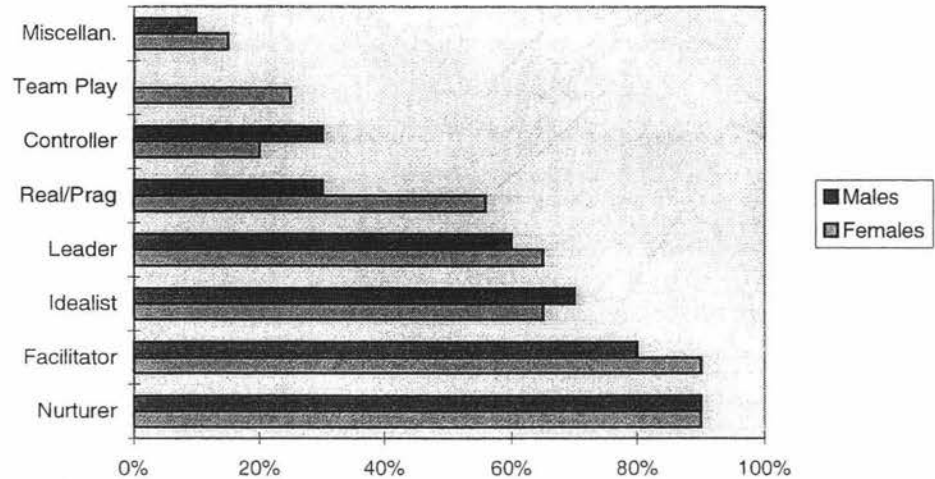


Figure 4.2. Distribution of Metaphor Categories by Gender.

Figure 4.2 shows that nurturer and facilitator metaphors were utilised by a high percentage of both males and females with a slightly higher percentage of females using facilitator metaphors. Males were a little more likely to employ idealist and controller metaphors than females. Females were more likely than males to utilise realist and, or pragmatist metaphors, and team player metaphors than males. Teacher as team player as an initial ‘self as teacher’ image was not evident in the stories of any of the males in the sample.

Figure 4.3 shows that those with less life experience were considerably more likely than those with more life experience to initially hold ‘self as teacher’ images of nurturer, leader, realist and or pragmatist, and controller. The same group were slightly more likely than those with more life experience to employ facilitator

metaphors when defining initial ‘self as teacher’ image. Respondents with more life experience were considerably more likely than those with less life experience to hold team player initial ‘self as teacher’ images. Those with more life experience were slightly more likely than those with less life experience, to use idealist metaphors when defining their initial ‘self as teacher’ image.

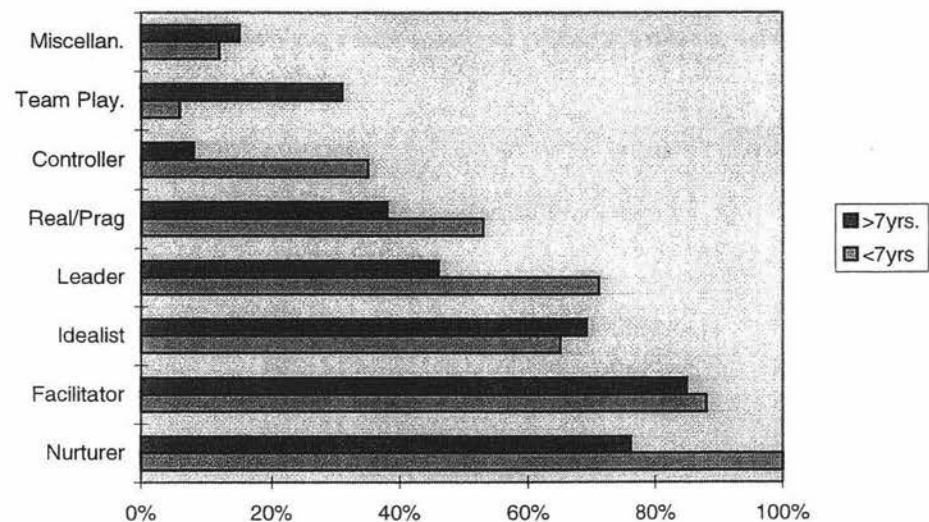


Figure 4.3. Distribution of Metaphor Categories by Life Experience
(Operationalised as time since leaving Secondary School).

Figure 4.4 Shows the comparison of the metaphor categories employed to define initial ‘self as teacher’ across the variable of decile rating of school of employment in the first year of teaching. Of note is that no participants who gained employment in schools with low decile ratings initially held ‘self as teacher’ images of controller or team player and a relatively low percentage of those employed in schools with high decile ratings expressed initial teacher images of team player, and controller.

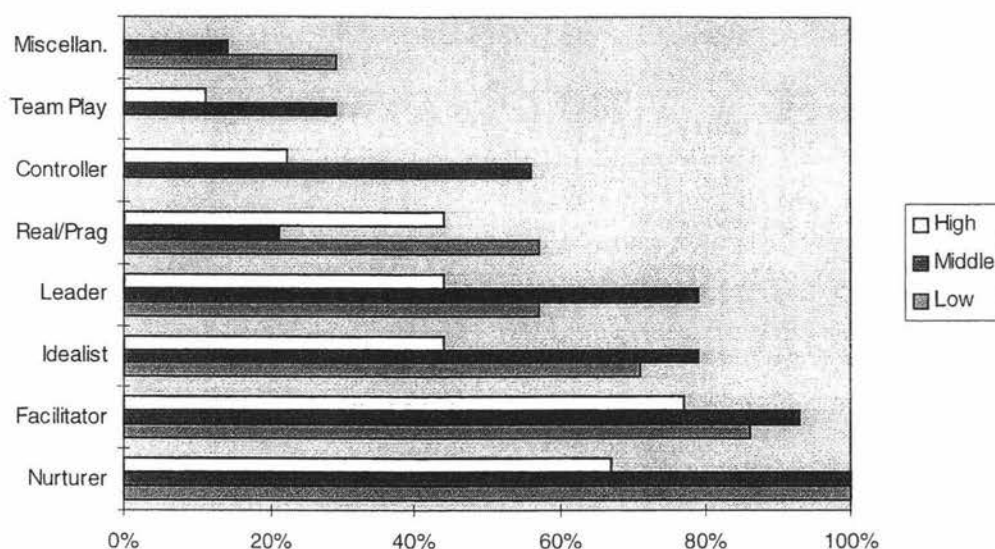


Figure 4.4. Distribution of Metaphor Categories by Decile Rating of School of Employment.

The initial 'self as teacher' images defined by the people in the sample are the images they carried into their first year of teaching. These are the perceptions they had of how they would be, how they would act and respond. However as the first year teachers in the sample told their stories they spoke of a number of events, situations and relationships that challenged or confirmed how they initially perceived themselves as teachers. The reporting on the latter will be the theme of the next chapter.

CHAPTER FIVE

RESULTS - FACTORS AND SITUATIONS THAT HAD IMPACT ON INITIAL 'SELF AS TEACHER' IMAGE

As their stories unfolded, the participants in the study recounted a range of factors and situations, occurring during their first year of teaching, that had impact on their initial 'self as teacher' image. These factors and situations can be grouped into five categories of School Culture, School Organisational Structures and Procedures, Classroom Management Issues, Personal Issues, and Preservice Training.

The respondents generally gave limited emphasis to factors and situations that confirmed or enhanced their image of 'self as teacher'. Rather they tended to focus on factors and situations perceived as having a negative impact on their initial 'self as teacher' image. Nevertheless many of the first year teachers in the study did refer to factors and situations that had had a positive influence on their image of 'self as teacher'. In several cases respondents perceived factors contributing both positively and negatively. Some factors or situations within a category enhanced, whilst others challenged or undermined their 'self as teacher' image.

Overview

A general overview of the factors and situations encountered during the first year of teaching that confirmed, enhanced, challenged, undermined, or in some cases shattered, the participants' initial 'self as teacher' image is shown in Figures 5.1 and 5.2. The categories, along with the contributing factors and situations, are portrayed for the positive impact factors and situations (Figure 5.1) and the negative impact factors and situations (Figure 5.2). Throughout this chapter references will be made to Figures 5.1 and 5.2 as findings pertaining to factors and situations confirming, enhancing, challenging, undermining, or shattering the initial 'self as teacher' images of members of the sample are presented. Inter-relationships between these categories will be discussed in Chapter Seven.

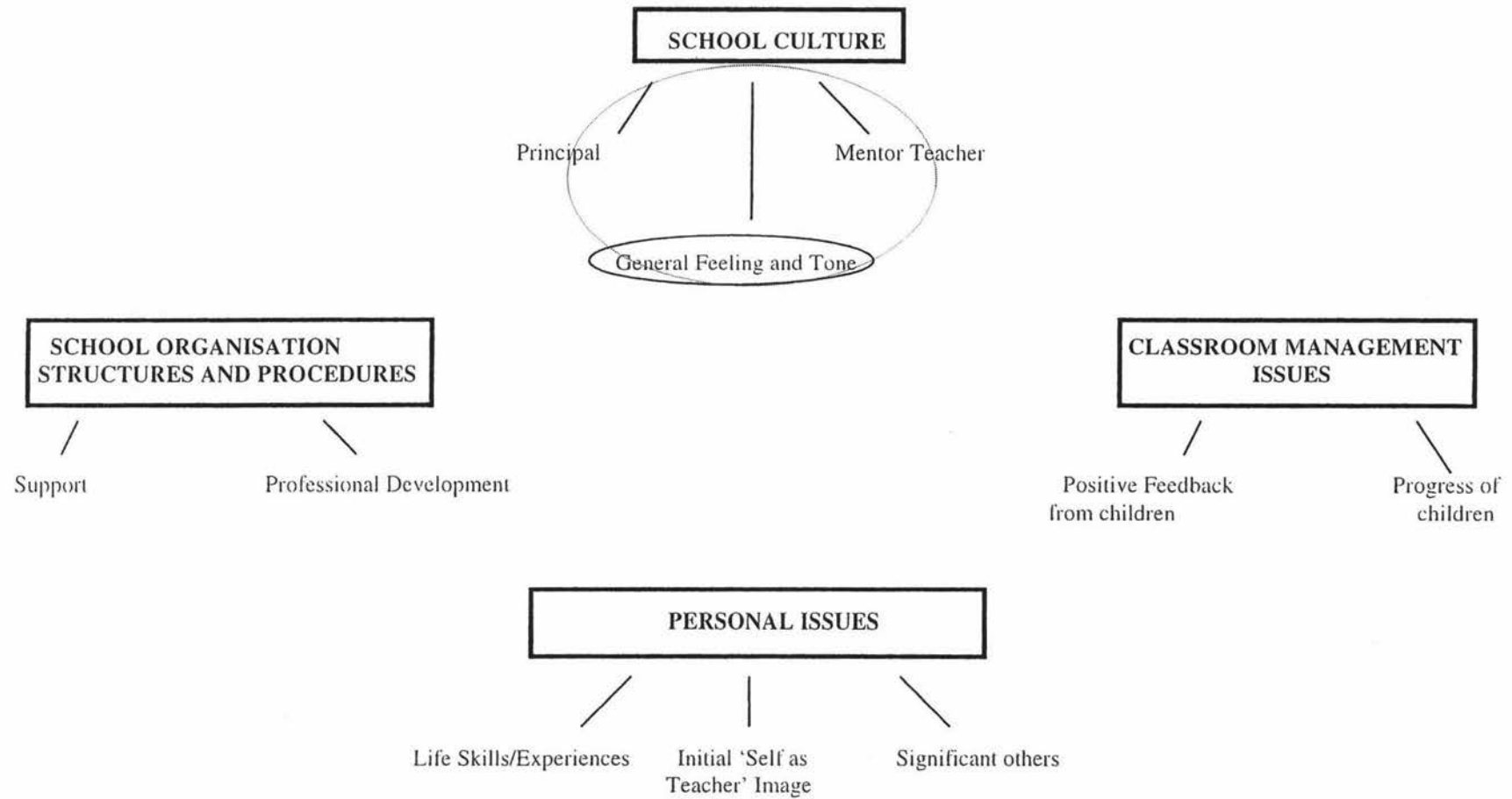


Figure 5.1. Factors and Situations Encountered in the First Year of Teaching Enhancing Initial 'Self as Teacher' Image.

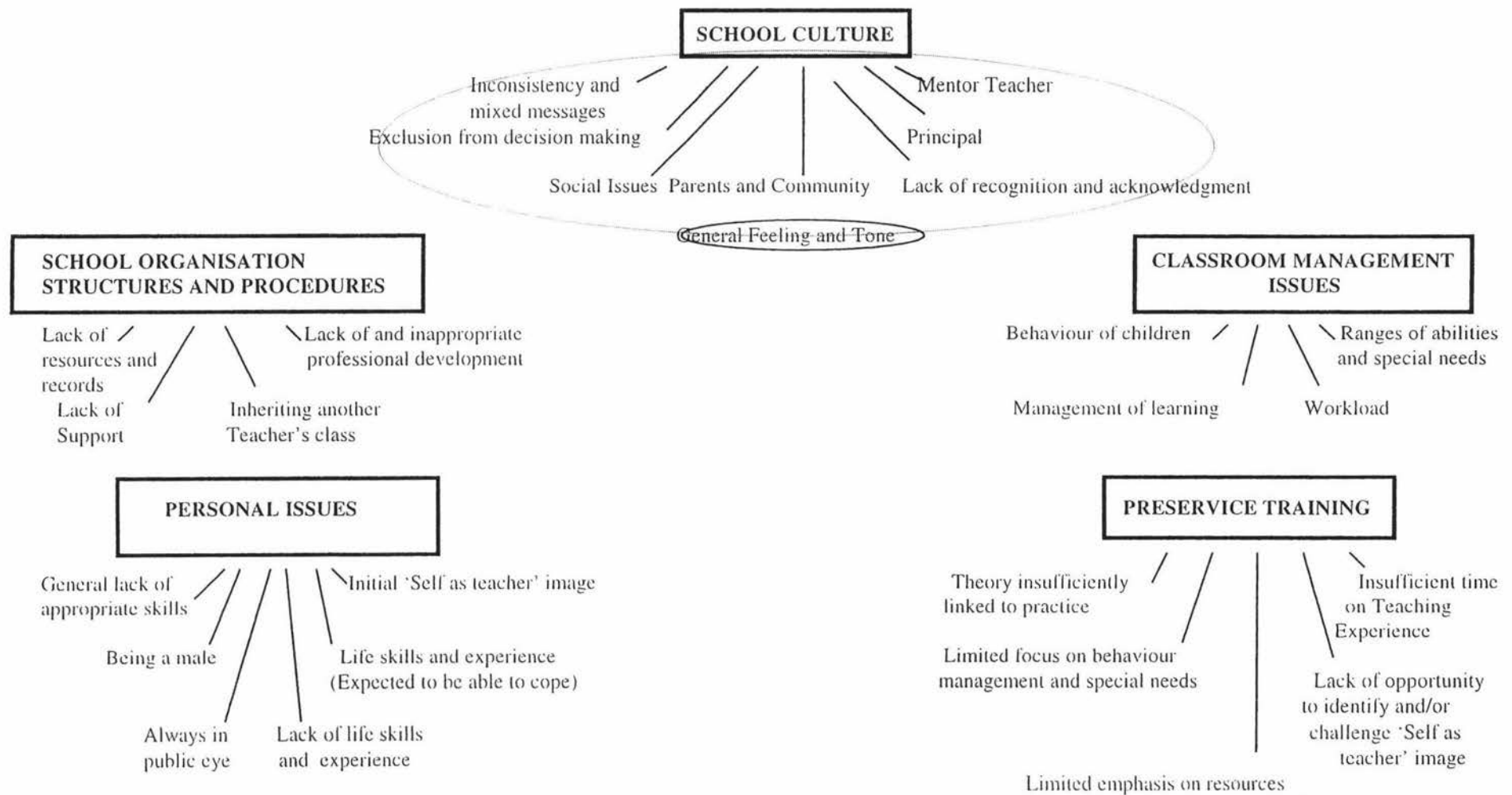


Figure 5.2. Factors and Situations Encountered in the First Year of Teaching Challenging or Undermining Initial 'Self as Teacher' Image.

Impact Factors and Situations Identified by Individual Participants.

Analysis of the interviews of the people in the study presented a range of factors and situations encountered in the first year of teaching, that had enhanced, challenged, undermined or shattered the initial 'self as teacher' image of these participants. Table 5.1 provides an overview of the range and spread of the categories of positive (+) and negative (-) impact factors and situations across individual participants and provides a reference point for further discussion.

Table 5.1.

Impact Factors and Situations Identified by Individual Participants

Name	School Culture		School Organisation & Procedures		Classroom Management Issues		Personal Issues		Preservice Training	
	+	-	+	-	+	-	+	-	+	-
Alan	✓	X	✓			X	✓	X		X
Bryan	✓	X	✓		✓	X		X		X
Alice		X		X		X		X		X
Barbara		X		X		X		X		X
Carol		X		X		X		X		X
Colin		X		X		X		X		X
Diana		X		X	✓	X	✓			X
David	✓	X		X		X		X		
Elaine	✓	X				X		X		
Fiona		X		X		X		X		X
Evan	✓	X				X		X		X
Gaile	✓		✓	X		X				X
Helen	✓	X		X		X	✓	X		X
Irene	✓	X	✓	X		X	✓	X		X
Juliet	✓	X		X		X		X		
Frank	✓	X		X		X	✓	X		X
Gary	✓	X	✓	X	✓	X	✓	X		X
Kate	✓	X		X		X	✓	X		
Lorna	✓	X		X	✓	X		X		X
Henry	✓	X	✓			X	✓	X		X
Ivan	✓			X		X	✓	X		X
Mary	✓	X		X		X		X		X
Ngaire	✓			X		X	✓			X
Pania	✓	X		X		X	✓			X
Olivia	✓	X	✓	X	✓	X		X		X
Rachel	✓	X	✓			X		X		X
Susan	✓	X		X		X	✓	X		X
Tanya	✓	X	✓	X	✓	X	✓	X		X
Virginia	✓	X		X	✓	X		X		X
John		X		X	✓	X	✓	X		
Totals	23	27	9	24	8	30	14	26	0	25

When viewing Table 5.1 the reader needs to be cognizant of the fact that within each category there are a number of contributing factors and situations (Figures 5.1 and 5.2). Participants may have expressed one or more of these factors and situations as having a positive or negative impact, or both of the latter, on their initial 'self as teacher' image.

As mentioned above and illustrated in Table 5.1, participants' stories generally focussed on the negative, rather than the positive, factors and situations they encountered in their first year of teaching. A study of Table 5.1 shows that no participants identified preservice training as having a positive influence on their initial 'self as teacher' image as they carried out their first year of teaching. However 25 participants (83%) felt that one or more aspects of their preservice training had a negative impact on how they initially saw themselves as teachers.

The stories of five contributors to the study - Alice, Barbara, Carol, Colin, and Fiona - did not refer to any factors or situations as having a positive impact on how they wished to be as teachers. These participants were particularly focussed on the factors and situations met in their first year of teaching that they felt challenged, undermined or shattered how they wished to be as teachers (Table 5.1).

Several participants - David, Elaine, Evan, Juliet and Mary - recounted positive impact factors from only one category. In all cases the factors and situations these participants perceived as having had a positive influence on their 'self as teacher' image, were from the School Culture Category. However the same participants had also identified factors and situations from that category (School Culture) that had a negative impact on their 'self as teacher' image (Table 5.1).

Overall Table 5.1 shows that aspects contributing to the School Culture Category were most frequently perceived as having positive influences on initial 'self as teacher' image with 23 participants (77%) identifying positive aspects in this category. Just under half, 14 (47%) of the respondents, related factors or situations that had a negative impact from the Personal Issues Category.

All people in the study narrated factors and or situations associated with the Classroom Management Category that had challenged, undermined or shattered their initial 'self as teacher' image. Relatively high numbers of participants spoke of factors and situations from each of the other four categories - School Culture (27), Personal Issues (26), preservice Training (25), and School Organisational Structures and Procedures (24), - that had a negative impact on their initial 'self as teacher' image (Table 5.1).

In order to build up a more detailed picture of the factors and situations that had impact on the 'self as teacher' image of the people in the study, an examination of the findings pertaining to each positive impact and negative impact category is useful.

Positive Impact Categories

As shown in Figure 5.1 and Table 5.1 factors and situations having positive impact fell into four categories of School Culture, School Organisation Structures and Procedures, Classroom Management Issues, and Personal Issues. The first three categories listed form a triangle of inter-relationships, which interact with the fourth category (Figure 5.3). Elaboration of the inter-relationships and interactions referred to will be further elaborated in Chapter Seven.

Figure 5.1 and Table 5.1 demonstrate the limited number of factors and situations presented by participants that had confirmed or enhanced their 'self as teacher' image. Table 5.2 illustrates how the perceptions of factors and situations having positive impact on 'self as teacher' image compare across the participant variables of gender, life experience operationalised as time since leaving school, and decile rating of school of employment. Table 5.2 will be referred to in the following section of this chapter.

Table 5.2

Categories of Factors and Situations Confirming or Enhancing 'Self as Teacher' Image

Category	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
					<7yrs.	>7yrs.	Low		Mid.		High					
	N=20		N=10		N=17	N=13	N=7		N=14		N=9		N=30			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
School Culture	15	75	8	80	14	82	9	69	6	86	9	64	8	89	23	77
Personal Issues	8	40	6	60	6	35	8	62	4	57	5	36	5	56	14	47
School Organisation Structures and Procedures	5	25	4	40	6	35	3	23	4	57	3	21	2	22	9	30
Classroom Management Issues	5	25	3	30	5	29	3	23	4	57	1	7	3	33	8	27

To provide a more in-depth look at the results depicted in Table 5.2, findings regarding each of the positive impact categories will be discussed below.

School Culture Category

The most frequently occurring expressions of issues that had confirmed or enhanced 'self as teacher' image in the stories of the participants were those from within the School Culture Category with 23 of the sample (77%) relating positive impacts associated with this category. Those with less life experience were more likely than those with more life experience (82% and 69% respectively) to feel that aspects of school culture had a positive impact. A relatively high percentage of respondents employed in low (86%) and high (89%) decile rated schools were positive about aspects of school culture (Table 5.2).

As shown in Figure 5.1 positive impact factors identified by the participants were associated with leadership of and relationship with the principal, guidance of and

relationship with the mentor teacher, and the general feeling and tone of the school including the extent to which the first year teachers felt included and an integral part of the school community. The latter was often perceived as an over-riding factor and was linked to the other two factors (Figure 5.1). Table 5.3 depicts the three factors contributing to the positive School Culture Category and their distribution across the participant variables. Table 5.3 shows that although 86 percent of participants employed in schools with low decile ratings indicated one or more aspects from the School Culture Category as positive impacts on their 'self as teacher' image (Table 5.2), this was due to the relatively high percentage who felt the principal was very supportive (71%). In comparison to the groups employed in middle and high decile rated schools those employed in low decile rated schools were not highly represented in the mentor teacher and general feeling and tone, sub categories (Table 5.3).

Table 5.3

Positive Impact Factors - School Culture Category

Factor	Female		Male		Time Since Leaving School		Decile Rating of School			Totals						
					<7yrs.	>7yrs.	Low	Mid.	High							
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Mentor Teacher	10	50	5	50	11	65	4	31	2	29	8	57	5	56	15	50
General Feeling and Tone	9	45	6	60	11	65	4	31	3	43	5	64	7	78	15	50
Principal	9	45	2	20	6	40	5	38	5	71	3	21	3	33	11	37

The School Principal

Table 5.3 shows that 11 (36%) of the sample cited the school principal as having a positive impact on their initial 'self as teacher' image. Female participants were more likely than male participants were (45% and 20% respectively) to identify the school principal as having a positive influence on their 'self as teacher' image. Life experience did not appear to make a difference to the degree to which the participants felt the principal had a positive impact. However the same position does not seem apparent concerning decile rating of school of employment. A

higher percentage of respondents employed in low decile rated schools (71%) related a positive influence on their 'self as teacher' image by the principal than in either middle (21%) or high (33%) decile rated schools.

Support provided by the principal emerged as being important in confirming and developing 'self as teacher' image of first year teachers. Principals who ensured that their first year teachers were looked after concerning their entitlements demonstrated that they were aware of the need to provide support and guidance for these teachers.

The principal is ahh.. looks after things as far as NZEI [New Zealand Educational Institute] is concerned. He said, he tells me what I'm entitled to and actually... makes sure I get things I'm entitled to (Alan >7yrs. M. Dec.).

Readiness of the principal to be available, to listen, informally pop in and out of the classroom in non-threatening ways, and to indicate that the first year teachers were valued, were forms of support from the principal that several people in the study presented as confirming or enhancing their 'self as teacher' image.

..he gave me support. He came in, he always came in and saw me and asked me if there was anything he could do and how was I going and I didn't feel that I was being watched....I felt that he felt confident enough in me to actually bring them (new parents or people visiting the school) in (Irene <7yrs. H.Dec).

He (the principal) has a huge part to play in making me feel very valued, and a very successful as a teacher.... But I would say the role of the principal in encouraging me is huge (Juliet >7yrs. H. Dec.).

He (the principal) comes in and observes but often he'll just pop in and have a look at the kids books and look around. So its just not that formal time, coming in and appraising, its on going, that does help (Ngairi >7yrs. H. Dec.).

Several contributors to the study commented on the acknowledgment by the principal that first year teachers were still in training. This acknowledgment enhanced 'self as teacher' image in that it provided first year teachers with room within which they felt free to take some risks.

He understands its only my first year so he knows that I'm going to make mistakes and that like with parents, he'll back me up. To the parent he'll back me up and then afterwards he'll talk to me- maybe I could have changed and do differently next time. He doesn't let me hang out there (Henry, <7 yrs. M. Dec.).

She (the principal) did tell us that because we're first years she doesn't expect as much. She still has high expectations of us, but she'd expect more from, you know, an experienced teacher- in the way of behaviour management and expectations in your classroom and things like that. She understands where we're coming from, that it's our first year. As long as we're doing what we're supposed to be doing and that's okay. She doesn't expect us to be exactly the same as the others, which is great (Rachel <7yrs. L. Dec.).

As will be discussed further in Chapter Seven, some respondents alluded to the dilemma they felt their principals faced. The principals seemed unsure how they should support their beginning teachers. They did not wish to seem too directive and so tended to appear to not interact to a high degree with the first year teachers.

I think he's supported me in a mild way.... But I feel supported.. but he hardly ever comes to see me or talk to me or anything....Perhaps he's just letting me be...I suspect he might be sort of going, well who wants the principal breathing down your neck when you're a first year teacher (Kate <7yrs. M. Dec.).

The Mentor Teacher

The role of the mentor teacher in confirming and or enhancing the 'self as teacher' images of first year teachers was rated as being very important by the people in this study. Half (15) of the participants identified their mentor teacher as having a

positive influence on their 'self as teacher' image. An equal percentage of males and females (50%) felt their mentor teacher had confirmed or enhanced their initial 'self as teacher' image. Of interest is that mentor teachers appeared to be more likely to positively influence those with less life experience (65%) than those with more life experience (31%). A similar percentage of participants employed in middle and high decile rated schools (57% and 56% respectively) attributed positive influence to their 'self as teacher' image by their mentor teachers. Respondents employed in low decile rated schools were not so likely to feel their mentor teacher had a positive impact on their 'self as teacher' image with only 29 percent of this group indicating the latter (Table 5.3).

As in the case of the principals, the major theme relating to the confirming or enhancing of 'self as teacher' image for the first year teachers in the study, was that of providing support. Several participants' stories told of general support - being available and happy to be of assistance - provided by their mentor teachers.

If you've got a problem she's there. If you've got a concern, if you're just wanting to know what to do she's there. Um, she comes in every morning to see how we are. She comes in every afternoon to see how the day was. She's just there.....Its just constant support from her.. I don't think there would be a day where she wouldn't ask how you've been or try and do something. She tries to just lighten the workload. But the support is there always through her (Olivia <7yrs. L. Dec.).

General support was expressed by some participants as their mentor teacher being perceptive, happy to provide a listening ear, and willingly setting up positive relationships with the first year teachers. The latter, in some cases, was a nurturing relationship. The first year teachers who commented on nurturing relationships, felt that these were conducive to confirming and enhancing their 'self as teacher' images and their general self confidence as the personal interactions encompassed acknowledging and valuing their contributions.

I'm lucky to have a good tutor teacher and senior teacher. I think that's really helpful. Their support and their faith and their positive attitudes they

have towards me I think that is just paramount. Its so important. It just gives you so much more confidence in yourself (Ngaire >7yrs. H.Dec.).

So friendly, approachable. She said you've got some bright ideas do share them and that sort of thing. She's brought out my confidence as well you know (Helen <7yrs. H. Dec.).

She's brilliant. She's brilliant. Um if I go in she can tell by the tone of my voice whether I'm genuinely concerned and I want to know something of if I'm just rebounding. Like she can tell, like hey- what do you know about this?, and she will know, no, he's just rebounding and she will give me some advice on it. Very positive. If there's something I haven't caught up with she'll say, hey you might like to look at this and we have a bit of a chat. She's very motherly but she's fantastic (Evan >7yrs. M. Dec.).

Support in the appearance of practical advice, ideas, information regarding available resources, and constructive feedback on teaching practice, was seen by a number of the sample as having a positive influence on their 'self as teacher' images.

And my supervising teacher was really, really helpful and really supportive and gave up a lot of her time to show me, to come and observe, and to give me advice and to get me to come and observe her (Mary <7yrs. M. Dec.).

She's got a lot of things there if I want to go and look at them and I'm most welcome to look at them and things like that. We share heaps of ideas.....She's really supportive (Gaile <7yrs. M. Dec.).

My tutor teacher has been showing me the way to use the dispute resolution which is a really helpful thing (Alan >7yrs. M. Dec.).

Some of the first year teachers were rather ambivalent regarding the impact of their mentor teacher on their 'self as teacher' image. Many felt that their mentor teachers

set out to be supportive but due to pressures on them were not always as readily available as the first year teachers would have liked.

She has a lot of work on so maybe we don't get to see each other as regularly as we could....I mean she was really supportive and that, she gave me heaps of resources and talk me through it but there's just, she had so much demands on herself she was just finding it difficult (Henry <7yrs. M. Dec.).

The General Feeling and Tone of the School

Inclusiveness, harmony, and general feelings of acceptance and feeling comfortable within the school culture played a role in confirming or enhancing the 'self as teacher' image of 15 contributors (50%) to the study. A higher percentage of males (60%) than females (45%) felt the general feeling and tone of the school culture had positively influenced their 'self as teacher' image. Of note is that participants with less life experience were more likely than those with more life experience (65% and 31% respectively) to report that the general tone and feeling of the school culture confirmed or enhanced their 'self as teacher' image. Respondents employed in schools with high decile ratings were the most likely (78%) to experience confirmation or enhancement of their 'self as teacher' image by the character of the school culture. Over half (64%) of the sample employed in middle decile rated schools indicated that the general feeling and tone of the school was conducive to confirmation or enhancement of their 'self as teacher' image. However only three (43%) participants employed in schools with low decile ratings reported positive influences on their 'self as teacher' image from the general tone and feeling aspects of the school culture (Table 5.3). These observations will be discussed further in Chapter Seven.

A number of first year teachers in the study commented on the cohesiveness, friendliness and general collegiality of the school staff having a positive impact on their 'self as teacher' image. This aspect of the school culture promoted feelings of security and confidence that staff would willingly help out.

...it's good, it's friendly and it's helpful. I get on with everyone and I can go to anyone and ask them and they'll help me out (Rachel <7yrs. L. Dec.).

One participant employed in a smaller school made mention of the fact that because there were only a few staff all had to work together.

Yeah just the three teachers is quite nice really. You sort of bond with the other teachers really well (Virginia <7yrs. H. Dec.).

The idea of bonding is linked to the idea of being included and feeling valued. Several respondents identified inclusion and being valued as important in confirming or enhancing their 'self as teacher' image.

I think I am valued as a full member of the staff (Frank >7yrs. H. Dec.).

I think I'm quite involved (in decision making). Like when we're doing long term planning they let me have input, you know a lot of input... They allowed me to voice my opinion and actually, yeah they went with it (Irene <7yrs. H. Dec.).

Although having several first year teachers in the one school was seen to have drawbacks, this situation was also viewed as having spin offs for the first year teachers. Those who raised the latter as a positive impact on their 'self as teacher' images, said this situation provided group support. The teachers were able to discuss issues with others within the group, share ideas and experiences and generally challenge each other in a supportive environment.

There's been eight (first year teachers) and we all knew each other so that was really good. We talked a lot and that was really good, worked through problems and that (Susan <7yrs. L. Dec.).

School Organisation Structures and Procedures Category

Integral to a school community is the organisation structures and procedures that are established. These interact with, and to a degree influence, the overall school culture. First year teachers in the study did not overwhelmingly present organisation structures and procedures as positive impacts on their 'self as teacher' images. A higher percentage of males (40%) than females (25%) made reference

support school organisation structures and procedures provided. Low percentages from both life experience groups in the study, commented on support from school organisation structures and procedures that resulted in confirmation or enhancement of their 'self as teacher' image. However those with less life experience (23%) were more likely than those with more life experience (8%) to do so (Table 5.4).

Actual organisation structures within the school that had positive influences on 'self as teacher' image received scant comment. The organisation of the school into teams or syndicates was identified in a few narratives as having positive impact on 'self as teacher' image. Teachers within the team or syndicate developed positive working relationships, planned together, shared resources and generally provided support to each other.

There's two classes and me and I've got wonderful support. I mean they complement me and they're really neat (Irene <7yrs. H. Dec.).

Everyone helps... everyone's ready to pull their finger. We have a unit book in the library and people share their ideas in that (Gaile <7yrs. M. Dec.).

Professional Development

Structures and procedures established to enable professional development of first year teachers were favourably commented on by six (20%) of the sample. Females (25%) were more likely than males (10%) to associate the professional development opportunities provided as confirming or enhancing their 'self as teacher' image. A slightly higher percentage (23%) of those with more life experience than those with less life experience (18%) told of professional development programmes having a positive impact on their 'self as teacher' image. There was relatively low representation from across the range of decile rating of school of employment of participants recounting positive effects on their 'self as teacher' image of professional development programmes (Table 5.4).

Participants' stories that revealed positive feelings towards the impact of professional development programmes, spoke of programmes that were well planned and set up, were on-going, and incorporated a number of elements. The latter included observation in other classrooms and schools, going on courses, and well-integrated and cohesive guidance from their mentor teacher and or principal.

..watch one of the senior teachers doing a reading lesson - that's what I've been doing. I've been going and watching maths and language. I've been round my school. My school encourages me to go to other schools and watch other teachers (Alan >7yrs. M. Dec.).

We've got a really strong PRT [Provisionally Registered Teacher] programme here. A whole booklet and folder that you work through and term goals that you have to meet and those sorts of things (Mary <7yrs. M. Dec.).

We sat down and usually in negotiation with what I'd like to do. Often going into view other teachers teaching, going on courses and getting to go to other schools (Ngaire, >7yrs. H. Dec.).

Classroom Management Issues Category

Progress of, and receiving positive feedback from pupils were the only factors associated with classroom management that were present in the narratives of participants, regarding positive influence on their 'self as teacher' images (Figure 5.1). Eight participants (27%) spoke of these factors as being conducive to confirmation or enhancement of their 'self as teacher' image. A similar percentage of females (25%) and males (30%), and those with less (24%) and more (23%) life experience spoke of these two classroom management factors as positive impacts on their 'self as teacher' image. Over half (57%) of those employed in schools with low decile ratings reported favourable influences of pupil positive feedback and progress, whilst only seven percent of those employed in schools with middle decile ratings did so (Table 5.2).

Table 5.5 shows the distribution of the two factors in the Classroom Management Issues Category across the participant variables.

Table 5.5

Positive Impact Factors - Classroom Management Issues Category

Factor	Female		Male		Time Since Leaving School		Decile Rating of School			Totals						
					<7yrs.	>7yrs.	Low	Mid.	High							
	N=20	N=10	N=17	N=13	N=7	N=14	N=9	N=30								
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
Progress of Children	3	15	3	30	3	18	3	23	3	43	1	7	2	22	6	20
Positive Feedback from Children	3	15			3	18	1	14			2	22			3	10

Progress of Children

Helping children to achieve and making a difference for individual pupils was presented as affirming 'self as teacher' image by six (20%) respondents. A higher percentage of males' (30%) than females' (15%) stories told of the positive influence on their 'self as teacher' image of assisting progress and achievement of pupils. A slightly higher percentage (23%) of those with more life experience reported 'self as teacher' confirmation from progress of children than did those with less life experience (18%). For 43 percent of those employed in low decile rated schools, progress of children was perceived as having a positive impact on their 'self as teacher' image (Table 5.5).

Affirmation of 'self as teacher' image was realised when the first year teacher had worked with a struggling pupil and seen progress or observed that generally their pupils were moving ahead.

It's just sort of um, getting these children that are not so bright and getting and developing them and getting them thinking and to go and really helping out those that are struggling (Bryan <7yrs. L. Dec.).

I'm doing something right I guess. Then I see some of the progress some of the kids are making and I think those kids have learnt, some days, just so much in a sense (Gary, >7yrs. H. Dec.).

..big improvements eh, and some kids are going up heaps of percents, like from 2 out of 20 to 18 out of 20 (John <7yrs. L. Dec.).

I guess like seeing the end product..... like the work that I'd set that really enjoyed and you could see that they really enjoyed doing the work, going through lessons, learning, and at the end of it when you actually asked them questions about it they knew the answers. They knew they could sort of discuss what we'd actually done in the lessons. I was thinking, wow, we're actually getting something through to them and yeah (Virginia, <7yrs. H. Dec.).

Positive Feedback from Children

Pupils providing positive feedback, especially in the form of approval, confirmed or enhanced the 'self as teacher' image of three (15%) respondents. All of the latter were female representing 15 percent of the female group and were from the group with less life experience, representing 18 percent of this group. No participants employed in middle decile rated schools and few of those employed in low and high (14% and 22% respectively) spoke of positive feedback from pupils confirming or enhancing their 'self as teacher' image (Table 5.5).

Children said what I was doing was worthwhile and they really were taking things in and you know, I want to be a teacher because you handle things so well, one of them said. That confirmed for me that yes, I was doing what I was supposed to be doing, what I wanted to do (Lorna <7yrs. H. Dec.).

Personal Issues Category

Fourteen people (47%) in the study promoted one or more personal issues factors as positively influencing their 'self as teacher' image. It is of note that 60 percent of males compared with 40 percent of females posited personal issues having a positive impact on their 'self as teacher' image. A higher percentage of those with less life experience (62%) than those with more life experience (35%) spoke of personal issues positively influencing their 'self as teacher' image. Just over half the participants employed in low and high (7% and 56% respectively) decile rated schools recounted personal issues that had confirmed or enhanced their 'self as teacher' image (Table 5.2).

The personal issues having positive impact on 'self as teacher' image fell into three sub-categories of life skills and experiences, initial 'self as teacher' image, and significant others (Figure 5.1). Table 5.6 shows the distribution of these sub-categories across participant variables.

Table 5.6

Positive Impact Factors- Personal Issues Category

	Female		Male		Time Since Leaving School		Decile Rating of School			Totals						
					<7yrs.	>7yrs.	Low	Mid.	High							
	N=20		N=10		N=17	N=13	N=7	N=14	N=9	N=30						
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
Life Skills and Experiences	4	20	5	50	1	18	8	62	2	29	4	29	3	33	9	30
Significant Others	4	20	1	10	5	30			2	29	1	7	2	22	5	17
Initial 'Self as Teacher' Image	3	15					3	23	1	14	1	7	1	13	3	10

Life Skills and Experiences

Life skills and experiences accumulated by nine contributors (30%) to the study were attributed positive influence on their 'self as teacher' image. Contrary to

what may be a common perception, given the nurturing experiences with children many females have (O'Neill, 1996), a higher percentage of males (50%) than females (20%) felt accumulated life skills and experiences had a positive impact on their 'self as teacher' image. As would be expected a much higher percentage of those in the more life experience group (62%) than in the less life experience group (18%) felt life skills and experiences confirmed or enhanced their 'self as teacher' image (Table 5.6).

Skills in establishing effective adult relationships, which had developed as a result of life experiences, were seen as a positive influence on teacher self image. These skills helped when relating to staff and parents.

I think working with a lot of people prior to coming to Training College actually sets you up for that sort of thing - interacting with people and talking with them (Frank >7yrs. H. Dec.).

Being a parent was cited as encompassing experiences and the development of skills that positively influenced 'self as teacher' images.

A lot of the parents, even ones who haven't got kids in my class, have come and spoken to me about school things because I know what its like. I know what it's like to be a parent (Gary >7yrs. H. Dec.).

Just simply for the fact I'm not as easily shocked as some [who are not parents] (Tanya >7yrs. L. Dec.).

In some cases previous association with the education system, other than as a pupil, was regarded as a positive impact on 'self as teacher' image.

Without any background knowledge into the education system itself and all that sort of thing, I don't think, personally myself, I never would have coped (Pania >7yrs. L. Dec.).

Life skills and experiences assisting the ability to cope was perceived by some participants as having positive impact on 'self as teacher' image.

Yes, well you see older people have got life skills and they don't get embarrassed... If you make an error, it's an error you make. Um. It doesn't matter. It's not the end of the world (Alan >7yrs. M. Dec.).

Significant Others

For five people (17%) in the sample, the input, influence, or association with significant people, other than colleagues, confirmed or enhanced their 'self as teacher' image. Double the percentage of females (20%) as males (10%) perceived significant others as having a positive influence on 'self as teacher' image. All participants who commented on significant others being a positive impact on their 'self as teacher' image were from the group with less life experience. A very low percentage of participants (7%) employed in schools with middle decile ratings referenced significant others as positively influencing their 'self as teacher' image. There were relatively higher percentages who were employed in low (29%) and high (22%) decile rated schools who indicated that significant others had positively influenced their 'self as teacher' image (Table 5.6).

Family members, in particular mothers, were the significant others most mentioned. These significant others confirmed or enhanced the particular participants by providing support and advice.

Mum. Yes, Mum's great (Helen <7yrs. H. Dec.).

My Mum is, actually she works just as an office lady at _____. She just got ideas from the classes there which was great (Irene <7yrs. H. Dec.).

Another big base of support for me is out of school support. You know, Mum being a teacher, teaching at the same level, that she's always there to talk with and bounce ideas off and she's been wonderful in terms of writing resources and things like that (Kate <7yrs. M. Dec.).

Initial 'Self as Teacher' Image

As will be discussed in Chapter Seven initial 'self as teacher' image can be a determining factor in whether an emerging 'self as teacher' image in the first year

of teaching is positive or negative. Most participants did not consciously allude to the impact their initial 'self as teacher' image had. However three (10%) of the sample felt their initial 'self as teacher' image interacted positively with their developing 'self as teacher' image. All of these participants were female from the more life experience cohort. There was one representative from each of the school of employment decile rated groups (Table 5.6).

Diana felt that her initial 'self as teacher' image of teacher as realist meant that she was able to remain positive and her 'self as teacher' image was confirmed and enhanced.

I certainly didn't have that [a rosy, idealistic, everything was going to be fine] image. I'm not a negative thinker, I'm a positive person....You never take anything for granted but I try to make things positive out of the situation. I would call myself that [a realist]. I mean I've had to it's the way life has thrown me (Diana >7yrs. M. Dec.).

Although Ngaire commented that being a first year teacher was not quite what she had imagined, she felt that her initial 'self as teacher' image of facilitator and realist and pragmatist was influential in her effectiveness and had been confirmed and enhanced during her first year of teaching.

I make sure everything is in the right place if need be but I don't let it consume me... What I've found is that if I be just myself, I laugh and I joke, I relax and that's worked out well (Ngaire >7yrs. H. Dec.)

Negative Impact Categories

Factors and situations that had challenged, undermined or in some cases shattered, 'self as teacher' image featured in the stories of all participants. In many cases, negative impact factors dominated the narratives. As shown in Figure 5.2 and Table 5.2 negative impact factors and situations fell into five categories. Four categories - School Culture, School Organisation Structures and Procedures,

Classroom Management Issues, and Personal Issues - featured in the Positively Impacting Categories. An additional category, Preservice Training, received considerable emphasis from participants when speaking of factors and situations that had negatively influenced their 'self as teacher' image.

Figure 5.2 and Table 5.2 demonstrate the wide range of factors and situations recounted by participants that had negatively influenced their 'self as teacher' image. Table 5.7 depicts the distribution of these factors across the participant variables. A thought provoking observation is the high percentage of participants who feature in each category. Table 5.7 will be referred to throughout the following section of this chapter.

Table 5.7

Categories of Factors and Situations Challenging, Undermining or Shattering 'Self as Teacher' Image

Category	Female		Male		Time Since Leaving School				Decile Rating of School			Totals		
					< 7yrs.		> 7yrs		Low	Mid.	High			
	N=20		N=10		N=17		N=13		N= 7	N=14	N=9	N=30		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom Management Issues	20	100	10	100	17	100	13	100	7	100	14	100	9	100
School Culture	19	95	8	80	16	94	13	100	7	100	12	86	8	89
Personal Issues	16	80	10	100	16	94	10	77	6	86	12	86	8	89
PreService Training	17	85	8	80	13	77	12	92	6	86	11	79	8	89
School Organisation Structures and Procedures	18	90	6	60	13	77	11	85	5	71	10	71	9	100

A closer study of the results presented in Table 5.7 will provide a more in-depth picture of the first year teachers' perceptions of factors that negatively impacted on their 'self as teacher' images.

School Culture Category

School culture, in some aspect or aspects, was considered by 27 participants (90%) as having a negative effect on their 'self as teacher' image. As shown in Table 5.7 participants were highly represented across all variables. A slightly lower percentage of males (80%) than females (95%) identified aspects of school culture as negatively influencing their 'self as teacher' image. All participants with more life experience (100%) and a high percentage with less life experience (94%) spoke of aspects of school culture that had challenged, undermined, or shattered their 'self as teacher' image. All those employed in low decile schools (100%), 89 percent in high decile schools and 86 percent in middle decile schools, recounted factors associated with the culture of the school that had adversely impacted on their 'self as teacher' image (Table 5.7).

Table 5.8.

Negative Impact Factors - School Culture Category

Category	Female		Male		Time Since Leaving School				Decile Rating of School						Totals	
					< 7yrs.		> 7yrs.		Low		Mid.		High			
	N=20		N=10		N=17		N=13		N= 7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
General Feeling and Tone	15	75	6	60	12	71	9	69	6	86	9	64	6	67	21	70
Parents and Community	11	55	3	30	9	53	5	39	4	57	4	29	6	67	14	47
Mentor Teacher	10	50	4	40	7	41	7	54	3	43	6	43	5	56	14	47
Principal	10	50	3	30	8	47	5	38	6	86	4	29	3	33	13	43
Lack of Recognition	5	25	2	20	4	24	3	23	2	29	3	21	2	22	7	23
Not Acknowledged																
Excluded from Decision Making	6	30	1	10	4	24	3	23	2	29	1	7	4	44	7	23
Social Issues/ Problems	2	10	3	30	1	6	4	31	1	14	2	14	2	22	5	17
Inconsistency/ Mixed Messages	2	10	2	20	3	18	1	8			2	14	2	22	4	13

Table 5.8 shows the factors identified by respondents that contributed to the negative School Culture Category and their distribution across the participant variables. A study of Table 5.8 shows that when all factors associated with the negative effect of school culture were grouped together and considered as one over-riding theme (Table 5.7) the participant variables did not present as having a big impact. However, when the particular factors were analysed it was evident that the variables of gender, life experience and decile rating of school of employment did have some influence. The latter observations will be highlighted as results are presented.

General feeling and Tone

The general feeling and tone of the school encompassing collegiality and degree of co-operation and collaboration of personnel within the school community presented problems in some way to 21 (70%) participants. A higher percentage of females (75%) than males (60%) spoke of their 'self as teacher' image being negatively influenced by the general feeling and tone of the school culture. Life experience did not appear to be a factor regarding the likelihood of general feeling and tone of the school negatively effecting 'self as teacher' image with 71 percent from the less life experience group and 69 percent from the more life experience group being represented in this factor. Decile rating of school of employment did seem to make some difference. The stories of 86 percent of participants employed in low decile schools told of situations and events related to the general feeling and tone of the school challenging, undermining or shattering their 'self as teacher' image compared with 64 percent and 67 percent of those employed in middle and high decile schools respectively (Table 5.8).

The degree of collegiality and the way staff interacted was seen as having an impact on 'self as teacher' image. This was manifested in a variety of ways. The hierarchical structure existing in some schools was seen as a them and us situation - the managers and the managed (Apple, 1986). For many of the sample they felt they were the bottom of the heap.

Definitely I see there is administration and there is other staff. I can definitely see that clear cut (Elaine <7yrs. M. Dec.).

Yep, definite hierarchy...it's just the way the hierarchy is. We're at the bottom because we're the first years (Olivia <7yrs. L. Dec.).

The hierarchical nature or the push for control by some staff was recounted by some participants as producing power struggles or power games that threatened collegiality and had an adverse impact on the participants' 'self as teacher' images.

There's a power thing. Power game. There seems this triangle of power-it's quite bizarre. I don't think we should be involved. There's a real power play going on and we're caught in it (Alice >7yrs. M. Dec.).

Linked to the ideas of power and control is the factor of lack of communication that was raised in several of the participants' stories. Poor communication meant the first year teachers were unsure of what was going on which added to feelings of insecurity.

Because I don't know anything, I don't know where anything is. I don't know if it works. I don't know if it's the right thing to do. You've got no idea. You're still in the dark. You don't know anything (Barbara >7yrs. M. Dec.).

It makes me feel uneasy because I don't know what's going on (Colin <7yrs. M. Dec.).

Cliques within staffs, not sharing resources, and lack of co-operation and collaboration had a negative impact on the 'self as teacher' image of a number of people in the sample.

I like to co-operatively plan things and to try ideas about this with somebody and to get new ideas from different people and I find that quite hard coming into a school where relationships are already established between staff members.... As far as being able to work with other teachers for planning, that hasn't happened.. So I found that a bit of a challenge... They're quite possessive of their resources (Mary <7yrs. M. Dec.).

I don't know it seems a lot of people are sort of trying to keep their own things to themselves (Susan <7yrs. L. Dec.).

The fragmented school culture consisting of factions within staffs, described by several participants, contributed to undermining the 'self as teacher' image of many of them. They felt vulnerable and unsure of who they could trust.

There's so many issues going on in that school, um, you've got to be careful who you talk to, what you say. Who you talk to, who you can trust, um yeah. You do have to be careful what you say (Alice >7yrs. M. Dec.).

There are only a couple of people I feel comfortable with (Kate <7yrs. M. Dec.).

The perceived political nature of some school cultures resulted in some participants feeling isolated and not part of the culture.

I don't know very many of the staff well. I still feel there's that edge of you can't really be your social self. The policy talk that gets done in staff meetings and I haven't felt a part of that. Yes, I would say so [feel an island within the school] (Mary <7yrs. M. Dec.).

I'm expected to know everything and to do everything correctly and I battle on and do it all by myself... I just do it all myself (Carol <7yrs. H. Dec.).

I often feel that there is nobody at all to talk to. If there is a problem, or I'm feeling down or low or something's not going right. There is nobody to talk to (Juliet >7yrs. H. Dec.).

Parents and Community

Parents, caregivers and attitudes of the wider school community were factors expressed by 14 participants (47%) that had served to challenge, undermine or shatter 'self as teacher' image. Females were more likely (55%) than males (30%) to reveal that parents or caregivers had had a negative influence on their 'self as teacher' image. Those with more life experience appeared to be less likely (39%) than those with less life experience (53%) to be negatively effected by parents or caregivers. Those in high (67%) and low (57%) decile schools were more likely

than those in middle decile schools (29%) to report parents or caregivers as having negative impact on 'self as teacher' image (Table 5.8).

Parental expectations presented difficulties to a number of participants. Some participants felt the extremely high expectations held by some parents put considerable pressure on them and many worried about how well they were meeting the expectations.

So part of me I get nervous when parents come to see me and things like that. I always want to present the very best of myself to them [the parents] (Kate <7yrs. M. Dec.).

This pressure, in Alice's words, was daunting.

Daunting because I find that when they start asking questions you can't answer... you feel a bit incompetent (Alice >7yrs. M. Dec.).

The high expectations often meant the respondents felt they were having excessive demands placed on them. They felt the parents were closely monitoring them. Parents were spoken of as being overly critical and waiting for a mistake or lapse in performance to occur.

I must have had 30 parents lined up to meet me and I was absolutely, oh! It was so scary. It was the worst part of my whole teaching... They literally lined up and I introduced myself and they asked me questions and I was just put on the spot and it was so daunting and I wasn't prepared for that (Irene <7yrs. H. Dec.).

High demands, yes. They expect, I had a parent in last week... I wrote a note home saying since we're doing our unit on _____, there'll be a lot of work not finished in the classroom during the week [children were to do this at home in lieu of homework]. And a parent came into me and said no, I want more, my kids have to do homework every night. And like I had an accidental spelling mistake on the board. I had a parent come in and change that- went up and changed it (Helen <7yrs. H. Dec.).

In some instances respondents felt parents had been impulsive and acted unreasonably without allowing opportunity for any explanation.

One girl, her parents are quite strict, and they expect her to perform like her younger sibling and she can't. She's got to a point where she doesn't like showing me any work. She doesn't take homework where they can see it or anything else, and in her diary she's writing some of this stuff in it. Her mum came in just before term finished and went into her desk and grabbed her diary and took it home and read it. Then because of the stuff that was in it she went and saw the principal with this diary and said she wanted her daughter out. She was removed from the class and I thought that was a bit of a challenge to me really. She really didn't listen to me or come and talk to me about it... I thought a lot about that over the holidays (Gary >7yrs. H. Dec.).

I had one situation where there is one child in my class he would refuse to come into class. So there was this situation when he was in the playground, it was just after the bell had gone and the rest of the kids were sitting on the mat, and his parent, his mother arrived at school and saw the kid in the playground and she got quite angry about it, went over and grabbed the kid and actually hit the kid, came into class and told me I was a useless teacher, in front of the class (Virginia <7yrs. H. Dec.).

Lack of support from parents or caregivers was a challenging factor for several participants. These participants spoke of parents not turning up to parent interviews, failing to offer assistance with homework, not providing bits and pieces from home for the class programme, and not helping with school sports or events. The first year teachers interpreted this lack of parent interaction and assistance as the parents not being interested in their children's education.

I just find it sort of really hard. No one reads the newsletters and to get to parents and even at parent interviews, some of them I've got to go to houses to do...I've had to supply about 12 of the children in this class this year with paint shirts... Lots of times you send things home and they don't come back,

and letters don't, and phone calls don't seem to get through (Mary <7yrs. M. Dec.).

For some participants, perceived negative attitudes of factions of parents or caregivers who gossiped around the community running down the teachers and the school generally, worked to undermine their 'self as teacher' image.

There are quite a few parents that are out of the school community, in the actual community, they talk quite a bit about the school. What's going on you know. They sometimes back stab the teachers and that....They hear all these stories and they give their own versions of the story and then a lot of parents come back and say, I heard this happen and that happen and you know, and a lot of gossip goes on (Bryan <7yrs. L. Dec.).

One participant, Juliet, felt some parents had ganged up on her and had set out to undermine her in intimidating and threatening ways.

One mother comes in and says things to me like, do you like my son? It's very important to me that you like him. I'm thinking that I may have to shift him out of your classroom. And parent interviews that we had recently I have had four parents tell me, four mothers of form two boys tell me, their boys didn't like me. They brought their kids along to parent interviews and got their kids to tell me what they didn't like in our classroom and got me to justify decisions I had made (Juliet >7yrs. H. Dec.).

Negative attitudes from the community were seen as a major impacting factor by one participant, Pania, who was employed in a whanua unit attached to a school. Pania felt that the past history of the unit, which had not enjoyed a positive reputation, continued to influence current community attitudes. The on-going negativity towards the whanau unit shook Pania's 'self as teacher' image.

The health nurse come in one time and she says to me one of the parents has pulled their kids out of the whanau unit because he wasn't learning anything... And I said excuse me! What are you talking about? She said oh so and so has come out of there because they weren't learning. I'm not

blaming it on you the teacher. And I said well you can't blame it in me because I actually wasn't there when the child left (Pania >7yrs. L. Dec.).

Mentor Teacher

Earlier in this chapter the positive impact of mentor teachers on first year teachers' 'self as teacher' image was discussed. The mentor teacher was also a dominant factor in a negative sense for 14 (47%) participants. Half (50%) of the females and 40 percent of the males expressed dissatisfaction with their mentor teachers. A slightly higher percentage (54%) of those with more life experience than those with less life experience (41%) perceived aspects of their mentor teacher's behaviour to have a negative impact on their 'self as teacher' image. Less than half of the participants employed in low and middle decile schools (43% in each case) felt their mentor teacher had adversely impacted on their 'self as teacher' image in some way. Over half (56%) of respondents employed in high decile schools felt their mentor teacher had a negative impact on their 'self as teacher' image (Table 5.8).

Several participants said their mentor teachers did not support them sufficiently when things were not going smoothly. In some instances the first year teachers spoke of their mentor teachers tending to blame the beginning teacher rather than assist them.

My mentor teacher implied - ahh- it was my own fault. What was I doing as a classroom teacher for children to be behaving like this. I had one child slash bags in the cloak bay- that was my fault. What was I involved in the classroom that was saying that was okay?... It was my fault. I had to deal with it (Alice >7yrs. M. Dec.).

Even behaviour problems – it's not a school behaviour problem – it's your behaviour problem (Barbara >7yrs. M. Dec.).

The many responsibilities of mentor teachers was seen as a negative impact on several participants. The mentor teachers were too busy to be available when the

first year teacher needed them or didn't have the time to provide the desirable support and assistance.

That person is also the D.P. [deputy principal] and that person's also very busy and I do find at times if I want to be with that person or want to talk to them they are so busy doing other things that I don't feel they have got the time to listen (Gary >7yrs. H. Dec.).

I found that as time has gone on she is more and more unavailable. If I go and say to her can I see you, she'll say "if you're quick" or "I've got 2 minutes", or sometimes she'll even back down the corridor while I'm trying to talk to her (Juliet >7yrs. H. Dec.).

Lack of constructive feedback from the mentor teacher had a negative impact on the teacher self image of some participants. Not receiving feedback tended to leave the participants uncertain of how well they were measuring up and what their mentor teacher really thought about them as teachers.

She came in and watched me for 20 minutes or so and then left. I was expecting it to be talked about after school or the next day or something and it wasn't. I asked for some feedback and she said oh the maths was positive (Carol <7yrs. H. Dec.).

Mentor teachers who did not recognise that the first year teachers' approaches may be effective, even if they were not the same as their own, caused difficulties for a number of the respondents. Some participants felt their mentor teachers imposed their own ideas and philosophies on them. The mentor teachers were inflexible and the first year teachers had to do things the way that their mentor teachers did them. This rendered the first year teachers' 'self as teacher' image insecure as they tried to be something that did not fit comfortably with them.

I was trying so hard to make sure that if [the mentor teacher] came into my room that I was doing it how they wanted me to do it, like I was changing who I was and had a real confrontation. I always said I'd never do that. I beat myself up for about four days after that (Barbara >7yrs, M. Dec.).

She assumes that I'm going to do things her way. She's not a good listener and I don't feel like she approves of my doing it. She said "No don't do that. This works, this is what I do" and there will be a long lecture on how she does it (Colin <7yrs. M. Dec.).

Being unable to set up a positive working relationship with their mentor teacher was another factor that chipped away at the 'self as teacher' image of some respondents.

It's like there's rules for the established staff at the school and there's rules for me. I don't appear to have the same set of rules that other beginning teachers have got with their tutor teachers...I feel like I was being treated like a child. She will make me stand and wait... she won't acknowledge that I'm there... And it feels a little like putting me in my place (Juliet >7yrs. H. Dec.).

For Alice, her mentor teacher eroded her self-confidence by admonishing her in front of children.

I'm standing there and there she is undermining me in front of my whole classroom. In front of my kids she'd say to me, "no you can't do that, blah, blah, blah", at me in front of them and speak to me like I was one of them (Alice >7yrs. M. Dec.).

The Principal

The principal was cited by 13 contributors (43%) to the study as having a negative impact, in some way or ways, on their 'self as teacher' image. Half (50%) of the females but only 30 percent of the males viewed aspects of the principal's behaviour as having challenged or undermined their 'self as teacher' image. Those with less life experience were a little more likely (47%) than those with more life experience (38%) to be negatively effected by an action or actions of the principal. In this study the decile rating of the school of employment was a variable within which differences were evident. A much higher percentage of participants employed in low decile schools (86%) than in either middle (29%) or

high (33%) decile schools felt the principal had in some way or ways impacted negatively on their 'self as teacher' image (Table 5.8).

For a number of participants the principal did not support them to the extent they would have liked, or provided little or no support.

He doesn't really support the staff. He doesn't show an interest. He hasn't been into my room at all (Bryan <7yrs. L. Dec.).

He doesn't [provide support]. He might walk through on his way somewhere (Colin <7yrs. M. Dec.).

The principal was perceived by some of the sample to be unapproachable and remote which resulted in feelings of unease by the first year teachers and limited interaction with the principal. The unease was increased further when the principal appeared to be monitoring the first year teachers in a surveillance manner.

He does often come into my classroom. He doesn't actually say anything. He would come and wander round my class a couple of times. Daunting. Standing at the door and looking in, just making sure. That was very scary. I just wouldn't want to hear negative things from him, I suppose. From the 'big boss' sort of thing (Helen <7yrs. H. Dec.).

Just that he's keeping an eye on me but he never says anything, and I think, what's he thinking (Colin <7yrs. M. Dec.).

Yeah, for me I find talking to this principal quite tricky, quite hard (Mary <7yrs. M. Dec.).

Several participants felt the principal had a negative impact on their 'self as teacher' image by making it difficult to act as they wanted to. The principal actively worked to mould the first year teachers to the way the principal wanted them to be.

I mean basically we've been taken on here to be moulded in the way the school wants us to be moulded (Tanya >7yrs. L. Dec.).

Lack of Recognition and Acknowledgment

Staff not valuing what they had to offer and not acknowledging contributions made by the first year teachers, challenged seven (23%) participants. A similar percentage of females (25%) as males (20%), and those with less life experience (24%) and more life experience (23%) felt this way. The decile rating of school did not appear to be a contributing factor with 29 percent of those from low, 21 percent from middle, and 22 percent from high, decile schools presenting lack of recognition and acknowledgment as negatively influencing their 'self as teacher' image (Table 5.8).

It makes me feel like I'm not really supported, not valued.... I'm involved a lot on the music side of things and I'm on a couple of committees for things but I don't get any positive comment from the principal or anything like that (Colin <7yrs. M. Dec.).

With the sporting things I am in charge of it with another teacher who is an experienced teacher so they just generally pitch it up to them. I wouldn't and I haven't been given anything from any thanks from the staff meeting as to what I've done (Olivia <7yrs. L. Dec.).

Excluded from Decision Making

Linked to lack of recognition and acknowledgment is being excluded from decision making. Twenty three percent of participants spoke of being excluded from decision making or of not being consulted regarding matters to do with their pupils. These first year teachers felt that by not being consulted they were often unable to be the type of teacher they wanted to be. Females (30%) were more likely than males (10%) to feel they were excluded from decision making. Those employed in high decile schools (44%) were more likely than those employed in low (29%) or middle (7%) decile schools to feel they were not included in decision making (Table 5.8).

I know you can't please all the people all of the time and sooner or later I expect to hear from parents saying I don't want my kid in that class, but just the way it went. I thought I might have been given a chance to explain (Gary >7yrs. H. Dec.).

Like if you've got an opinion or suggestion or something it's often overlooked until someone else brings it up who isn't a beginning teacher (Lorna <7yrs. H. Dec.).

Inconsistency and Mixed Messages

Inconsistency regarding enforcement of rules and the giving of mixed messages was given by four participants (13%) as a factor that had negative impact on their 'self as teacher' image. No participants employed in low decile schools raised this factor but 22 percent employed in high and 14 percent employed in middle decile schools did so. Several participants felt that inconsistency by staff in enforcing the rules and some staff changing the rules as they went along created difficulties.

They keep changing the rules as they go along. ...I think problems are ignored by certain teachers - you just pretend it's not happening so hopefully it won't happen - that sort of thing, and the kids play on that because they can see that they can get away with doing certain things with certain teachers (Colin <7yrs. M. Dec.).

The thing is a lack of consistency... each class has a different set of expectations (David <7yrs. M. Dec.).

I'm seen as being really grouchy, really tough, because if there's a rule, then I enforce it, because that is being fair. I cannot have rules and not enforce them with some people and not with others. But the main teachers in this school don't do that (Juliet >7yrs. H. Dec.).

Participants spoke of ambivalent expectations towards them which dented their 'self as teacher' image.

Dual expectations. On the one hand you're expected to measure up the same as the others, but on the other hand your opinions may not always be respected to the same degree (Lorna <7yrs. H. Dec.).

Social Issues and Problems

Social issues and problems presented difficulties to five (17%) participants. A higher percentage of males (30%) than females (10%) cited social issues as having a negative impact on their 'self as teacher' image. Those in the more life experience group were more likely (31%) than those in the less life experience group (6%) to see social issues as problematic to realising their 'self as teacher' image. A similar percentage across all groups in low (14%), middle (14%), and high (22%), decile schools forwarded social issues as challenging or undermining how they wished to be as teachers (Table 5.8).

Having to deal with problems children brought from home was presented by some participants as challenging their 'self as teacher' image.

..because a lot of kids you know, they bring problems to school from home and things like that and you've got to sit down with them and say, you know, you're not feeling very good today, what's your problem, you know, what can we do to improve this and things like that (Virginia <7yrs. H. Dec.).

Oh I think it's the social problems that children have at home, they actually bring them to school. School is a carry over (Alan >7yrs. M. Dec.).

So when you're dealing with probably 85 - 90 percent of the cases are external influences on the children that they bring from home or from the weekend, into the classroom. And to try and work those out of the children so you can get them into a learning situation is really "fun"- putting it mildly (Frank >7yrs. H. Dec.).

Evan spoke of societal attitudes having an impact on his 'self as teacher' image. He particularly identified the attitudes he perceived society holds towards males as presenting a difficulty.

Whose this young male teaching my kids....I began teaching a little bit different thinking about proximity to girls and all that (Evan >7yrs. M. Dec.).

The lack of parents' literacy and numeracy skills was seen as making some first year teachers' jobs more difficult.

Yes, and we brought that [literacy and numeracy skills of parents] in our whanau kori quite a few times. You know, starting some sort of classes up to be able to help our parents with this. What I've actually found out is a lot of parents don't want to come to read and write, which is a big issue, and it's really coming to the forefront now because their kids are actually going home with books and things that they're reading and of course the parents aren't really in a position to help them read (Pania >7yrs. L. Dec.).

School Organisation Structures and Procedures Category

School organisation structures and procedures, which as mentioned earlier reflect the school culture, featured as negative influences on 'self as teacher' image in the narratives of 24 (80%) participants. Females were much more likely (90%) than males (60%) to recount situations regarding school organisation structures and procedures that had challenged or undermined their 'self as teacher' image. Reasonably high percentages of respondents in both life experience groups (77% in the less life experience and 85% in the more life experience groups) spoke of school organisation structures or procedures challenging their ability to be the type of teacher they wanted to be. All participants (100%) employed in high decile schools, compared with 71 percent in both low and middle decile schools recalled situations regarding school organisation structures and procedures that had a negative impact on their 'self as teacher' image (Table 5.7).

The school organisation structures and procedures seen as negative impacts impacting on 'self as teacher' image clustered into factors concerning lack of resources, lack of support, professional development provisions, and inheriting another teacher's class (Figure 5.2). Table 5.9 depicts the distribution of these clusters across participant variables.

Table 5.9

Negative Impact Factors - School Organisation Structures and Procedures Category

Factors	Female		Male		Time Since Leaving School		Decile Rating of School			Totals		
					<7yrs.	>7yrs.	Low	Mid.	High			
	N=20		N=10		N=17	N=13	N=7	N=14	N=9	N=30		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lack of Resources	12	60	5	50	10	59	7	54	4	57	17	57
Lack of Support	9	45	4	40	6	40	7	54	3	43	13	43
Professional Development	9	45	3	30	4	24	8	62	3	43	12	40
Inheriting Another Teacher's Class	5	25			1	6	4	31	1	14	5	17

Lack of Resources

Lack of resources impeding the ability to develop preferred programmes was evident in the stories of 17 (57%) of the sample. Sixty percent of the females and fifty percent of the males felt challenged by the lack of resources. A similar percentage of those with less life experience (59%) and less life experience (54%) reported lack of resources being a difficulty in realising their 'self as teacher' image. Surprisingly there was little difference across the decile rating of school of employment groups in percentages expressing negative influence on their 'self as teacher' image of lack of resources (Table 5.9).

Lack of adequate resources or having the resources controlled and limited proved difficult for some participants.

I'm still waiting for our art resources... There were dusters and that was it. I had to supply everything else... You're only allowed 3000 photocopies per term and I ran out of them in week two of the first term, don't know how, it wasn't all my photocopying, but I had to beg for another photocopy allowance (Barbara >7yrs. M. Dec.).

There was so much missing. I don't know what happened to all the resources and stuff that I was supposed to have (Colin <7yrs. M. Dec.).

We are not allowed access to our resource room after four o'clock (David <7yrs. M. Dec.).

I think the resourcing here is very strange. Allowing a budget of 300 dollars a year for a teacher is just ridiculous. The maths supply, photocopying paper, arts supply for the classroom, that's supplying everything. Nothing supplied. I mean even your white board markers comes out of your 300 dollars (Tanya >7yrs. L. Dec.).

As resources were limited some staff tended to hide resources and were very reluctant to share these.

And people hide resources in their rooms and that's really hard....I look up in the resource room and I went 'oh goodness, there's nothing here'. They [resources] were in people's rooms. And they don't give them up easily and they expect them back within five minutes (Mary <7yrs. M. Dec.).

Limited resources resulted in some first year teachers spending considerable time making or searching out resources off the school site.

At the moment I'm spending a lot of time making resources (Helen <7yrs. H. Dec.).

Um just finding good resources, especially maths resources. I've ended up buying my own (Susan <7yrs. L. Dec.).

In several cases the first year teachers were not told what resources were available or where various resources were located.

You need to know where the resources are, where to find things, what kind of things they use for maths, just all those kind of things that would be really helpful (Colin <7yrs. M. Dec.).

Inadequate classroom space had a negative impact on the 'self as teacher' image of a number of participants. These first year teachers were unable to be the type of

teacher they wished to be because of the constraints of limited or inappropriate classroom space.

We'd have a reading station and things like that going but the structure of my classroom you can't do it...It's really hard when you can't set up all those sorts of things in your classroom, there's nowhere to do it. So in a way it impinges on my planning as well. I decide I'll do this and there's nowhere for them to do it... That's a real pain (Gaile <7yrs. M. Dec.).

Lack of Support

School organisation structures and procedures not providing adequate support impeded the realisation of 'self as teacher' image of 13 (43%) of the first year teachers in the study. As 45 percent of the females' and 40 percent of the males' stories made reference to school organisation structures and procedures providing inadequate support, gender did not appear to be an influencing factor. Those with more life experience were more likely (54%) than those with less life experience (40%) to feel school organisation structures and procedures were not sufficiently supportive. Interestingly those employed in low decile schools were the least likely to report negatively in this regard (Table 5.9).

The lack of procedures for familiarising the first year teachers with available resources and their location has been discussed above. For many of the sample not having adequate structures and procedures in place to generally initiate new staff members into the school undermined their 'self as teacher' image.

I mean there wasn't anyone who came in and showed me around the school and said actually this is where our equipment was. No one said this is the way we do things around here. We had parent interviews last night.. but I don't think I was really orientated for that (Fiona >7yrs. M. Dec.).

Lack of structures and procedures for interacting with parents produced unease and challenged the 'self as teacher' image of some members of the study.

In one instance I was put on the spot with a parent.. didn't know what to do. After no one came to me and said listen, if it happens again...(Lorna <7yrs. H. Dec.).

Insufficient structures and procedures to provide support for managing behaviour of pupils served to undermine the 'self as teacher' image in a number of cases.

A lack of support it's to do with behaviour problems within the school... There are huge behaviour problems and its not dealt with by the senior management side of the school so the support doesn't feel like it's there (Colin <7yrs. M. Dec.).

Professional Development

Inappropriate or insufficient professional development contributed to hampering the realisation of 'self as teacher' image for 12 (40%) respondents. More females (45%) than males (30%) were dissatisfied with the school's procedures for their professional development. A higher percentage (62%) of those with more life experience reported discontent with their professional development programmes than those with less life experience (24%). Those employed in middle decile schools were the most likely to feel negatively towards their professional development programme (Table 5.9).

Negative comments regarding professional development programmes were focussed on not having a structured programme in place, having a programme that was not tailored to individual needs, and not being able to utilise the point two teacher release time in what was felt was an appropriate fashion.

Well we have sort of done it [a professional development programme] on paper but it sort of hasn't happened yet, he [the mentor teacher] looked through my planning once but that's about it (Gary >7yrs. H. Dec.).

I asked about release time... I was told I would not see it while I was there. That my children would not get a sound and I can't remember the words, and continuing education, if I was out of the classroom for one day a week. I've had a day out to write reports and a day for curriculum monitoring. I know

the money is going somewhere else. It kind of makes me a bit mad that they weren't honest with me and said we need this money for reading (Lorna <7yrs. H. Dec.).

We were told that we would get a release day a week, that changed to a day a fortnight and if someone was sick we lost the day. We were supposed to have been told when it was but you basically got told two days before, oh you are having release (Barbara >7yrs. M. Dec.).

Inheriting Another Teacher's Class

Taking over another teacher's class was a negatively impacting factor for five (17%) participants. The males in the study did not appear to find this a difficulty. Interestingly those in the more life experience category were more likely (31%) than those in the less life experience category (6%) to speak of inheriting another teacher's class as a problem. Within the decile rating of school variable, it was the high decile group that had the highest percentage of participants (33%) commenting negatively about taking over another teacher's class (Table 5.9).

The popularity of the previous teacher was perceived in some cases as problematic. The first year teachers felt they were constantly being compared with the last teacher or they had to work at getting the class to adapt to different approaches and expectations.

I will never ever walk into someone else's class. That was hideous. They [the pupils] don't have the same respect. You know, oh Miss Such and Such she did this and Miss Such and Such and so on. Well she's gone now, I'm here. (Alice > 7yrs. M. Dec.).

The previous teacher who had my class was only there for the year and she was very, very popular with the kids. I'm very different to her. I run a very different classroom (Juliet >7yrs. H. Dec.).

Classroom Management Issues Category

Associated with, and influenced by, both school culture and school organisation structures and procedures are classroom management issues. Factors contributing to the Classroom Management Issues Category featured prominently as factors that challenged, undermined, or in extreme cases, shattered 'self as teacher' image. Tables 5.1 and 5.7 show that all participants reported some aspect or aspects of classroom management that had a negative impact on their 'self as teacher' image. The variables of gender, life experience and decile rating of school of employment did not appear to determine the likelihood of classroom management issues negatively influencing 'self as teacher' image (Table 5.7).

The classroom management issues people in the sample recounted in their stories fall into the four groups of behaviour of children, management of learning, range of abilities and special needs, and workload (Figure 5.2). Table 5.10 shows the distribution of these groups across participant variables.

Table 5.10

Negative Impact Factors - Classroom Management Issues Category

Category	Female		Male		Time Since leaving School		Decile Rating of School						Totals			
					< 7yrs.		> yrs.		Low		Mid.		High			
	N=20		N=10		N=17		N=13		N= 7		N=14		N=9		N= 30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Workload	17	85	9	90	16	94	10	77	7	100	13	93	6	67	26	87
Behaviour of Children	11	55	9	90	11	65	9	69	6	86	9	64	5	56	20	67
Range of Abilities and Special Needs	7	35	3	30	5	30	5	38	5	71	2	14	3	33	10	33
Management of Learning	8	40			8	47			2	29	2	14	4	44	8	27

Workload

Heavy workloads were identified by 26 participants (87%) as hindering their ability to be the type of teacher they wanted to be. A similar percentage of males (90%) and females (85%) regarded heavy workloads as negative impacts on their 'self as

teacher' image. Sixteen participants (94%) who had less life experience felt challenged by workload compared with 10 (77%) with more life experience. High percentages of participants employed in low (100%) and middle (93%) decile schools were frequently overwhelmed by workload. However in high decile schools the percentage was not as high with 67 percent of participants presenting workload as eroding 'self as teacher' image (Table 5.10).

For many of the respondents the amount of work to accomplish was overwhelming. They felt they never managed to get the workload under control and for some it became extremely stressful.

You can never be on top of it [the workload]. Flat out every night. You can never do everything, you can't, because you've always got something you haven't done (Carol <7yrs. H. Dec.).

I don't think you have any idea how much work you are expected to do and it just accumulates. ..I don't think my family's very impressed with it at all (Frank >7yrs. H. Dec.).

There's always something that needs to be done. In my first term I spent almost every other night crying... I didn't realise what the pressure was going to be like (Elaine <7yrs. M. Dec.).

Marking children's work and carrying out assessment documentation were major contributors to workloads. The usefulness of some of this was questioned and the time involved often denied participants family and social time.

It's just a paper war... Of all the paper work I have to do how much of it is related to learning for the kids...I don't even think it's to please the parents. I think it's to please the Government....I've had enough of kids wanting things when I get home.... It's taking time off us which we used to spend bike riding and things (Gary >7yrs. H. Dec.).

Attending meetings was presented as being very time consuming, taking up time that could be used for marking and preparation which meant these had to be done at night.

I think what's frustrating if you end up sometimes having three staff meetings a week, go up to five. Each day you get home and there's tons of books (David <7yrs. M. Dec.).

Extracurricular responsibilities such as coaching sports teams and attending weekend sport, added to workloads and further compounded feelings of being overwhelmed and controlled by school related activities.

Involvement in sport. Like this week's been incredible. We've had um, last week I had three lots of rugby trials to do (Evan >7yrs. M. Dec.).

Behaviour of Children

Challenging or inappropriate behaviour of children was identified by 20 participants (67%) as undermining 'self as teacher' image. An interesting observation, which will be further explored in Chapter Seven, is that males were much more likely (90%) than females (55%) to feel that 'self as teacher' image was undermined by challenging behaviour of pupils. A similar percentage of respondents in both life experience categories (65% in the less and 69% in the more life experience categories) perceived challenging behaviour of pupils as negatively influencing their 'self as teacher' image. Decile rating of school of employment appeared to be a determining factor as a higher percentage of those employed in low decile schools (86%) reported inappropriate pupil behaviour as a negative impact on 'self as teacher' image compared with 64 percent from middle and 56 percent from high decile schools (Table 5.10).

The time and effort expended on attempting to manage the behaviour of a few children prevented some of the participants realising their 'self as teacher' image. The perceived negative attitudes and non-compliant behaviours of children were seen as hindering the learning of others and prevented the first year teachers establishing the desired programmes.

Negative behaviour from children like saying 'this sucks' or I don't want to do this, I'm not doing this. Just the kind of attitude which can be the complete opposite of what I've always thought I'd be able to get from them (Colin <7yrs. M. Dec.).

No one wants to listen, what do you do? Sometimes I get extremely frustrated and I would rather them out of the classroom because they just stop anyone else learning around them. I feel frustrated (Frank >7yrs. H. Dec.).

The behaviour exhibited by some pupils was more extreme than had been anticipated. Continually dealing with inappropriate behaviour caused considerable stress. Some first year teachers seriously questioned their competence and their 'self as teacher' image became fragmented.

I don't think I ever contemplated the behaviour would be so extreme (Fiona >7yrs. M. Dec.).

When you first go into a school you think these kids will be well trained but it was a very big challenge for me. Very big, yeah! The behaviour we had in here was absolutely atrocious. I just couldn't believe what was going on. Well I was distraught. I got very, very upset a couple of times (Pania >7yrs. L. Dec.).

At first really I was a bit shocked... I just thought oh my God am I ever going to get it right, I thought oh my God what else can I do? (Susan <7yrs. L. Dec.).

As 'self as teacher' image was further eroded by feelings of inadequacy and continual challenges from pupils' inappropriate behaviour, some participants resorted to behaving in ways contrary to how they had seen themselves as teachers.

Behaviour management would be the most challenging I've had this year...The type of teacher I wanted to be was sort of a quiet- getting things done- rather than screaming at everyone and you know it hasn't really

worked out like that. I've had to raise my voice and things like that (Rachel <7yrs. L. Dec.).

Behaviour has impacted on me 'cause some days you feel really miserable. It's really frustrating because there's only so much you can do (Ngaire >7yrs. H. Dec.).

Range of Abilities and Special Needs

The wide range of individual abilities and special needs within classes presented difficulties for 10 participants (33%). A similar percentage of female (35%) and male (30%) respondents voiced problems regarding catering for individual needs of pupils. Life experience did not appear to be a determining factor in the degree participants were negatively influenced by these concerns. However within the decile rating of school variable considerable difference was evident. Seventy one percent of participants from low decile schools reported catering for individual abilities and needs as problematic compared with 33 percent from high and 14 percent from middle decile schools (Table 5.10).

Catering for the range of abilities and learning needs required considerable time planning and organising a range of appropriate resources. Some participants felt they were unable to be the type of teacher they wanted to be for the majority of the class because of the time spent addressing individual needs.

I sort of expected that in a decile 10 school that the kids may be fairly similar. I've found I've got kids that might as well be in the juniors and I've got kids that could cope with high school and I just couldn't believe that I could have such a wide group of kids. Some need to do hands on stuff, some like worksheets, some like listening. Some like different colours on the board. It's just you know to cater for everybody to a point where I can see how kids get almost ignored in the classroom because you see so many that just want so much so that others who can look after themselves.... You go home and you think did I even speak to them today (Gary >7yrs. H. Dec.).

Like you have to plan for everyone. You must cater for the six who understand what you are talking about, go back and gather up the 24 who don't, take all along with you (Alan >7yrs. M. Dec.).

I've actually got new entrants to standard four [year 6] in this class. It's a big, big range so that takes up a lot of time just getting organised for the week (Pania >7yrs. L. Dec.).

Management of Learning

Aligned to catering for individual needs and managing behaviour is managing the learning. Managing the learning was an issue for eight participants (27%), all of who were female and from the less life experience category. Those employed in high decile schools were the most likely (44%) to refer to managing the learning as impacting negatively on their 'self as teacher' image (Table 5.10).

Other than behaviour management issues, factors impeding effective management of learning were having to accommodate too much into class programmes, interruptions to class programmes and large class size.

There's just heaps of, there is a lot to get in. I've just got all these ideas and it's just like having the time, plus doing all the other work, to actually fit in like. With the amount of kids you have in your class, I mean I've got 30 kids, its really, really hard (Gaile <7yrs. M. Dec.).

The large class size would be my biggest. I started off with a class of 28, and I've gone to 30 and I have a feeling it might grow bigger still. Just the sheer number and the range of abilities. One of the biggest classes in the school, but the biggest by far in the junior school but the teachers on either side of me have smaller classes than I do and I feel that perhaps as the beginning teacher in this school, and yet I've got the biggest class (Kate <7yrs. M. Dec.).

Preservice Training Issues Category

Participants in this study did not raise preservice training as a positive influence. However 25 participants (83%) posited that aspects of preservice training had resulted in their 'self as teacher' image being challenged in their first year of teaching. High percentages of females (85%) and males (80%) spoke of the inadequacy of preservice training. Those with more life experience were more likely (93%) to be dissatisfied with preservice training than those with less life experience (77%). Decile rating of school of employment was not a determining factor as a high percentage of participants across all school decile groups (86% in low, 79% in middle and 89% in high) felt preservice training had in some way been inadequate in assisting them to develop appropriate 'self as teacher' images (Table 5.7).

Table 5.11

Negative Impact Factors - Preservice Training Category

Factor	Female		Male		Time Since Leaving School				Decile Rating of School						Totals	
					<7yrs.		>7yrs.		Low		Mid.		High			
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Insufficient Linking of Theory to Practice	11	55	5	50	10	59	6	46	5	71	5	36	6	67	16	53
Insufficient Time on Teaching Experience	11	55	3	30	8	47	6	46	5	71	4	29	5	56	14	47
Lack of Opportunity to Identify/Challenge 'Self as Teacher' Image	10	50	6	60	7	41	5	38	3	43	4	29	5	56	12	40
Lack of Attention to Resources	7	35	2	20	6	35	3	23			4	29	5	56	9	30
Insufficient Focus on Behaviour Management and Special Needs	4	20	3	30	4	24	3	23	3	43	3	21	1	11	7	23

The factors concerning preservice training highlighted by respondents were: insufficient linking of theory to practice, insufficient time on teaching experience, little or no opportunity to identify and or challenge own beliefs - 'self as teacher' image -, little assistance in developing knowledge of available or appropriate resources, and insufficient focus on managing behaviour and special needs.

Table 5.11 shows the distribution of these factors across participant variables and will provide a point of reference throughout the following section.

Insufficient Linking of Theory to Practice

Just over half of the participants (53%) spoke of their preservice training being too theoretical and not representative of reality. A similar percentage of females (55%) and males (50%) felt their preservice training was too theoretical. Those with less life experience were more likely (59%) than those with more life experience (46%) to feel that preservice training was not sufficiently linked to practice. Respondents employed in middle decile schools were the least likely (36%) to highlight an over emphasis on theory in preservice training as having a negative impact on 'self as teacher' (Table 5.11).

Participants felt their preservice training had been too focussed on theory and to a large degree irrelevant to the practicalities of the classroom. Over-emphasis on theory was perceived as ill preparing the respondents for the so-called 'real problems'. The theoretical position adopted presented the teacher trainees with ideas that were not always realistic. Participants felt the inadequate linking of theory to practice challenged their "self as teacher" image as they were insufficiently prepared in a pragmatic sense.

Oh and the theory, you know, Pip [Professional Inquiry and Practice] into a lot of theory. I found it quite irrelevant and now at school I'm not using any of that (Rachel <7yrs. L. Dec.).

I mean you looked at some of the work some people did for science and maths, it was so irrelevant to what children were going to learn so I couldn't see the relevance of it (Henry <7yrs. M. Dec.).

All the ways they tell you to handle different things, they're not realistic though. How tell me, from a text book how to deal with stuff and how to do it in a classroom are completely different (Barbara >7yrs. M. Dec.).

I think that what you do learn at teachers' college, I don't think a lot of it is actually relevant for going out to be a teacher (Irene <7yrs. H. Dec.).

Insufficient Time on Teaching Practice

Connected to the idea of addressing the practicalities of the classroom is the contention raised by 14 participants (47%) of inadequate time spent on Teaching Experience. Females (55%) were more likely than males (30%) to express dissatisfaction with the amount of time spent out in schools. It was not apparent that life experience was a determining factor as 47 percent of those with less life experience and 46 percent of those with more life experience perceived their time on Teaching Experience during preservice training was inadequate. Those employed in low decile schools were more likely (71%) than those in high (56%) or middle (21%) decile schools to express discontent with the amount of time spent on practicums (Table 5.11).

Participants contended that Teaching Practice provided the greatest opportunity to learn. The limited and often inappropriately timed Teaching Experiences restricted learning opportunities ill preparing the trainees for the classroom. The lack of preparedness resulted in the participants' 'self as teacher' images being challenged or undermined during the first year of teaching.

Um, teachers' college, um, yeah, I'd have to admit I learnt most of my stuff when I was on section (Susan <7yrs. L. Dec.).

Definitely the time out in schools is not enough in your training. Having two weeks here and a week there is not what teaching's about. In second year you would practically turn up at the school in the last two weeks of school and that's a waste of time (Ivan >7yrs. M. Dec.).

Some respondents felt they had developed idealist perceptions about teaching because they had been over-supported and not exposed to risk taking whilst on Teaching Experience. Others spoke of having limited experience across a range of decile rated schools and thus were unfamiliar with effective strategies for managing pupils from different backgrounds.

We weren't allowed the space to discover what it was all about (Tanya >7yrs. L. Dec.).

If I'd been at a lower decile rating school I may have been able to adapt a little more - just on the behaviour which is a big thing (Susan <7yrs. L. Dec.).

Need to ensure you get placed in a range of decile schools I'd say. You know you wouldn't have had the opportunity to develop those coping strategies to deal with the kind of children and the environment (Ngaire >7yrs. H. Dec.).

Lack of Opportunity to Identify/ Challenge 'Self as Teacher' Image

Twelve participants (40%) purported that lack of opportunity to identify and challenge 'self as teacher' image during preservice training contributed to their inability to cope with challenges to their 'self as teacher' image during their first year of teaching. It was felt that the sharing of stories and experiences, reflecting on how they saw themselves as teachers and examining their beliefs in a supportive environment would have developed greater awareness of their 'self as teacher' image.

I think you were pushed through in such a short time you never had time to question what you thought. You never had a chance to examine what you thought.. never had time to voice your opinion let alone someone question you why are you thinking like that (Irene <7yrs. H. Dec.).

That [examining and developing 'self as teacher' image] would have been a lot more helpful, yeah because it would have been really quite good to have sat down and gone through those... You're saying all these great things about what you believe, but you really need to be able to reflect on these and

challenge these because they look really nice on a piece of paper, they look real good but when you come to do it in the classroom yeah, what you actually do does not relate to what you actually want to do (Virginia <7yrs. H. Dec.).

The narrative interview process used in this study was the vehicle whereby some participants seriously recognised and began to question their 'self as teacher' image.

Like what we are doing now - really think about what do you see yourself as teacher as? Will this fit? How adaptable is this? Only really thought about it now, with you [the researcher] (Gary >7yrs. H. Dec.).

Lack of Attention to Resources

Preservice training providing inadequate knowledge of, and familiarity with, commonly available resources was cited by nine participants (30%) as presenting difficulties to realising 'self as teacher' image. The stories of females were more likely (35%) than those of males (20%) to contain references to lack of resource knowledge having a negative impact on 'self as teacher' image. Unfamiliarity with resources was perceived as problematic by 35 percent of those with less life experience compared to 23 percent of those with more life experience. Comments regarding insufficient resource knowledge were most prevalent from those employed in high decile schools (56%), with only 29 percent from middle and no participants from low decile schools raising this factor (Table 5.11).

Respondents suggested that if preservice training had established some familiarity with a range of readily available resources and incorporated the making of resources into curriculum papers, they would have been more enabled to be the type of teacher they wanted to be.

To get them the basics and that so they can be prepared resource wise (Carol <7yrs. H. Dec.).

Definitely resources area... If we'd made resources and had assignments to do. Make resources through them [the assignments] I've had to spend such a lot of time doing that sort of thing (Helen <7yrs. H. Dec.).

Insufficient Focus on Behaviour Management

Linked to the over emphasis on theory discussed earlier is the assertion made by seven participants (23%) that preservice training rendered their 'self as teacher' image vulnerable as management of behaviour was not dealt with in a pragmatic way. This contention was made by 30 percent of males and 20 percent of females. Life experience did not present as a determining factor with 24 percent of those with less life experience and 23 percent of those with more life experience saying they were unhappy with the way behaviour management was covered during preservice training. Those employed in low decile schools were most likely to state that preservice training had inadequately prepared them to cope with inappropriate pupil behaviour (Table 5.11).

Providing the skills to deal with those more difficult, more challenging students you might have in your class, and how, making preservice teachers aware that one child can make a really big difference to the way your whole class responds and works (Fiona >7yrs. M. Dec.).

I mean they leave you to learn how to um, control children basically up to your associate teachers and get you to try and find your way that way. I personally can't remember anyone sort of sitting down and telling you what sort of steps and where and what you should do with different children (Henry <7yrs. M. Dec.).

Personal Issues Category

Personal issues that had served to challenge or undermine 'self as teacher' image were present in the interviews of 26 participants (87%). All males (100%) and 80 percent of the females recounted one or more personal issue factors that had

destabilised their ‘self as teacher’ image. Those with less life experience were a little more likely (94%) than those with more life experience (77%) to discuss personal issues that had a negative impact on their ‘self as teacher’ image. Decile rating of school did not appear to be a determining factor with similar percentages of participants in each school decile category (89% in high and 86% in low and middle decile schools) specifying personal issues as having a negative impact in some way on their ‘self as teacher’ image (Table 5.7).

Table 5.12
Negative Impact Factors - Personal Issues Category

Factor	Female		Male		Time Since Leaving School				Decile Rating of School			Totals	
					<7yrs.		>7yrs.		Low	Mid.	High		
	N=20		N=10		N=17		N=13		N=7	N=14	N=9	N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.	%
Initial ‘Self as Teacher’ Image	15	75	10	100	15	88	10	77	6	86	11	25	83
General Lack of Appropriate Skills	1	10	3	30	2	12	2	15	1	14	1	4	13
Being a Male			3	30	3	18			2	29	1	3	10
Possession of Life Skills and Experiences			2	20			2	15			1	2	7
Being in the Public Eye	1	5	1	10	2	12				2	14	2	7
Lack of Life Skills and Experiences	1	5			1	6				1	7	1	3

Personal issues raised by participants that had negatively influenced ‘self as teacher’ image clustered into six sub-groups of initial ‘self as teacher’ image, a general lack of appropriate skills, being a male, possession of life skills and experiences, being in the public eye, and a lack of life skills and experiences. Table 5.12 shows the distribution of these factors across the participant variables.

Initial 'Self as Teacher' Image

The type of initial 'self as teacher' image held was recognised by 25 participants (83%) as, in some way, having a negative impact on 'self as teacher' image. For some of these participants this only became apparent to them during the interview process. All of the males in the study and 15 females (75%) revealed some aspect of their initial perception of 'self as teacher' that had contributed to this image being challenged. This realisation was expressed, directly or indirectly by 88 percent of those with less life experience and 77 percent with more life experience. High percentages of participants in each school decile category (86% in low, 79% in middle and 89% in high) either became aware or it was evident in their stories, that challenges to, or fragmenting of, their 'self as teacher' image could, in some respects, be attributed to initial 'self as teacher' image (Table 5.11).

Some participants realised, on reflection, that their 'self as teacher' images had not been clearly defined.

At the start of the year I had no idea and then I realised I would have to be flexible to be able to manage (Rachel <7yrs. L. Dec.).

Initial 'self as teacher' for many participants did not encompass the multi-roles and high workloads of classroom teachers.

Meeting the needs of all the children in all the different curriculum. The biggest challenge was the huge amount of paper work that needed to be checked and placed in its certain way so it was easily available to those people who needed access to it (Fiona >7yrs. M. Dec.).

General Lack of Appropriate Skills

Four participants (13%) perceived their general lack of appropriate skills as being a negative impact on their 'self as teacher' image. Thirty percent of males compared with 10 percent of females identified lack of general skills as a negative factor. Life experience was not a determining factor. The percentage of responses across decile rating of school groups was not great but those employed in high decile schools were more likely (22%) than those in middle (14%) or low (7%) decile

schools to consider general lack of appropriate skills had negatively influenced 'self as teacher' image (Table 5.12).

Lack of knowledge in the area - I mean music and language. I'm not musical at all...I haven't been able to teach some things as well as I should have because of my lack of ability myself (Henry <7yrs. M. Dec.).

Miscellaneous Personal Issues

Table 5.12 depicts four other interesting factors raised by a small number of participants. Three males (30%) presented being a male as causing added pressure. They needed to be constantly aware of how any of their behaviour could be construed by others or because of their gender it was expected they could and would deal with pupils who displayed challenging behaviour.

And so the first day it was like so all you guys don't touch the children because you will get up in arms with the parents. Then you know everyone says, no, no, don't, you're a male and you might touch someone in the wrong place (Bryan <7yrs. L. Dec.).

I know they gave me some tough kids because they said, oh good, we're getting a male teacher. Some of these boys need a male teacher to sort them out, forgetting the fact that I'm a first year teacher and that I've always been particularly soft spoken and not particularly- you know what I mean? (Colin <7yrs. M. Dec.).

Possessing more life experience and life skills at times worked against two male participants. Due to their life experience it was frequently assumed that they knew what to do and how to do it. Colleagues tended to forget they were only beginning teachers.

Sometimes I think that people forget that you're a first year teacher, especially being an older student. They just forget that you haven't done some things before (Ivan >7yrs. M. Dec.).

On the other hand lacking life experience and skills was mentioned by one female respondent as being a disadvantage.

The fact that I was so young as well because I'm young and don't have life experiences and therefore that must reflect on my teaching, well this was the message I was receiving (Elaine <7yrs. M. Dec.).

The idea of being recognised in the community, being in the 'public eye' was a difficulty expressed by one female and one male contributor to the study. Both of these participants were from the less life experience group and were employed in middle decile schools.

I was a new teacher in a small town and I would meet people that would know me as a teacher before they even knew me. I think that was quite hard to deal with. Always being the teacher, when I went to the supermarket (Mary <7yrs. M. Dec.)

Summary

Analysis of the participants' stories revealed that a range of factors and situations impacted on 'self as teacher' image. These factors clustered into five categories. Factors from four of these categories - School Culture, School Organisation Structures and Procedures, Classroom Management Issues, and Personal Issues - featured both positively and negatively. The fifth category - Preservice Training - was only referred to negatively. The people in the study gave little emphasis to factors or situations that confirmed or enhanced their 'self as teacher' image but tended to dwell on factors that were perceived as challenging, undermining or shattering 'self as teacher' image.

The distribution of the categories across the participant variables has been presented as each category has been discussed. The following graphs provide a summary of these findings in visual form. The graphs show that overall there was little difference in the distribution of categories across the participant variables. Points of interest associated with material presented in each graph have been noted.

Positive Impact Factors Across Participant Variables

Figure 5.3 shows that high percentages of males and females discussed aspects of school culture that had positively influenced ‘self as teacher’ image. A higher percentage of males reported personal issues as having been positive.

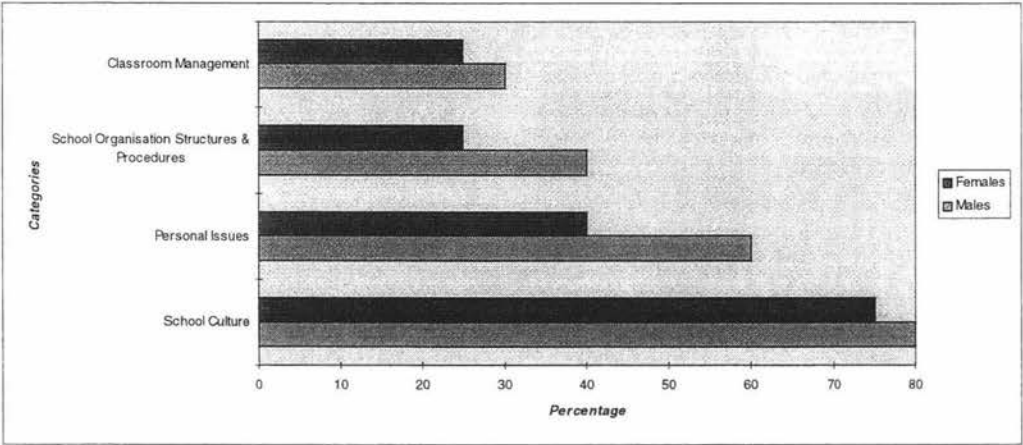


Figure 5.3 Distribution of Positive Impact Categories by Gender

Figure 5.4 shows that those with more life experience were more likely to perceive Personal Issues as being positive influences on their ‘self as teacher’ image.

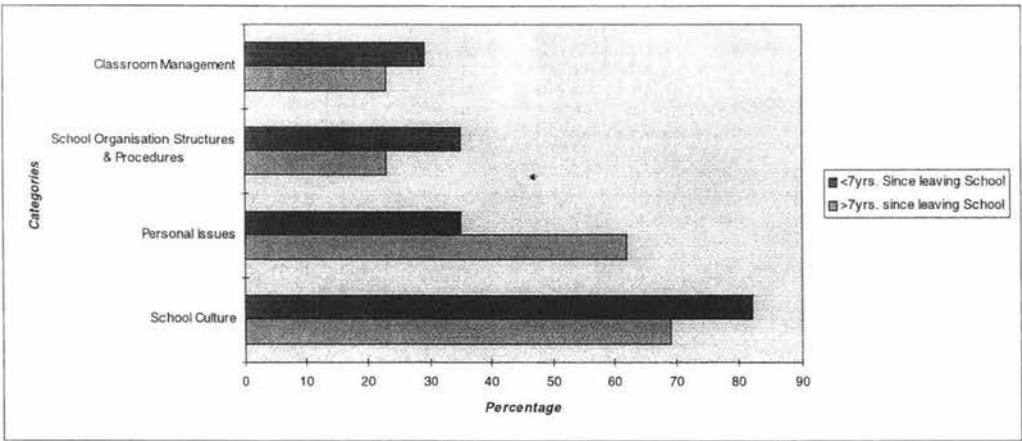


Figure 5.4. Distribution of Positive Impact Categories by Life Experience

Figure 5.5 shows that overall participants from middle decile schools were the least likely and those from low decile schools were the most likely to present positive factors.

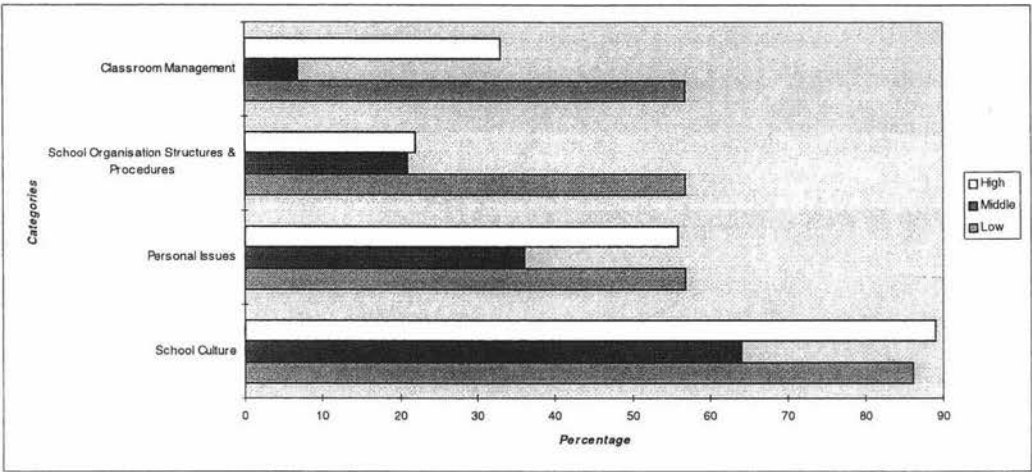


Figure 5.5. Distribution of Positive Impact Categories by Decile Rating of School of Employment

Negative Impact Factors Across Participant Variables

Figure 5.6 illustrates that males were more likely to disclose Personal Issues as presenting difficulties in the realisation of their ‘self as teacher’ image.

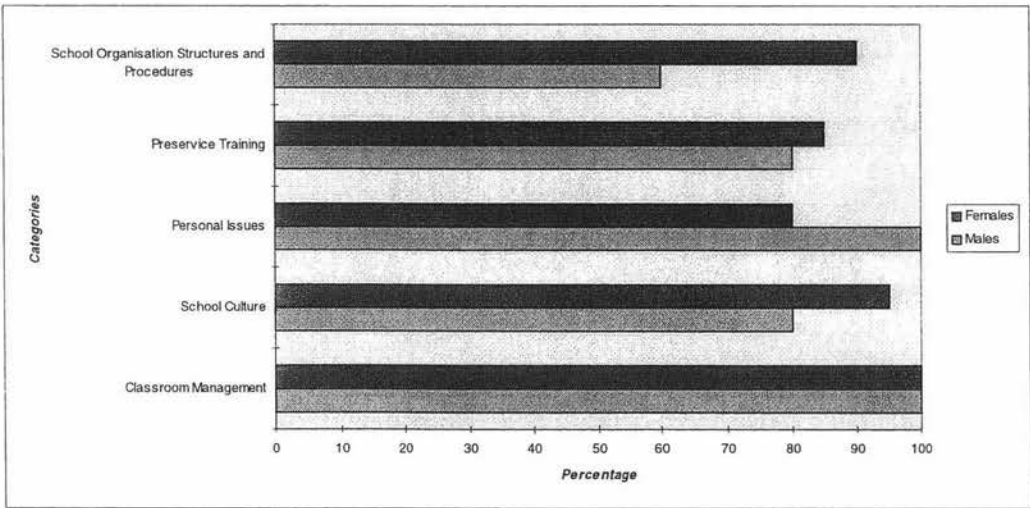


Figure 5.6. Distribution of Negative Impact Categories by Gender

Figure 5.7 shows that those participants in the more than seven years since leaving school group were more likely to comment on the inadequacy of preservice training.

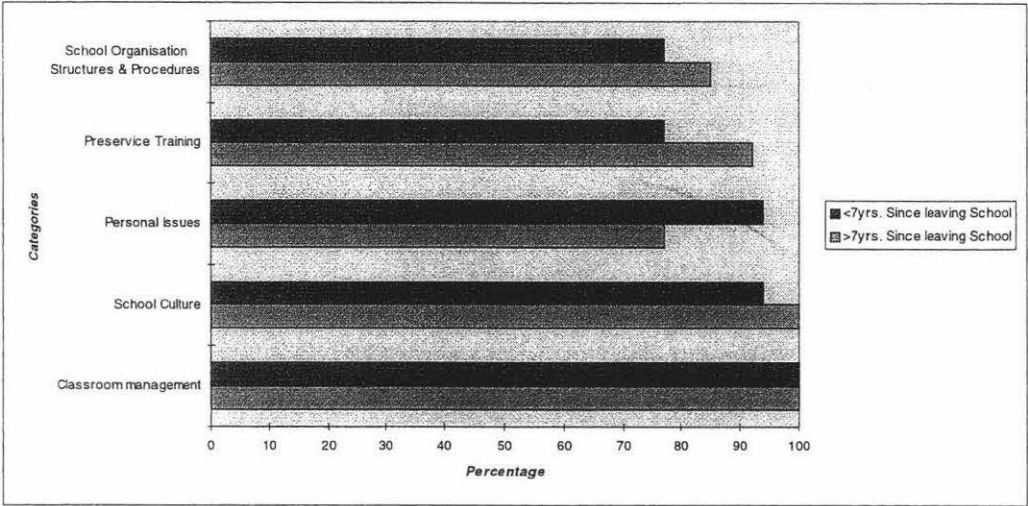


Figure 5.7. Distribution of Negative Impact Categories by Life Experience

Figure 5.8 shows that participants employed in high decile schools were the most concerned by School Organisation Structures and Procedures. Those employed in low decile schools were more likely to comment on School Culture as a negative impact factor on ‘self as teacher’ image.

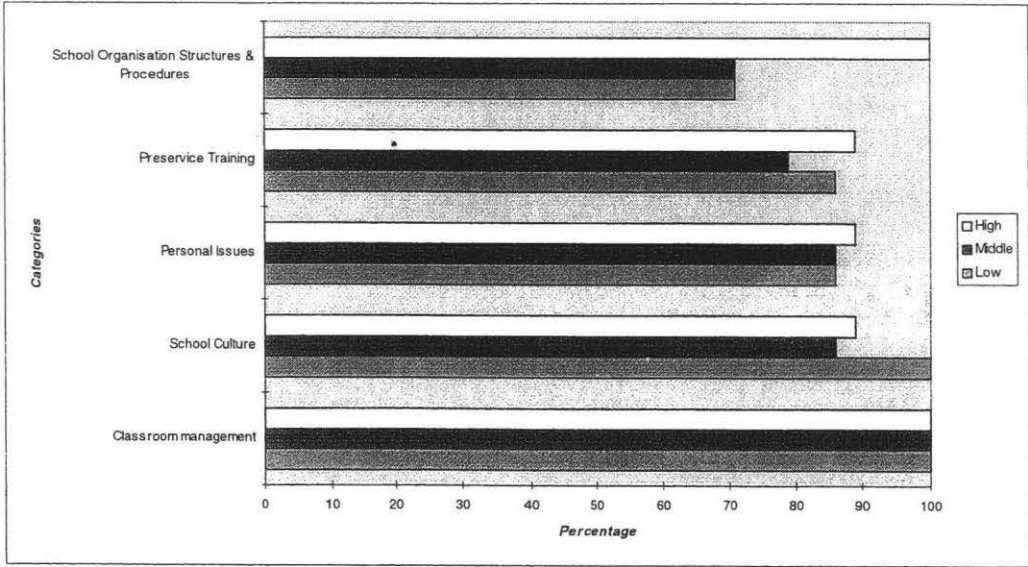


Figure 5.8. Distribution of Negative Impact Categories by Decile Rating of School of Employment

The factors and events evident in the participants' stories either confirmed and enhanced, or challenged, undermined and shattered, 'self as teacher' image. As a consequence participants spoke of changing 'self as teacher' images. The theme of the next chapter will report on how the first year teachers in the study came to see themselves as teachers during their first year of teaching.

CHAPTER SIX

RESULTS - 'SELF AS TEACHER' IMAGE EMERGING DURING FIRST YEAR OF TEACHING

The events and situations encountered during the first year of teaching influenced initial 'self as teacher' image of the participants in this study. As the respondents told their stories it was revealed that initial 'self as teacher' images were confirmed, enhanced, challenged, or shattered, and in many instances, changing 'self as teacher' images were emerging. As with initial 'self as teacher' image, participants sought personal metaphors to provide signposts to the emerging 'self'. A variety of metaphors defining this emerging 'self as teacher' were employed. These fell into ten main categories of Inadequate/ Desperate, Outcast, Victim, Prisoner, Worker/ Subordinate, Controller, Leader, Nurturer, Survivor, and Realist and, or Pragmatist. In many cases more than one category of metaphor was evident. These categories were complementary, conflicting, or in stages of moving through conflict to complement. These issues will be explored in Chapter Seven.

Overview

A general overview of the range of 'self as teacher' images that remained, developed or emerged during the first year of teaching, for the teachers in this study, is depicted in Figure 6.1. The ten metaphor categories along with the specific metaphors contributing to each category are shown. Participants used an extensive variety of contributing metaphors, some of which were associated with more than one category. Teacher as currency - being undervalued - was associated with the Inadequate/ Desperate and the Worker/Subordinate Categories. Teacher as scolded - child was associated with both the Worker/Subordinate and the Prisoner Categories. Teacher as model was used in terms of Nurturer and Leader. Teacher as dictator fitted into both Leader and Controller Categories. Teacher as misfit

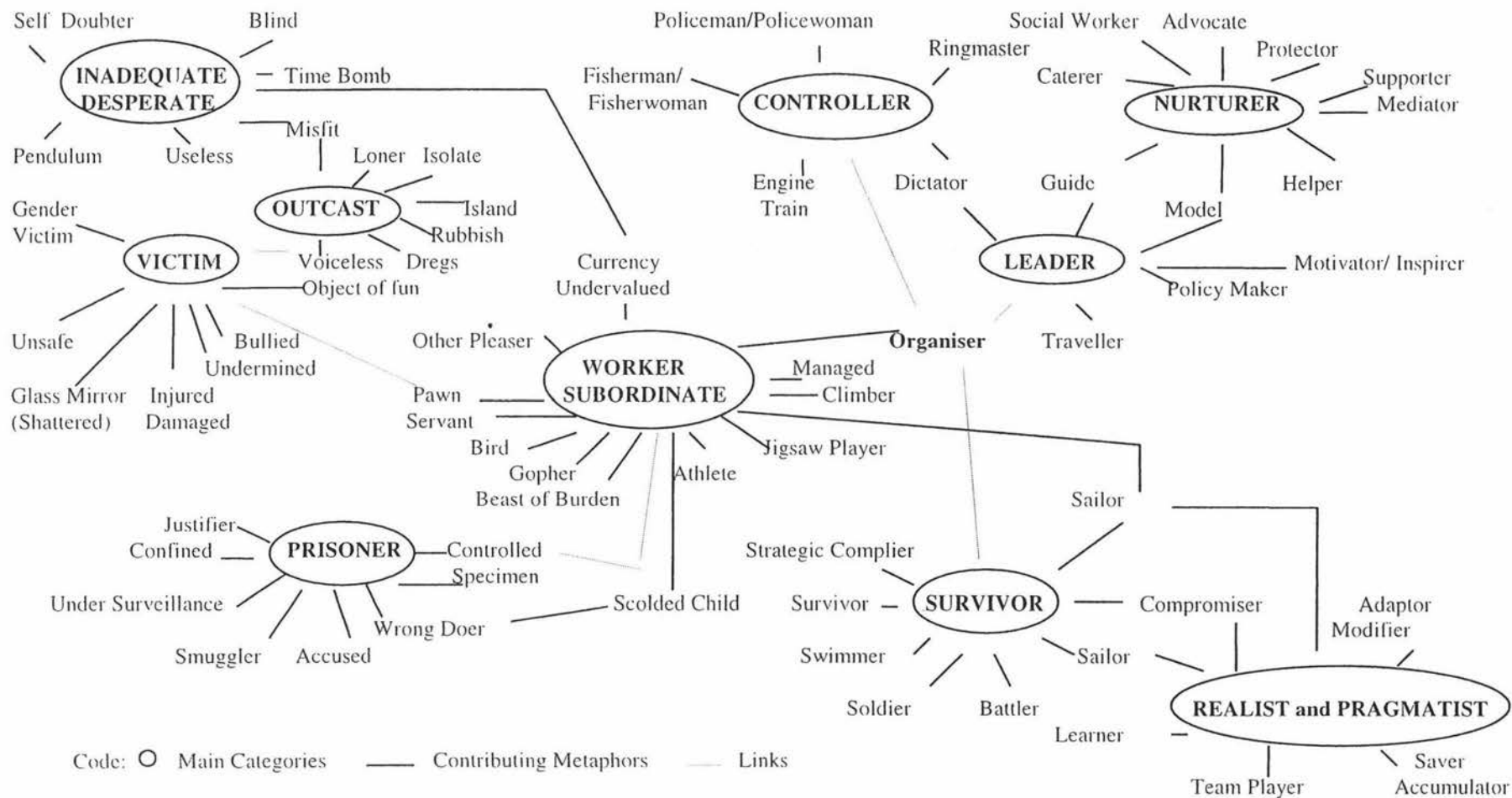


Figure 6.1. Metaphors Defining 'Self as Teacher' Image Emerging During First Year of Teaching.

contributed to the Inadequate/Desperate and the Misfit Categories. Teacher as compromiser and teacher as sailor were used in ways that either aligned with the Survivor or the Realist/Pragmatist Categories. In some instances metaphors were not specifically associated with more than one category but they were linked in one or more ways to other metaphor categories. An example of the latter are the links the organiser metaphor had with the Controller, Leader, and Worker/ Subordinate Categories (Figure 6.1). Metaphors contributing to more than one category appear in only one category in the following tables. However associations and links have been made as the results have been presented. Throughout this chapter reference is made to Figure 6.1 as results pertaining to emerging ‘self as teacher’ images are reported.

Metaphors used by Individual Participants

Table 6.1 provides an overview of the range and spread of the metaphor categories used by the participants and provides a point of reference for further discussion. A study of Table 6.1 shows that no participant employed just one metaphor category to describe or define ‘self as teacher’ image that developed or emerged during the first year of teaching. Alan’s story, evidencing the use of Nurturer, Realist/Pragmatist, and Survivor Categories, and Bryan’s story revealing employment of Worker/ Subordinate, Survivor, and Victim Categories, were the only participants to use less than four metaphor categories to define emerging ‘self as teacher’ image. Two participants, Colin and Diana, used four metaphor categories, but the majority of respondents employed five or more metaphor categories to describe or define emerging ‘self as teacher’ image during the first year of teaching. Table 6.1 shows that the range of metaphor categories used by many participants appeared to be conflicting. These points of tension will be discussed in Chapter Seven.

Table 6.1

Metaphors Defining Emerging 'Self as Teacher' used by Individual Participants

Name	Nurturer	Leader	Controller	Worker Subordinate	Realist and Pragmatist	Survivor	Inadequate Desperate	Outcast	Victim	Prisoner
Alan	X	X			X					
Bryan				X		X			X	
Alice				X		X		X	X	X
Barbara	X	X		X		X		X	X	
Carol				X		X		X	X	X
Colin				X				X	X	X
Diana				X	X			X	X	
David		X	X	X		X			X	X
Elaine		X		X		X	X	X	X	X
Fiona	X			X			X	X	X	
Evan	X	X	X	X	X				X	
Gaile	X	X		X	X		X	X	X	
Helen	X			X		X	X		X	X
Irene		X		X	X	X			X	X
Juliet			X			X	X	X	X	X
Frank	X	X		X		X	X		X	X
Gary	X	X		X		X	X	X	X	
Kate				X		X		X	X	X
Lorna		X		X		X	X	X	X	X
Henry			X		X	X	X		X	X
Ivan	X	X		X	X	X	X			X
Mary				X	X	X	X	X		X
Ngaire	X	X	X		X				X	
Pania	X			X		X		X	X	
Olivia				X			X	X	X	X
Rachel			X	X	X		X			
Susan			X	X		X		X		
Tanya	X	X	X	X			X	X		
Virginia	X	X	X	X		X	X		X	X
John	X	X	X	X		X		X	X	
TOTAL	14	15	10	26	10	20	15	18	24	16

Metaphor Categories

A closer study of the results pertaining to each metaphor category provides a more in-depth understanding of how the participants perceived 'self as teacher' during their first year of teaching. Table 6.2 shows how use of the metaphor categories compare across the participant variables of gender, life experience operationalised

as years since leaving school, and decile rating of school of employment. Table 6.2 will be referred to throughout this chapter as the results of each metaphor category are elaborated.

Table 6.2.
Metaphor Categories Defining Emerging ‘Self as Teacher’ Image

Metaphor Teacher as	Female		Male		Time Since Leaving School		Decile Rating of School						Totals	
					<7yrs.		>7yrs.		Low		Mid.		High	
	N=20		N=10		N=17		N=13		N=7		N=14		N=9	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Worker/ Subordinate	18	90	8	80	16	94	10	77	7	100	12	86	7	78
Victim	17	85	8	80	15	88	5	38	5	71	11	79	9	100
Survivor	13	65	7	70	13	76	7	54	4	57	8	57	8	89
Outcast	15	75	3	30	10	59	8	66	5	71	9	64	4	44
Prisoner	11	55	5	50	12	71	4	31	1	14	8	57	7	78
Inadequate	11	55	4	40	9	53	7	54	3	43	6	43	6	67
Desperate														
Leader	8	40	7	70	7	41	8	62	2	29	7	50	6	67
Nurturer	8	40	6	60	4	23	10	77	3	43	6	43	5	56
Controller	6	25	4	40	6	35	4	31	4	57	3	21	3	33
Realist/ Pragmatist	6	25	4	40	4	23	5	38	1	14	7	50	2	22

The results pertaining to the metaphor categories will be presented in the order they appear on the mind map (Figure 6.1) rather than the order in Table 6.2. This will facilitate increased connection to the discussion in Chapter Seven.

Inadequate Desperate Metaphor Category

Teacher as inadequate or teacher as desperate were metaphors evident in the stories of 15 participants (50%) as they defined their emerging ‘self as teacher’ image in the first year of teaching. Females were slightly more likely (55%) than males (40%) to use these metaphors. A similar percentage of respondents in the life experience groups (53% for less and 54% for more) perceived ‘self as teacher’ as

inadequate or despairing in some aspects during their first year of teaching. A higher percentage of participants employed in high decile schools (67%) employed inadequate or desperate metaphors than those employed in middle and low decile schools (43% in each) (Table 6.2).

Figure 6.1 depicts the variety of metaphors contributing to the Inadequate/Desperate Category. This figure shows that the misfit and currency metaphors contributed to the Inadequate/Desperate Category and the Outcast and Worker/Subordinate Category respectively. These metaphors will appear in Tables 6.3 and 6.4. Table 6.3 shows the other metaphors contributing to the Inadequate/Desperate Metaphor Category.

Table 6.3.

Inadequate/Desperate Metaphor Category

Metaphor Teacher as	Female		Male		Time Since Leaving School				Decile Rating of School						Totals	
					<7yrs.		>7yrs.		Low		Mid.		High			
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Self-Doubter/ Useless	9	45	4	40	7	41	6	46	2	29	5	36	6	67	13	65
Blind	2	10	1	10	2	12	1	8	1	14	1	7	1	11	3	10
Pendulum	3	15			2	12	1	8			2	14	1	11	3	10
Time Bomb (Depressed)	2	10			1	6	1	8			1	7	1	11	2	7

Self-Doubter and/or Useless Metaphors

Over half of the participants (65%) recounted events or situations that caused them to doubt their ability to be the type of teacher they aspired to. They spoke of developing feelings of inadequacy and despair leading to images of self-doubt and ineptitude. A similar percentage of females (45%) as males (40%) used these metaphors. Life experience was not a determining factor with 41 percent of those with less life experience and 46 percent of those with more life experience defining 'self as teacher' as self doubter or self as inept. Those employed in schools with

high decile ratings were more likely (67%) than those employed in either middle (36%) or low (29%) decile schools to use self doubter or inept/ useless metaphors (Table 6.3).

And you know I really started to doubt my ability in the classroom.... I had days where I thought I just don't know if I can do this (Fiona >7yrs. M. Dec.).

Afraid of making mistakes and of not being able to accept that inevitably things will not always be perfect caused self-doubt for some respondents.

That's my biggest problem. I don't like to feel I've made a mistake. At the beginning I felt really I think I felt. Oh my God, that's it, you know, I'm never going to make a teacher (Tanya >7yrs. L. Dec.).

Lack of content knowledge or confidence to teach across all learning areas lead to some participants perceiving 'self as teacher' image as inadequate.

Lack of knowledge in that area, not having the confidence to go through and teach it because I'm a little bit self conscious on how I'll be able to teach it. I think back to myself that I haven't been able to teach some things and cover it as well as I should have because of my lack of ability (Henry <7yrs. M. Dec.).

Coping with demands of parents caused feelings of doubt and inadequacy for some of the first years in the study.

After these parents were gone one of the other teachers asked how were your interviews? And I just cried and said I must be the worst teacher in the world. These kids hate me and these parents hate me (Juliet >7yrs. H. Dec.).

Difficulty managing the behaviour of some pupils created images of teacher as inadequate for several participants.

I've not been able to control that child. In a way I think I should have more control (Henry <7yrs. M. Dec.).

Being confronted, in what was perceived as intimidating ways during staff meetings or professional development sessions, raised doubts and promoted images of teacher as inadequate for some respondents.

We had to say what we were doing for a reading programme in our class. It got to me and I said we do silent reading. So you're going to be working on that aren't you? [response from leader of session]. She went on to tell us all the things I should be doing. I ended up crying and I left early. It just reinforced for me what a really bad teacher I am (Juliet >7yrs. H. Dec.).

Blind Person Metaphor

Three participants - Elaine, Frank, and Rachel - employed a metaphor of teacher as a blind person to define aspects of their teacher self during the first year of teaching. They spoke of feeling their way around, not knowing where they were going or what they were doing. These participants felt inadequate and very insecure.

I mean it's, you go in you're blindfolded. You go in blind and just feel your way around (Elaine <7yrs. M. Dec.).

I've found that quite hard when you don't know what you're doing and you're starting to feel your way through the situation (Frank >7yrs. H. Dec.).

Pendulum Metaphor

Three participants, all female, used teacher as pendulum to describe emerging 'self as teacher' images (Table 6.3). They expressed feelings of moving back and forth as they attempted to accommodate differing expectations. This raised issues of inadequacy.

I think that I'm expected that if I want to know something or I don't know something then to go and find it out for myself... At times I feel I do feel inadequate because of the expectations that are put on me and because of things that I just simply don't know. Well I mean I'm meant to know everything but I'm not valued for what I'm capable of... The expectation that you know everything (Mary <7yrs. M. Dec.).

Time Bomb Metaphor

An extreme metaphor describing teacher as inadequate was teacher as time bomb. Two female participants revealed that an inadequate self image led to them sinking into the depths of despair and they were ready to explode.

Sometimes I'm just at my wits end and it's wop, time to explode (Elaine <7yrs. M. Dec.).

Outcast Metaphor Category

In the case of eighteen participants (60%) the perceived lack of inclusion, fostered 'self as teacher' images of teacher as outcast. A much higher percentage of females (75%) than males (30%) reported teacher as outcast images. A similar percentage of those with less life experience (59%) and more life experience (66%) used this metaphor. Those in low decile schools were the most likely (71%) to use outcast metaphors compared with 64 percent employed in middle or 44 percent employed in high decile schools (Table 6.2).

A range of teacher as outcast metaphors was evident in the stories of the participants. Figure 6.4 shows this range and their distribution across participant variables.

Table 6.4

Outcast Metaphor Category

Metaphor Teacher as ...	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
					<7yrs.	>7yrs.	Low		Mid.		High					
	N=20		N=10		N=17	N=13	N=7		N=14		N=9		N=30			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Loner, Isolate, Island, Alien, Outsider	9	45	2	20	6	36	5	38	4	57	5	36	2	22	11	37
Rubbish, Dregs, Voiceless	6	30			3	18	3	23	1	14	5	36			6	20
Misfit	5	25	1	10	3	18	3	23	1	14	3	21	2	22	6	20
Reject	3	15					3	23			2	14	1	11	3	10
	3	15			2	12	1	8			1	7	2	22	3	10

Loner, Isolate, Alien and Outsider Metaphors

Feeling excluded and not part of the school community was an emerging 'self as teacher' image for 11 participants. Females were more likely (45%) than males (20%) to use isolate type metaphors. A similar percentage of respondents in both life experience groups spoke of feeling alone and isolated. Those employed in low decile schools were more likely (57%) than those employed in either middle (36%) or high (22%) decile schools to express emerging 'self as teacher' in the first year of teaching as alone or outsider (Table 6.4).

You find that you slowly drift and you're out there on a limb by yourself. Yeah there has been times like that [felt an isolate] because definitely when you're unsure if you're doing it right and you ask someone and they don't really respond and that can be quite difficult (Diana >7yrs. M. Dec.).

Some participants felt that the school culture was not inclusive and they were often left on the outer.

I feel very isolated at the school. I often feel very isolated and lonely at the school. What am I supposed to do here? I feel very isolated (Juliet >7yrs. H. Dec.).

Colin felt alienated from his first association with the school and this contributed to the 'self as teacher' image that developed, of teacher as alien.

He [the principal] made me feel uncomfortable at the interview for the job. I was sitting there and he didn't even give me eye contact. So I really felt weird and alienated right from the start (Colin <7yrs. M. Dec.).

Pania was one of the respondents who developed strong 'self as island' teacher images during the first year of teaching.

You feel that sometimes you are working in isolation from other people in the school. Oh well we won't worry about that person until we need something, you know. That's the way it feels (Pania >7yrs. L. Dec.).

Misfit Metaphor

Linked to the ideas of loner and alien is the concept of teacher as misfit. As shown in Figure 6.1 the misfit metaphor is closely linked to the images of inadequate and desperate discussed above. Three participants (10%) recounted situations where they perceived themselves as not fitting into the school culture. These participants were all female and from the more life experience group. Two were employed in middle and one in high decile rated schools (Table 6.4).

Cliques are firmly established and I often feel there is nobody to talk to
(Juliet >7yrs. H. Dec.).

Rubbish and Dregs Metaphors

The stories of six participants (20%) revealed developing 'self as teacher' images during the first year of teaching of teacher as rubbish or dregs. All the respondents utilising these metaphors were female. No participants employed in high decile schools used teacher as rubbish or dregs metaphors but 36 percent employed in middle and 14 percent employed in low decile schools did so (Table 6.4).

Alice's story consistently carries an emerging 'self as teacher' image of teacher as rubbish.

I think I would have come on a lot quicker than just being dumped in it. And that's how I felt, dumped in it...I was at the bottom of the barrel [dregs]
(Alice >7yrs. M. Dec.).

Some of the teachers in the study spoke of feeling an outsider and so were uncomfortable asking for assistance.

I feel dumb and I don't want to say hey, I'm failing and I can't do this can you please help me? Barbara >7yrs. M. Dec.).

Reject Metaphor

Aligned to the rubbish and dregs metaphors is the teacher as reject metaphor that was used by three participants (10%). As with the rubbish and dregs metaphors all participants using the reject metaphor were females. No people using this metaphor were employed in low decile schools (Table 6.4).

The first year teachers suggesting that their emerging 'self as teacher' image encompassed ideas of rejection commented on being turned down, not being treated as a 'proper teacher' and being 'brushed off'.

You have to get pretty desperate to go to your principal and say, I'm finding it hard, and to be turned down [no help given]. I'm classified as a teacher but you know [the principal] rang up at camp and said can I talk to the other teacher. I was always handed on (Carol <7yrs. H. Dec.).

They [principals] are very busy and if I could ask somebody else that would be better (Mary <7yrs. M. Dec.).

Voiceless Metaphor

Aligned to the idea of being an outcast, of not being included, is the metaphor of teacher as voiceless. Six participants (20%) talked about not being able to voice their ideas and opinions or if they did these were more often than not, not seriously listened to. More females (25%) than males (10%) felt they lacked a voice within the school community. Neither life experience nor decile rating of school of employment appeared to be influencing factors as similar percentages of participants employed voiceless metaphors across these variables (Table 6.4).

I sometimes feel in the teacher role that things should be taken more seriously. You've really got to be, push and that's unfortunate because you should be heard. I did offer various suggestions.. but I immediately got shot down (Diana >7yrs. M. Dec.).

Like if I get a really good idea and get really excited and think oh it's going to be wonderful and take it to the syndicate meeting or something, 75 percent of the time I'll get shot down (Lorna <7yrs. H. Dec.).

Victim Metaphor Category

A relatively high percentage of the participants' stories (84%) contained reference to emerging 'self as teacher' images of teacher as victim. This metaphor was evident in 85 percent of the females' and 80 percent of the males' stories. Those with less life experience were more likely (88%) than those with more life experience (38%) to perceive 'self as teacher' emerging as victim during the first year of teaching. Decile rating of school did not appear to be a determining factor with high percentages of participants in each group portraying 'self as teacher' in some way, at some time, in the first year of teaching, as teacher as victim. It is interesting to note that all participants employed in high decile schools used victim metaphors (Table 6.2).

Victim metaphors appeared in a number of forms. Figure 6.5 depicts these forms and their distribution across participant variables. Figure 6.5 will be referred to as the various victim metaphors are discussed.

Table 6.5

Victim Metaphor Category

Metaphor Teacher as	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
					<7yrs.		>7yrs.		Low		Mid.		High			
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
General Victim- Bullied	7	35	6	60	7	41	6	46	3	43	5	36	5	56	13	43
Undermined	6	30	2	20	3	18	5	39	1	14	3	21	4	44	8	27
Unsafe 'At Risk'	6	30	1	10	5	30	2	15	1	14	4	29	2	22	7	23
Hunted "Prey"	3	15	2	20	3	18	2	15			3	21	2	22	5	17
Gender Victim			3	30	2	12	1	8	2	29	1	7			3	10
Injured, Damaged	2	10			2	12					1	7	1	11	2	7
A Mirror, Glass, Shattered	2	10					2	15			1	7	1	12	2	7
Object of Fun	1	5					1	8			1	7			1	3

General Victim and Bullied Metaphor

Just under half (43%) of the participants described aspects of their emerging 'self as teacher' image during their first year of teaching as teacher as general victim. For many this was teacher being bullied or intimidated in some way. A higher percentage of males (60%) than females (35%) used general victim metaphors. Life experience did not appear as a determining factor in the use of general victim metaphors. A slightly higher percentage of those employed in high decile schools (56%) than in low (43%) and middle (36%) decile schools spoke of feeling victimised, bullied, or intimidated (Table 6.5).

Some participants reported feeling victimised when promises were broken or they were let down due to lack of support or help.

Is this what they want? Do they want me to fail at this? And that's sometimes how you feel. Are they setting me up for a fall because they want me to fail? I suppose it gets reiterated more when you talk to other people at other schools and you hear what they get. The support that they get and the help that they get, and I just think, I feel like I pulled the short straw (Barbara >7yrs. M.Dec.).

For some respondents intimidation and bullying by staff or as a result of the school culture, rendered them vulnerable, often powerless, and created teacher as victim self images.

There I was, lamb to the slaughter and they couldn't moddle coddle me through. I don't trust anyone... Honestly that's how bad I feel about it. Yeah, oh shocking, shocking, absolutely shocking. _____ 's gotten away with blue murder and I think what they've done with us beginning teachers is just disgusting... Um, I think I let people bully me because I didn't know what to do and because I felt powerless (Alice >7yrs. M. Dec.).

Being reprimanded in the presence of others, humiliated and embarrassed some respondents contributing to 'self as teacher' image of teacher as victim.

I was going to her room and asking for the spelling worksheet and if I could copy it, and a parent was there and she ripped into me in front of this parent

and I took it quite badly.....I just walked out and I was just so embarrassed with the parent there, but it was a shocker, that was hard, what do you do?
(Helen <7yrs. H. Dec.).

The high demands of the job and the incredible workload experienced by many of the teachers in the study built up 'self as teacher' images of teacher as victim. The teacher role invaded, took over their lives and robbed them of personal and family time.

I think my wife's sick of it, and children, they sort of - well you're not getting home 'till late at night and you've still got to do a lot more work. It's not going down too well with your own children, when they want to see you, and want a hand with their homework and things like that (Frank >7yrs. H. Dec.).

I just get brassed off with it and so it's impacted negatively that way. I used to enjoy sitting down with my kids and working with them (Gary >7yrs. H.Dec.).

Several participants recalled situations in which they felt bullied or intimidated by parents or caregivers. Some spoke of being verbally attacked or of being victims of parental gossip and backstabbing.

This parent came into class and told me I was a useless teacher in front of the class... I sort of shrunk this big. Yeah it wasn't very good at all. I started to hesitate about myself She kept bringing up the point, was it because I was a first year teacher and I didn't know how to control a class and things like that (Virginia <7yrs. L. Dec.).

There's parents [who confront me with barriers]. In the actual community they talk quite a bit about the school... They sometimes backstab the teachers and things like that (Bryan <7yrs. L. Dec.).

In some cases the first year teachers felt intimidated and or, bullied by students. Pupils abused and swore at them initiating or building on teacher as victim self images.

Into a victim. Oh yes definitely. It was things, really horrible things being said like, I'll get my father down here and he's going to beat you up, and you'd better watch out when you're walking on the street, and all that sort of stuff (Pania >7yrs. L. Dec.).

If the kids know and are threatening with you, you can't do that and you can't do that, and then you sort of think get stuffed then (John <7yrs. L. Dec.).

Undermined, Unsafe "At Risk" Metaphors

Eight participants (27%) described 'self as teacher' as having been undermined. They felt unsafe and "at risk". Females were a little more likely (30%) than males (20%) to use unsafe or "at risk" victim type metaphors to define emerging 'self as teacher' image. A higher percentage of those with more life experience (39%) than those with less life experience (18%) spoke of 'self as teacher' as being "at risk". These metaphors were evident in the stories of 44 percent of those employed in high decile schools but in only 21 percent of those employed in middle, and 14 percent of those employed in low decile schools (Table 6.5).

Respondents described being undermined when other staff 'took over' or over talked the first year teachers.

R_____ walked in and took over. And instead of letting me do it, my power was taken off me.... I'm standing there and there she was undermining me in front of my whole classroom (Alice >7yrs. M. Dec.).

I find quite often that at these meetings and stuff people can get quite excited about things and I won't interrupt and jump in, I'll find people talking over me so I just be quiet (Fiona >7yrs. M. Dec.).

Others in the study felt disobedient and belligerent pupils undermined them.

Yeah I suppose it [pupil behaviour] has [undermined 'self as teacher' image], 'cause some days you feel really miserable (Ngaire >7yrs. H. Dec.).

Some participants expressed teacher as unsafe or “at risk” because they did not know what opinion was held by significant others concerning their professional performance. Lack of constructive feedback on their performance raised doubts about how they were coping, which in turn caused insecurity.

I was feeling like, I don't know if you feel entirely safe saying that I don't know if I feel like I'm coping.... I sort of feel a bit ambivalent about being really honest. If I had known this is the way things are done and how well I was doing them, you know (Fiona >7yrs. M. Dec.).

For one participant, Elaine, the lack of collaboration and cooperation in the school caused insecurity and placed her in a victim situation. She talked of needing a book to provide the organisational and procedural knowledge of the school as this knowledge was not forthcoming from staff. Elaine felt such a book would provide her with a “security blanket”.

Yes, like a little security blanket. I don't know, I can look it up in the book. Yeah just the little things that everyone else takes for granted because they do it every day (Elaine <7yrs. M. Dec.).

A number of participants in the study had been employed on one year or term by term contracts. The temporary nature of their employment caused insecurity.

My job is not, well was not a permanent job. So it's just sort of been term by term by term....Then it's like you're hanging in there in the last couple of weeks just to say whether you're going to be there for the next term.... Starts to wear you a bit thin after awhile. Yeah I found that really hard. You're thinking okay, I'm hanging in for, you know, am I hanging in here for the next term or...? (Virginia <7yrs. H. Dec.).

Participants commented on not being sure of who they could trust on the staff. They didn't feel safe saying what they thought, as they feared this could disadvantage them.

The thing is I don't recall who I'm allowed to speak to and I have no idea who I can trust (Juliet >7yrs. H. Dec.).

I'm still a little, hesitant I guess is the word, with some people. There are only a couple of people I feel truly comfortable with (Kate <7yrs. M. Dec.).

You can't always be as open and honest as you want to be. You've got to watch what you say (Olivia <7yrs. L. Dec.).

Hunted "Prey" Metaphor

Five participants used hunted or "prey" metaphors to define aspects of 'self as teacher' image emerging during the first year of their teaching. These teachers spoke of being hunted and or shot down and perceived themselves as victims.

I did offer various suggestions but immediately I got shot down (Diana >7yrs. M. Dec.).

Like if you've got an opinion or something it's often blown off until someone else brings it up who isn't a beginning teacher (Lorna <7yrs. H. Dec.).

One participant, Evan, felt some senior teachers hunted him down because a pupil had accused the participant of some inappropriate behaviour. The accusations were apparently without foundation but Evan felt the teachers concerned were out to 'hang him'.

The very next day the senior teacher, who was a female, came to hang me on the same two issues..... They were all hangmen (Evan >7yrs. M. Dec.).

Damaged, Injured Metaphor

Two female participants from the less life experience group (Table 6.5) used teacher as damaged or injured metaphors portraying themselves as victims. Carol spoke about her teacher image being dented by the workload whilst Gaile talked of things causing her pain.

I hate it [the workload]. It's dented my image because I'm a very organised person and I have everything done and stuff, I spend a lot of time doing it because I wouldn't have it any other way. So I would never walk into a classroom and not know what I was doing. And I'm there really early and I put in everything but there's also a question going around about how much time I get to do things (Carol <7yrs. H. Dec.).

The environment that we want is quite hard to establish in our classroom because it's just not compatible, no it's not. Yeah for my reading programme definitely that's what I feel, yeah, yeah, it's a pain....Mainly my classroom set up. Like I like the kids' work to be displayed, no wall space..... That's a real pain as well (Gaile <7yrs. M. Dec.).

Mirror, Glass Metaphor

Linked to the injured and damaged metaphor is the teacher as glass or mirror that was evident in the stories of two female participants from the more life experience group (Table 6.5). These women described their 'self as teacher' image becoming very fragile and shattering.

My self confidence and the way I see myself as teacher, um, it's [the lack of support, difficult staff relationships] done me harm. I think it's done me harm. My self-confidence, yeah, it's shattered (Alice >7yrs. M. Dec.).

The difficult relationship with a parent, the strained relationship with the mentor teacher, the lack of collegiality within the school, and the difficult behaviour of a number of pupils splintered the 'self as teacher' held by Juliet.

It's all undermined my confidence. It's knocked the edges off me and I never thought that would happen to me. I do a lot of protecting of myself now than I initially did (Juliet >7yrs. H. Dec.).

Gender Victim Metaphor

Three males (30%) perceived emerging 'self as teacher' image as gender victim. No males employed in high decile schools used gender victim metaphors but two from low and one from middle decile schools did so (Table 6.5). The stories of these men depicted them as having to be constantly aware that any of their interactions could be construed as being inappropriate.

Some older teachers these days still do that [cuddle a child if they are hurt] and the kids are as sweet as, stops them crying and they feel better all of a sudden. If a guy ever did that he'd just be out of school, career's over. I mean it's just a big, big, big, hassle (Bryan <7yrs. L. Dec.).

As a man teacher you really have to watch it don't ya, but sometimes around here they are fighting and all that and you have to physically drag them apart but the kids know that you can't touch them and they are saying you can't do that Mr. _____ and you know they could easily turn that against you.... And that does undermine you as a teacher. I mean do you want to put yourself through all that crap and you hear some horror stories. Like a girl falls over and you go and help her and you're out on sexual abuse (John <7yrs. L. Dec.).

Object of Fun Metaphor

One female from the more life experience group in the study perceived part of her emerging 'self as teacher' image as teacher as object of fun. She related how she felt her concerns were not taken seriously by staff members but rather were treated as being quite amusing.

The new teacher needs to know that they can go to their tutor teacher or the principal with any concern and it won't be thought of as amusing. Yes [things have been treated less seriously than desired] I don't know if they really had been amused at what I've said, but perhaps thought, well it's not really a necessary concern.(Fiona >7yrs. M. Dec.).

Prisoner Metaphor Category

Teacher as prisoner was expressed by 16 participants (53%) to define aspects of their emerging 'self as teacher' image. Feeling trapped, suppressed, accused, and guilty, or having to defend or justify actions, confined, restricted, and controlled these participants. Prisoner metaphors were used by 55 percent of females and 50 percent of males in the study. Prisoner related metaphors were more frequently used by those in the less life experience group (71%) than in the more life experience group (31%). Those employed in high decile schools were more likely to use prisoner metaphors (78%) than those in either middle (57%) or low (14%) decile schools (Table 6.2).

Participants used variants of the prisoner metaphor to describe elements contributing to their emerging teacher self. Table 6.6 displays these variants and their spread across the participant variables.

Table 6.6.

Prisoner Metaphor Category

Metaphor Teacher as:	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
					<7yrs.	>7yrs.	Low	Mid.		High						
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Confined/ Controlled	4	20	3	30	6	35	1	8	1	14	4	29	2	22	7	23
Accused/ On Trial/ Defender	5	25	1	10	5	30	1	8			3	21	3	33	6	20
Wrong Doer/Sinner /Scolded Child	5	25			4	24	1	8			2	14	3	33	5	17
Under Surveillance	2	10	2	20	3	18	1	8			3	21	1	11	4	13

Confined/ Controlled Metaphors

Perceptions of being constrained, confined and losing freedom were described in the stories of seven participants (23%). Males were a little more likely (30%) than females (20%) to express lack of freedom and controlled type sentiments. Only one participant with more life experience recounted feeling imprisoned whereas six participants (35%) with less life experience commented on deprivation of freedom. Decile rating of school of employment did not feature as a major determining factor in the use of confined, controlled, prisoner metaphors (Table 6.6).

The teacher role imprisoned participants in that they felt they were always working on or thinking about their teaching. There didn't seem to be any way to escape the demands of the job. One participant spoke of being 'tied up' by the marking that had to be carried out.

Other people's jobs don't become their life! Just thinking of the thing that I find most stressful, that they never, I don't know if every teacher does, but I definitely do, is thinking about the children when I am not at school anymore. Lying in bed at night and it's the children that float through my head and my mind. Even going to the movies, standing in line waiting for the ticket, I'm not thinking about what movie I'm going to see, I'm thinking about the children in my class... And it's horrible. It's like you're working 24 hours a day because you're constantly thinking about them (Kate <7yrs. M.Dec.).

And you get home each day and there's tons of books and you think I'm not going to be tied up each night 'til 11 o'clock marking books, you know, that is not what I came into teaching for. I don't want to be tied down that way (David <7yrs. M. Dec.).

Lack of flexibility, having to adhere rigidly to school policies and plans, and feeling unable to take risks curtailed freedom and trapped participants within the walls of bureaucracy.

Like I had my own system with how to deal with children that weren't behaving appropriately and then the school brought up a system of their own where it's school wide now, but I don't think it's working....I just feel that with the children in my class it's not working for some of the children in my class so I'd rather do my own thing for those children but the school says, you know, this is what you do so you do it (Ivan >7yrs. M. Dec.).

Working within the school timetable as well, especially in a school with a special character. We've got lots of masses and extra-curricula things that we need to be involved in that take up a lot of time in the classroom. So there's a time frame that I have to work towards that I don't work very well

within. Lots of times there's a great tangent that you need to go off on and I find it really hard to say, look I can't actually talk about that, we need to be finishing this off, and we need to do this and this, and I need to get this assessment into here. So those type of things I find restrict me (Mary <7yrs. M. Dec.)

Bureaucracy within schools acted as jailer as it controlled and suppressed participants by neglecting to keep them fully informed of what was happening and fostering ignorance of what they were entitled to.

No [we don't have meetings with other provisionally registered teachers] but it would be helpful. I think not knowing what we are entitled to... We get three hours of release a week, for us first years but we don't go on courses. We don't, as I said, talk to other provisionally registered teachers around us and that would be good. So I think just knowing our rights (Olivia <7yrs. L. Dec.).

Accused, 'On Trial', Justifier, Defender Metaphors

Associated with the concepts of being controlled and suppressed were the ideas forwarded by six participants (20%) of being on trial, being tested and judged, and having to justify and defend their actions. A higher percentage of females (25%) than males (10%) presented these metaphors in their stories. Those with less life experience appeared more vulnerable to feelings of being tested, tried and judged (30%) than did those with more life experience (8%). No participants employed in low decile schools utilised accused or justifier metaphors but 33 percent employed in high and 21 percent employed in middle decile schools did so (Table 6.6).

Respondents using the tested, defender and justifier metaphors spoke of having to prove they could do particular things. They felt as if they were being judged by the principal, other staff, and parents and caregivers.

Right they said over a two year period we need to assess everything on that list, so we need to see something to prove that you can do this and this and this and this, and there's heaps of things on the list... That's the other thing that I'm finding threatening. I need to prove to the D.P. that I'm doing these

things. So it's - what can I say, what can I do to prove that I can do this, this, this, and this.... It just feels like I have to prove myself. I have to prove that I can do this and this and this (Colin <7yrs. M. Dec.).

.... and I always want to present the very best of myself to them because I'm expecting them [the parents] to be judging me quite severely. I feel that all the time [being judged] (Kate <7yrs. M. Dec.).

Participants recalled having to justify their actions or being subjected to interrogation developing emerging 'self as teacher' images of teacher as prisoner.

I guess sometimes you think, oh you know, far out, 'cause everything has to be, you have to be justifiable for everything. Um, sometimes it's quite hard (Irene <7yrs. H. Dec.).

I didn't expect parents to be so straight forward, so up front as, you know, well we don't really like this, we don't want our kids doing that. You've got parents coming in nearly every day to have a talk to you. I got the feeling, being a first year, that the parents have looked, you know, looked at me a little harder than they would any other teacher (Virginia <7yrs. H. Dec.).

Surveillance Metaphors

Aligned to the accused, on trial, defending and justifying metaphors are the metaphors associated with teacher as object of surveillance which were evident in the stories of four participants (13%). Two males (20%) and two females (10%) considered they were constantly being monitored which activated prisoner type 'self as teacher' images. Those with more life experience appeared to be less threatened by monitoring than those with less life experience (Table 6.6).

The perception that colleagues, principals, and parents were always watching and observing gave rise to feelings of being trapped. These participants revealed that they thought the observers were waiting for them to miscue and make mistakes.

He [staff member] wanders in my room. I feel as if I'm watched... What mistake am I going to make today in front of him (Alice >7yrs. M. Dec.).

What ever I do everyone is looking. I mean at the weekend I went to the movies and I hear oh hi Mr.____, you know, so it's being aware of where you are and everything, everything you say and do, so that's I find it quite hard in some ways that you are always being looked at in a scrutinising way (Henry <7yrs. M. Dec.).

Being monitored by the principal was singled out as being particularly unnerving and was perceived as another form of control by school management.

Just that he's [the principal] keeping an eye on me but he never says anything. He just walks through [the classroom], he just wanders through (Colin <7yrs. M. Dec.).

Like he [the principal] doesn't actually say something, anything, to me but he would come and wander round my class a couple of times. Daunting. Standing at the door and looking in making sure... That was very scary (Helen <7yrs. H. Dec.).

Wrong Doer, Sinner, Smuggler, Scolded Child Metaphors

Linked to perceptions of being accused and monitored were the feelings of some first year teachers that they were wrong doers. Five female participants revealed feeling guilty at times. Others spoke of being reprimanded or getting into trouble for what was seen by other staff as transgressing in some way. Those employed in high decile schools were the most likely (33%) to express emerging 'self as teacher' images of wrong doer, compared with 14 percent employed in middle and no participants employed in low decile schools (Table 6.6).

Two participants said they were made to feel guilty in a number of ways. In some instances inappropriate behaviour of children was blamed on the first year teacher. They must have been handling situations incorrectly.

Really guilty. Really, really bad. I was exhausted and they [the class] were noisy yesterday so they got it both barrels. I shouldn't do that. I've got no excuse to do that (Elaine <7yrs. M. Dec.).

My mentor teacher implied that it was my fault. What was I doing as a classroom teacher for children to be behaving like this (Alice >7yrs. M. Dec.).

One participant recounted feeling like a smuggler as efforts were made by him to get some resources for his classroom.

The other thing I desperately need in the classroom is dictionaries. They've got a class set which always ends up in my tutor's room even when I try to smuggle a few into my room (Gary >7yrs. H. Dec.).

Four participants recalled how teacher as scolded child images developed as they were reprimanded or 'put in their place' by other staff or parents.

In the early days when we went into assembly I tried to speak to my tutor teacher at that time and she was, shhh, don't talk in here. Children aren't allowed to talk, be role models, and I felt like I was being treated like a child, that I didn't know how to behave appropriately....

I said I still believe we need to be consulted [about what should be on the computers] and she said just shut up. Would she have spoken to anyone else like that? (Juliet >7yrs. H. Dec.).

But I feel like, you know, what did you do that. I felt like a child being growled at. Because of the way it was done I felt embarrassed in front of the other teachers (Lorna <7yrs. H. Dec.).

Worker/Subordinate Metaphor Category

Teacher as worker or teacher as subordinate were metaphors used by 26 participants (87%). A high percentage of both females (90%) and males (80%) perceived themselves as workers or subordinates during their first year of teaching. A slightly higher percentage of those with less life experience (94%) than those with more life experience (77%) spoke of 'self as teacher' image developing into

worker and, or subordinate during the first year of teaching. There was a relatively high percentage of participants across the range of decile rating of school of employment who commented on being a worker or subordinate. All participants in low decile schools, 86 percent in middle and 78 percent in high decile schools used worker or subordinate metaphors to define 'self as teacher' image during the first year of teaching (Table 6.2).

Four participants did not employ worker or subordinate metaphors. Of these, three- Alan, Henry, and Ngaire - used strong 'self as teacher' emerging images of teacher as realist or teacher as pragmatist. The fourth participant, Juliet, although not using worker metaphors, used victim metaphors that could be linked to ideas of feeling a subordinate (Table 6.1).

The first year teachers in the study used a variety of worker or subordinate metaphors to describe or define emerging 'self as teacher' image (Figure 6.1). Figure 6.1 shows that some metaphors contributing to the Worker/Subordinate Category, also contributed to other categories or metaphors. Teacher as currency (undervalued) also contributed to the Inadequate Desperate Category. Teacher as scolded child contributed to Worker/Subordinate and to the Prisoner Category via the wrong doer contributing metaphor. Some metaphors contributing to the Worker/Subordinate Category are linked to other categories or metaphors. Teacher as organiser is linked to Controller, Leader, and Survivor Categories and teacher as pawn is linked to the Victim Category (Figure 6.1).

Table 6.7 shows the variety of metaphors contributing to the Worker/ Subordinate Category and their distribution across participant variables.

Table 6.7

Worker/Subordinate Metaphor Category

Metaphor Teacher	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
					<7yrs.	>7yrs.	Low		Mid.		High					
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Worker	9	45	6	60	10	59	5	38	4	57	7	50	4	44	15	50
Managed																
Currency	7	35	4	40	6	35	5	39	2	29	4	29	5	56	11	37
Climber	5	25	1	10	3	18	3	23	1	14	2	14	3	33	6	20
Mountaineer																
Organiser	2	10	4	40	4	24	2	15	3	43	1	7	2	22	6	20
Jigsaw	4	20	1	10	2	12	3	23	1	14	3	21	1	11	5	17
Player																
Other	1	5	2	20	1	6	2	15	1	14	1	7	1	11	3	10
Pleaser																
Beast of	3	15					3	23			3	21			3	10
Burden																
Bird	2	10	1	10	2	12	1	8			1	7	2	22	3	10
Clay	2	10			1	6	1	8	2	29					2	7
Athlete	1	5	1	10			2	15			1	7	1	11	2	7
Sailor			1	10			1	8					1	11	1	3

Worker, Gopher, Servant, Managed Metaphors

Metaphors of teacher as worker, gopher, servant or managed were voiced by half of the participants. Nine females (45%) and six males (60%) commented on emerging 'self as teacher' image as a worker and or someone who was managed.

Fifty nine percent of those with less life experience perceived emerging 'self as teacher' as a worker or subordinate compared with 38 percent of those with more life experience. There appeared to be only a slight difference in the percentage of respondents using worker and or subordinate metaphors across the range of decile rating of school of employment (Table 6.7).

The volume of paper work - marking, planning, recording assessment data, and general administration- was, in many cases, overwhelming and indicated to the participants that they were general workers. Participants spoke of wondering if they were secretaries.

As I said a teacher's job is never finished it just goes on and on and on and I think I've realised hey, you've got to do this (Irene <7yrs. H. Dec.).

I have spent a lot of my time in there [the classroom]. Marking books and things like that. Putting up wall displays, keeping up with the paper work (Helen <7yrs. H. Dec.).

I don't think I ever imagined how much paper work there was and how much time I would spend doing it, almost to the extent you wonder, at times. Whether you're a teacher or a secretary (Fiona >7yrs. M. Dec.).

One participant, Diana, used the metaphor teacher as gopher to describe her emerging 'self as teacher' image.

I have to be a bit of a gopher for them as well (Diana >7yrs. M. Dec.).

Some participants raised the issue of the division between management and the managed (workers) contributing to teacher as subordinate. The first year teachers felt they were the lowest workers in the hierarchy.

Just a little hint of nervousness that you'd get in any job if the big boss approached you about anything (Kate <7yrs. M. Dec.).

On the Monday administration meeting I was reminded that we needed to have boxes around our handwriting. Well I was a bit blown away. I actually

felt - although I found it humiliating as well.... And it sort of affected my attitude a wee bit in that I wasn't and I probably still aren't as open and free as I had hoped (Mary <7yrs. M. Dec.).

Currency, Undervalued Metaphor

Notions of being the lowliest subordinate were revealed in the stories of 11 participants (31%) as they talked of their perceptions of teacher as currency. Thirty five percent of the females and 40 percent of the males voiced undervalued sentiments. Life experience did not seem to determine the likelihood of forwarding feelings of being undervalued. However decile rating of school of employment did seem to make a difference as 56 percent of those employed in high decile schools displayed emerging 'self as teacher' images of teacher as undervalued, compared with 29 percent in middle and low decile schools (Table 6.7).

Participants commented on not being recognised for contributions they made to programmes or to the corporate life of the school.

No I wouldn't even be mentioned in a staff meeting. No, 'cause like with the sporting things, I am in charge of it with another teacher who is an experienced teacher so they just generally pitch it [the thanks, recognition,] up to them. I wouldn't and haven't been given anything from any thanks from the staff meeting as to what I've done (Olivia <7yrs. L. Dec.).

The opinions and suggestions of the first year teachers were often ignored or 'put down' creating self images of undervalued or subordinate.

This year the children are doing crafts for the gala and I had this good idea and we'd go, all three classes would go to the hall and... and you just build something up and think that would be absolutely wonderful and it wasn't. It obviously wasn't what _____ had imagined and so that went...I don't want to tread on any toes (Lorna <7yrs. H. Dec.).

Ah, not really no [was not consulted],but I voiced my opinion that he was fine in class... but he still got excluded and I did feel undervalued (Carol <7yrs. H. Dec.).

Climber, Mountaineer Metaphors

The concept of having to exert considerable effort and energy to try and get on top of the workload was expressed as teacher as climber or mountaineer. Five female participants (25%) voiced emerging teacher image as climber compared with one male (10%). Those employed in high decile schools were the most likely to utilise climber metaphors (33%) while only 14 percent of participants employed in middle and low decile schools did so (Table 6.7).

Participants talked of things being hard going and they were always working at getting on top.

I spend all my weekend doing stuff, I spent all my holidays doing stuff because I never seem to feel like I am ahead and I am on top of it (Barbara >7yrs. M. Dec.).

And trying to work those [administration tasks] and trying to get on top of a few cases (Frank >7yrs. H. Dec.).

Especially the first day I came here. I had all the maths resources plonked in my classroom and I sort of had to get on top of them all, get them organised (Virginia <7yrs. L. Dec.).

The metaphor of teacher as ladder climber, with the first year teacher being on the bottom rung, was evident in some stories as the respondents described emerging 'self as teacher' image.

But like I mean I'm at the bottom of the rung and the other ones [teachers] are sent [to courses] first (Diana >7yrs. M. Dec.).

But it's just the way the hierarchy is..., we're at the bottom because we're the first years. Some of us are at the bottom even if we do a lot. What I'm doing doesn't really count a lot (Olivia <7yrs. L. Dec.).

Athlete Metaphor

Related to the climber metaphor is the metaphor of teacher as athlete appearing in the stories of two (one female and one male) participants both from the more life experience group. These respondents told of not being able to catch their breathe as they were always trying to catch up with what they were required to do. They never seemed to be in sight of the finishing line.

Just so you can actually catch your breath for a second, so that you're not working one day in the weekend for 12 hours and you know (Fiona >7yrs. M. Dec.).

Beast of Burden Metaphor

Teacher as beast of burden was a further worker metaphor utilised by participants. Three female respondents from the more life experience group, all employed in middle decile schools (Table 6.7), likened themselves to animals used to carry loads. Their emerging 'self as teacher' image was perceived as a lowly member of the school community.

All the donkey work. Filling in forms. That's not what I came into teaching for (Alice >7yrs. M. Dec.).

I don't think I realise how big the paper work load was going to be (Fiona >7yrs. M. Dec.).

Bird Metaphor

Three participants, two females and one male, used teacher as bird metaphors to describe their teacher image. One image was that like the bird always searching for food so they were always on the go.

When you're out there in your first few years you've got to head down, bum up. There's always something to be done. ...I've asked other people, it's just heads down, bums up (Elaine <7yrs. M. Dec.).

Another image was that there is so much to do that it was difficult to know what to do and so the teachers were like headless chickens.

You don't have the time to sit down and go through the resources and see what's there because you're so busy running around like a chicken with its head cut off (Lorna <7yrs. H. Dec.).

Sailor Metaphor

Different contributors to the study (Figure 6.1) used the teacher as sailor metaphor in a number of ways. Frank saw part of his emerging 'self as teacher' image as a sailor, a deck hand, a worker, having to work hard and ensure the ship sails smoothly.

I think they forget that [first year teachers still have two years of training] very quickly and it's all hands on deck and if something goes loose then the first one there fixes it (Frank >7yrs. H. Dec.).

Organiser Metaphor

The need to organise and manage time to accommodate all the work tasks resulted in six participants (20%) describing emerging 'self as teacher' image as organiser or manager of their work. More males (40%) than females (10%) commented on 'self as teacher' becoming more of an organiser. Those employed in low decile schools were more likely (43%) to view emerging 'self as teacher' image as taking on an organiser component than did those in high (22%) or middle (7%) decile schools (Table 6.7).

I have to make sure I've got myself into a routine where I've all my planning and assessment and finding out how to do all the little things like trying to balance rolls and all the things that teachers need to know how to do and all the different things the secretary wants you to do... Management is a big thing to think about. Yeah just managing like timing (Bryan <7yrs. L. Dec.).

Jigsaw Metaphor

Organisation entailed trying to fit all the work tasks into an appropriate time frame. Five participants (17%) developed 'self as teacher' images of teacher as jigsaw player as they endeavoured to jiggle the pieces of work together. Twenty percent of the females and ten percent of the males perceived jigsaw player contributing to their emerging 'self as teacher' image (Table 6.7).

It's mainly just fitting everything in (Diana >7yrs. M. Dec.).

But I mean also, I mean that's the majority of it is that there's heaps of, there is a lot to get in. actually having the time, plus doing all my other work to actually fit that (Gaile <7yrs. M. Dec.).

Clay Metaphor

Teacher as clay was another metaphor, implying being subordinate, a worker managed by the managers, applied to teacher self. Two females in the study, both employed in low decile schools, spoke of being managed and moulded by the principal.

She's [the principal] got high expectations and you have to follow. You have to do what the job has set out for you... You, know it trains you right from the start that your life is school and you really need to put 100 percent in. So just as long as you follow those expectations it's good. It sort of moulds you (Rachel <7yrs. L. Dec.).

I mean basically we've been taken on here as first years to be moulded in the way the school wants us to be moulded (Tanya >7yrs. L. Dec.).

Other Pleaser Metaphor

An interesting metaphor used by three participants, one female and two males, was teacher as other pleaser. These participants saw themselves as working to please or receive praise from significant others.

I was trying so hard to make sure that if either of these two people came into my room that I was doing it how they wanted me to do it (Barbara >7yrs. M. Dec.).

Some kids are going up heaps of percents... so that's good. I got a lot of praise for that.....There were two incidences of praise from parents which was good... It's the reinforcement that I'm getting from management and parents that I'm doing a good job that makes me feel I am doing a good job (John <7yrs. L. Dec.).

Controller Metaphor Category

In Chapter Four, teacher as controller contributing to initial 'self as teacher' image was discussed. As they told their stories ten people in the study (33%), uncovered 'self as teacher' images of teacher as controller being confirmed or emerging during the first year of teaching. Forty percent of the males and 25 percent of the females recounted developing teacher as controller as part of their teacher image. Life experience was not a determining factor in the use of this teacher image with 35 percent of those in the less, and 31 percent in the more life experience groups, disclosing teacher as controller contributing to their emerging teacher image. Those employed in low decile schools were the most likely (57%) to use controller metaphors to describe aspects of their emerging 'self as teacher' image (Table 6.2).

Teacher as controller was represented in several ways in participants' stories. The police officer, sergeant major and dictator metaphors were evident in teacher as controller defining initial 'self as teacher' image. Table 6.8 presents the range of controller metaphors and their distribution across participant variables.

Policeman, Policewoman, Sergeant major, Dictator Metaphors

Nine participants (30%) exposed emerging 'self as teacher' images of controller as they narrated their stories. Forty percent of the males and 25 percent of the females utilised police officer, dictator, type metaphors. Neither life experience nor decile rating of school of employment appeared to influence the development of this image in people in the study (Table 6.8).

Participants said they found they had to 'lay down the law,' enforce boundaries with greater strictness than they had expected they would need to, police school rules and generally be much more controlling than they had initially perceived their teacher self to be.

I am fairly much a no nonsense kind of teacher. I don't do the warm fuzzy thing.... I'm seen as being really grouchy, really tough, because if there's a rule then I enforce it (Juliet >7yrs. H. Dec.).

The most major thing is the school uniform and the hang up on whether we wear what colour ties in our hair. I don't care because that's not what I'm here to worry about. I'm here to worry about their learning, about them coping in the school environment, about all those sorts of things. I know the uniform's part of that coping in society but to me it's just something I get worked up about and I think we sometimes waste a lot of time. I enforce it because coming to a school with a uniform I knew that was what I had to do but I sometimes think we get too hung up on it (Tanya >7yrs. L. Dec.).

Table 6.8
Controller Metaphor Category

	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
					<7yrs.		>7yrs.		Low		Mid.		High			
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Police Officer	5	25	4	40	5	29	4	31	3	43	3	21	3	33	9	30
Diater																
Sergeant																
Major																
Ringmaster	2	10			2	12			2	29					2	7
Fisher	1	5	1	10	1	6	1	8	1	14			1	11	2	7
man/woman																
Train/Engine Driver	1	5	1	10	2	12			2	29					2	7

Ringmaster Metaphor

Two female participants from the less life experience group and employed in low decile schools reported emerging ‘self as teacher’ images of teacher as ringmaster (Table 6.8). The notion of having to train and control using a metaphorical whip was narrated in the stories of these participants.

I have to keep quite a tight grip.

I've tried to find really fun activities that we can do, with the discipline still there, keeping the whip there, you know.... I just can't let them loose (Rachel <7yrs. L. Dec.).

Fisherman, Fisherwoman Metaphor

As shown in Table 6.8 two people in the study, one male from the less life experience group and one female from the more life experience group, described fisher metaphors as contributing to their emerging teacher image. Images of reeling pupils in, taking up the slack and dragging and hauling pupils up were presented.

It's like I have to reel them in again (Ngaire >7yrs. H. Dec.).

You have to drag and haul them up, over and over. It's a bit of a drag really (John <7yrs. L. Dec.).

Train, Engine Driver Metaphors

One female and one male respondent from the less life experience group and employed in low decile schools, relayed 'self as teacher' images of train or engine driver (Table 6.8). They controlled pupils by keeping them 'on track' or stoking the engine [the pupils] to keep them going.

I have to make sure they're on track (Susan <7yrs. L. Dec.).

Firing them up, saying fire yourselves up to do well... and giving the kids that are lazy a good, not literally, a kick up the arse, but 'get on with your work', sort of thing, quite sharply too (John <7yrs. L. Dec.).

Organiser Metaphor

Not included in Table 6.8 is teacher as organiser (included in Table 6.7 Worker, Subordinate Metaphors). Some participants' use of the organiser metaphor could be construed to entail the concept of leader as they organised the learning environment to lead children in their learning.

I still think my main job is to help the children learn have everything set up and ready so they can learn (Ivan >7yrs. M. Dec.).

Leader Metaphor Category

Teacher as leader is a further metaphor category that was used to describe both initial 'self as teacher' image and 'self as teacher' image emerging during the first year of teaching (Figures 4.1 and 6.1). Images of control outlined above in the Controller Metaphor Category, are associated in some ways with those of leader. Half of the people in the study evidenced, in their stories, teacher as leader remaining part of their 'self as teacher' image or becoming integrated into their teacher self during the first year of teaching. A higher percentage of males (70%) than females (40%) revealed that teacher as leader was part of their emerging 'self as teacher' image. Those employed in low decile schools were the least likely (29%) to use leader metaphors to define emerging teacher image whereas 67 percent of those employed in high decile schools commented on the development or confirmation of teacher as leader (Table 6.2).

Participants employed the same leader metaphors - guide, traveller, model - when describing initial and emerging 'self as teacher' images (Figures 4.1 and 6.1). The motivator metaphor tended to be associated with the Facilitator Category when defining initial 'self as teacher' image but was used in a more controlling, leader way when defining emerging 'self as teacher' image. Table 6.9 provides the variants of leader metaphor used to describe emerging 'self as teacher' image and shows a comparison of their employment across participant variables.

Table 6.9

Leader Metaphor Category

Metaphor Category	Female		Male		Time Since Leaving School		Decile Rating of School			Totals						
					<7yrs.	>7yrs.	Low	Mid.	High							
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Traveller	4	20	7	70	5	29	6	46	1	14	6	43	4	44	11	37
Guide	2	10	2	20	4	24			1	14	1	7	2	22	4	13
Inspired	1	5	1	10	1	6	1	8			1	7	1	11	2	7
Motivator																
Policy			1	10			1	8					1	11	1	3
Maker																
Model	1	5					1	8					1	11	1	3

Traveller Metaphor

Teacher as traveller leading pupils on a journey was a metaphor featuring in the stories of 11 participants (37%) to define emerging ‘self as teacher’ image. Seven males (70%) and four females (20%) perceived ‘self as teacher’ as being a traveller on a journey (Table 6.9). Participants commented on keeping one step ahead and keeping children on the right track.

Make sure everyone's on the right track then I take a couple of notes along the line (Elaine <7yrs. M. Dec.).

Because I think if I don't take a positive step forward things will lapse and just carry on (Frank >7yrs. H. Dec.).

Ivan saw himself as leading children on a journey searching for knowledge.

You do something about it [finding the knowledge]. You involve the pupils by leading them down the pathway to knowledge (Ivan >7yrs. M. Dec.).

Guide Metaphor

Teacher as guide, contributing to emerging 'self as teacher' image, was presented by four participants (12%). Two females (10%) and two males (20%) from the less life experience group commented on discovering that they needed to guide pupils more than they had anticipated. As shown in Figure 6.1 the notion of guide was closely linked to the idea of teacher as nurturer.

They always come up. They want you to say yes, yes, yes, do this, do this sort of thing. They need that sort of guidance, to be told what to do (David <7yrs. M. Dec.).

Yeah a lot of the kids need to sit there and [you] guide them through it and give them the direction along the way (Virginia <7yrs. H. Dec.).

Inspirer, Motivator Metaphors

Two participants, one male and one female, described a component of their emerging 'self as teacher' image as leader in the form of inspirer or motivator (Table 6.9). Irene held to her initial image of 'self as teacher' as leader by seeing herself as an inspiration to her pupils.

Yeah I'd like to think that in my class I've got someone that looks up to me and thinks oh wow, years down the track. I mean you're not going to get it all the time, but I would like to think that in my teaching career I'm going to inspire some children to do what I'm doing. (Irene <7yrs. H. Dec.).

Alan disclosed that leading through motivation was necessary and became an integral aspect of his emerging 'self as teacher' image.

You actually create scenarios and things for them and let them feature the information you know, like in the questioning styles you have... it becomes from teacher centred to child centred (Alan >7yrs. M. Dec.).

Model Metaphor

Closely linked to the inspirer and motivator concepts is the image of teacher as model. As discussed previously several teachers commented on being in the public eye that necessitated the requirement to be an appropriate model. Ngaire remarked

that she found she needed to be a model in the sense of being a demonstrator of skills and procedures.

I pretty much had to be the one that had to lay everything out but as they developed a greater sense of independence they've actually been able to do what's required..... but I think it does require quite a bit of work and effort on the teacher's behalf (Ngaire >7yrs. H. Dec.).

Policy Maker Metaphor

One participant, Gary, suggested that teacher providing leadership through being part of the policy making process was becoming incorporated into his emerging 'self as teacher' image. In his story Gary narrates that being involved in decisions regarding direction and parameters for the school community through policy making created another dimension to his teacher image.

Didn't know teachers had to do all this stuff to be honest. I thought they sat down and planned together and all that but I actually didn't think they developed the whole school policy. I didn't think developing the school policy, I didn't realise we did that (Gary >7yrs. H. Dec.).

Nurturer Metaphor Category

Nurturer metaphors featured very prominently as participants defined their initial 'self as teacher' images (Table 4.1) and were evident in the interviews of 14 participants (47%) to describe the 'self as teacher' image that was emerging during their first year of teaching. Sixty percent of the males and 40 percent of the females spoke of nurturing being an element contributing to their emerging 'self as teacher' image. The stories of respondents with more life experience were more likely to contain nurturer metaphors to define emerging 'self as teacher' image (77%) than the stories of participants with less life experience (23%). Five (56%) first year teachers in the study employed in high decile schools utilised nurturer metaphors to define emerging 'self as teacher' image compared with 43 percent in both low and middle decile schools (Table 6.2).

As was the case with nurturer used to define initial ‘self as teacher’, nurturer employed to define emerging ‘self as teacher’ was presented using a variety of metaphors. As is depicted in Figure 6.1 the guide and model metaphors contributed to both the Leader and the Nurturer Categories. These metaphors have been discussed above in the Leader Metaphor Category.

Table 6.10 shows the various nurturer metaphors employed to describe emerging ‘self as teacher’ image, and their comparison across participant variables.

Table 6.10
Nurturer Metaphor Category

	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
					<7yrs.	>7yrs.	Low	Mid.		High						
	N=20		N=10		N=17		N=7		N=14		N=9		N=30			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Social Worker	3	15	4	40	2	8	5	38	2	29	3	21	2	22	7	23
Caterer	3	15	2	20	1	6	4	31		3	21	2	22	5	17	
Supporter/Advocate	2	10	1	10			3	23	2	29	1	7			3	10
Protector	1	5	2	20	2	12	1	8	1	14	1	7	1	11	3	10
Helper			1	10			1	8			1	7			1	3
Mediator			1	10			1	8			1	7			1	3

Social Worker Metaphor

Providing nurture to pupils through attempting to lessen negative influence of social issues on the pupils’ educational outcomes was expressed by seven participants (23%) as a part of their emerging ‘self as teacher’ image. Four males

(40%) and three females (15%) remarked that a component of their emerging 'self as teacher' image was that of teacher as social worker. Five respondents in the more life experience group (38%) spoke of teacher as social worker whereas only two (8%) in the less life experience group did so. The use of social worker metaphors were evenly distributed across all decile rating of school of employment groups with representation being in the 22 percent to 29 percent range (Table 6.10).

Participants commented on having to deal with a range of social issues that children brought to school.

I still think my main job's to help the children learn but there's still all these other things that come in. Like you feel like a social worker (Ivan >7yrs. M. Dec.).

Um, like I also feel, like sometimes your role's like a social worker in some ways because a lot of kids, you know, they bring problems to school from home and things like that (Virginia <7yrs. L. Dec.).

Considerable time was spent both in dealing with the effects of the social issues in the classroom and in liaising with parents and caregivers.

Yes, I think I spend more of my time with the social problem children than the others. The ones who want to learn are the quiet ones who will just sit there and get bored and do something quietly and the ones that are the social problem learning ones you spend all your time trying to get them on task, so they suck a lot of time up. And you are more of a social welfare worker, spend time ringing their parents at night (Frank >7yrs. H. Dec.).

Supporter, Advocate Metaphors

Being an advocate and support for their pupils was perceived by three people (two females and one male) as having an influence in the shaping of their emerging 'self as teacher' image. All three participants were from the more life experience group. No participants employed in high decile schools commented on advocacy contributing to their emerging 'self as teacher' image (Table 6.10).

Alan reported having to provide support for pupils, particularly when they were experiencing difficult social situations.

When you have to deal with parents that are split and there's arguments amongst the children and who they're going to stay with, you actually have to deal with them [the pupils' problems] (Alan >7yrs. M. Dec.).

Pania said she had to be an advocate for the pupils in the whanau unit. She felt there was resentment towards the unit from other teachers within the school and from factions of the wider school community. Pania commented that the whanau unit was resourced less generously than the rest of the school. Frequently new resources were purchased for the mainstream classes and the whanau unit would receive the cast offs.

We've got new computers in the school. Now one of the new ones was actually allocated for here, but no, we've got one of the other ones out of the other classes and the new one went into the other class. I got really upset with that. Money has been allocated for that for here, it comes here. They said no, it can't, kids don't know how to look after it..... There's no way. I mean our kids should have the best, like everybody else (Pania >7yrs. L. Dec.).

Protector Metaphor

Teacher as protector, ensuring pupils felt safe and cared for appeared in the stories of three participants (10%) as they described their emerging 'self as teacher' images. Two males (20%) and one female (5%) related how they needed to provide security and care for their pupils. The participant variables of school of employment and life experience did not appear to influence the use of protector metaphors (Table 6.10).

Providing a safe haven within the classroom where children knew they were liked and cared for was seen as important.

I believe that if a kid feels safe in their classroom they're going to learn. If they feel threatened in any way they're not..... Security, ah, definitely security (Evan >7yrs. M. Dec.).

Um, I love my kids. I think they are just the greatest and I protect them like anything (Helen <7yrs. H. Dec.).

John saw himself as protector and carer by providing pupils with nutrients to sustain and extend their learning. John likened himself to a tree sending branches off in all directions in order to address his pupils' needs.

I mean I have to shoot off down there, shoot off up here (John <7yrs. L. Dec.).

Caterer Metaphor

Associated with the notion of providing nutrients is the idea of catering for pupils' needs. Five of the first year teachers in the study (17%) talked about having to set everything up, getting everything ready and catering for all the levels and abilities within their classes.

Well I think. I think well we've got a lot of setting up to do. Like I still don't believe in using the same units again, I just don't... I can't do that same thing again but I can keep to the same ideas but teach it to their [the pupils'] needs (Gaile <7yrs. M.Dec.).

There's that [providing a range of activities] plus the wide variety of learning styles, you've just got to cater for them all (Gary >7yrs. H. Dec.).

Helper Metaphor

The helper metaphor was used by 40 percent of the participants to define initial 'self as teacher' image (Table 4.3). One male participant, from the more life experience group who was employed in a middle decile school, remarked that he saw himself becoming more teacher as helper as he found he had to do more for his pupils than he had initially thought he would need to.

I thought my role was going to be one as a mentor and teacher and a leader and you know a facilitator. You know so the kids would get on with it and I would just point them in the right direction but I find that I have to do a lot for them, a lot more than I thought I would have to (Alan >7yrs. M. Dec.).

Mediator Metaphor

Teacher as mediator or dispute resolutioner in order to care for and provide a safe environment for pupils was another nurturer type metaphor evident in Alan's story as he described how his teacher image was being reshaped during his first year of teaching. To ensure an environment conducive to effective learning was established and maintained Alan took on the role of mediator as he dealt with disagreements between children and groups within the school.

My tutor teacher has been showing me the way to use the dispute resolution which is a very helpful thing. How to deal with children and don't go overboard and what to do is to take them out of the situation that they're in. Take them away. Stand them quietly and you go and think what you're going to say to them instead of jumping on them straight away (Alan >7yrs. M. Dec.).

Survivor Metaphor Category

Coming to terms with the workload and the wide range of new experiences encompassing new learning and a number of difficulties was, in many cases, overwhelming. Participants reported that they went into survival mode in order to cope. Figure 6.1 shows that teacher as compromiser sits within the Survivor Metaphor Category and the Realist/Pragmatist Metaphor Category. Some participants alluded to becoming teacher as compromiser in order to survive. Teacher as compromiser will be discussed within the Realist/Pragmatist Metaphor Category. Teacher as survivor to describe emerging 'self as teacher' image was apparent in the stories of 20 (67%) of the first year teachers in the study. Gender did not seem to determine the disposition to see an aspect of teacher image in the first year of teaching as survivor as 65 percent of females and 70 percent of males utilised survivor metaphors. Those with less life experience were a little more likely (71%) than those with more life experience (54%) to express teacher as survivor as contributing to their emerging 'self as teacher' image. A higher percentage of participants employed in high decile schools incorporated survivor

metaphors into their stories (89%) than did those employed in either low or middle (57% in each case) decile schools (Table 6.2).

The people in the study portrayed teacher as survivor in a number of guises. Table 6.11 depicts the diverse representation of survivor metaphors and their distribution across participant variables.

Table 6.11
Survivor Metaphor Category

Survivor Metaphor Category	Female		Male		Time Since Leaving School		Decile Rating of School						Totals			
							Low		Mid.		High					
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Swimmer	6	30	4	40	6	35	4	31	2	29	6	43	2	22	10	33
Soldier/Battler/General Survivor	5	25	3	30	4	24	4	31	2	29	2	14	4	44	8	27
Strategic Complier	3	15	2	20	5	29			1	14	2	14	2	22	5	17
Sailor	1	5					1	8			1	7			1	3

Although, overall, those with more life experience were less likely to use teacher as survivor in their stories, a study of Table 6.11 shows that this group were represented at a higher percentage rate in the General Survivor, Soldier/Battler, and Sailor metaphor sub-categories than those with less life experience. It is only in the swimmer and strategic complier metaphor sub-categories that participants with less life experience feature with higher percentage rates.

General Survivor Metaphor

Six participants (20%) remarked that they were barely surviving and were just persevering to stick out the year. The idea of generally surviving was presented in the stories of four females (20%) and two males (20%). Table 6.11 shows that those with more life experience were more inclined to use general survivor metaphors (31%) than those with less life experience (12%).

Respondents spoke of 'sticking it out' and 'hanging in' in an effort to survive.

But what you have to remember at the end of the day, if you walk out, it's you not them [the school and the pupils]. So I was aware of that. So I thought. Okay. I've got to stick this out- no matter what I've got to stick this out (Alice >7yrs. M. Dec.).

Just first term especially just try and survive it I suppose and get through it and get your routines in place (Henry <7yrs. M. Dec.).

You know, like in your first term and then it's like you're hanging in there in the last couple of weeks (Virginia <7yrs. L. Dec.).

One participant, Pania, expressed the will to survive in the face of adversity. The behaviour of several pupils in Pania's class was challenging her 'self as teacher' image but she was determined that this would not 'get the better' of her.

It was like there was no way you [the pupils] were ever going to get the better of me. You know. So it was like I'll play your game until you come around. In the end it just came to the crunch where I just sat them all down and said this is enough (Pania >7yrs. L. Dec.).

Swimmer Metaphor

Teacher as swimmer was a metaphor used by ten participants (33%) to verbalise aspects of their emerging 'self as teacher' image. The swimmer metaphor was employed to describe survival in terms of the first year teachers' struggle to cope with the multiplicity and complexity of their job. The teachers felt they were swimming for their lives. Six females (30%) and four males (40%) voiced teacher

as swimmer as a component of their emerging 'self as teacher' image. Life experience did not present as a determining factor in the use of the swimmer metaphor. Participants employed in middle decile schools seemed more disposed (43%) to utilising swimmer metaphors than did respondents employed in low (29%) or high (22%) decile schools (Table 6.11).

Participants spoke of getting out of their depth, being in over their heads and wondering if they were drowning.

My kids saw that I was out of my depth and just rampaged and after that it just got worse.

Sink or swim and we'll [the school management] watch, and honestly that's what happened (Alice >7yrs. M. Dec.).

Like I go home some days and I just feel really despondent and I spend so much time making sure that I'm not drowning, but am I drowning? (Barbara >7yrs. M. Dec.).

I came in and visited the school last year and saw the classroom I was going to have and met all the staff and everything, but I still felt out of my depth....I sort of saw myself hovering on the brink (Kate <7yrs. M. Dec.).

Other participants mentioned drifting along, being thrown in the deep end, having to keep their heads above water and wondering if they would sink or swim.

All of a sudden you're dropped in the deep end of the swimming pool, totally. You're dropped in the deep. Something teachers' college doesn't get you ready for... Sometimes you felt like you were only just, I mean you only had your head above water (Elaine <7yrs. M. Dec.).

In the second term the support seemed to drift away... So that was that, sort of like a five week period where it was sink or swim (Frank >7yrs. H. Dec.).

You really follow the programmes where as it's a big learning curve really and you start bang, like being thrown in the deep end and you've got to come up with all the things (John <7yrs. L. Dec.).

Soldier, Battler, Fighter Metaphors

Linked to the concept of swimming to survive is the notion of fighting and battling raised by eight participants (27%). Five females (25%) and three males (30%) employed battler, fighter, or war metaphors when narrating their stories. Life experience did not appear to be a determining factor in the use of soldier or battler metaphors but decile rating of school of employment seemed to have some influence. Participants employed in high decile schools were more likely (44%) to weave battle or war metaphors into their descriptions of emerging teacher image than did those employed in low (29%) or middle (7%) decile schools (Table 6.11).

Participants commented on battling on by themselves, struggling to come to terms with coping with all essential learning areas and obtaining the necessary resources to ensure effective learning for their students.

I had enough trouble finding what we've got [maths resources]. I had to come up with that [a list of what we should have]. I'm struggling with how to teach senior maths let alone what equipment we need next (Gary >7yrs. H. Dec.).

They [school management] have these very, very high standards, and I'm expected to know everything and to do everything correctly, and I battle on and do it all by myself and presume I'm doing it right (Carol <7yrs. H. Dec.).

I think with these lower level kids they do need the concrete materials to understand things and it has only really that it's been this term, with a lot of struggle that I've been able to get that up and running. And that's a lot of extra work though for me to, and a lot of, you know, hassles with people down the bottom [the other syndicate] trying to get things (John <7yrs. L. Dec.).

The considerable amount of paper work that was required by school management challenged 'self as teacher' image of some participants who reported that they were fighting a paper war.

It's just a paper war that makes me wonder whether, it's only my first year and already I'm thinking is this really what I want to do. Is this what is involved, all this paper work? (Gary >7yrs. H. Dec.).

David saw himself as teacher as soldier when he spoke of 'being one of the troops'. He felt the principal sometimes treated him as a foot soldier who was expected to tow the management line and would be reprimanded if he did not do so.

We got marched in to the office and got yelled at sort of thing (David <7yrs. M. Dec.).

Sailor Metaphor

One participant, Barbara, described an aspect of her emerging 'self as teacher' image as teacher as sailor who didn't wish to 'rock the boat'. Barbara adopted this approach as a survival strategy.

Being a beginning teacher you don't want to rock the boat either, because you don't know how long you're teaching with these people. All of us are a lot more passive than we should be because you don't want to rock the boat and you don't want people bad mouthing you and you don't want people not to even give you that little bit of help that they give you (Barbara >7yrs. M. Dec.).

Strategic Complier

A teacher as survivor metaphor integrated into the stories of five participants (17%) as they defined their emerging 'self as teacher' image was that of strategic complier. These participants, all from the less life experience group, had similar strategies to the respondent who didn't wish to 'rock the boat'. To facilitate managing the inundation of new learning during the first year of teaching these participants complied strategically with significant others. They worked with and utilised the skills and strategies of, other staff members and went along with most

of what was presented. This survival mechanism contributed to a smoother transition into teaching.

I had a few queries that I thought needed to be changed but I didn't really voice them when I should have I guess (Mary <7yrs. M. Dec.).

Oh yeah, absolutely [go along with senior teacher] to the point you don't bother [disagreeing] because what's the point ... I'd take a lot more risks, do a lot more... (Lorna <7yrs. H. Dec.).

Realist and Pragmatist Metaphor Category

Participants who presented as strategic compliers had to some degree demonstrated teacher as pragmatist and or realist. Ten participants (33%) reported that the adoption of realist and or pragmatic attitudes and approaches enabled them to make sense of the experiences encountered in their first year of teaching. Six females (25%) and four males (40%) revealed emerging teacher self as realist and or pragmatist. Participants from the more life experience group were a little more likely (38%) than those from the less life experience group (23%) to perceive 'self as teacher' emerging as realist and or pragmatist. Respondents employed in middle decile schools reported teacher self emerging as realist and or pragmatist more commonly than people in either high (22%) or low (14%) decile schools (Table 6 .2).

Figure 6.1 shows that several metaphors were evident in the stories of people in the study describing teacher self as realist and or pragmatist. Table 6.12 shows the realist and pragmatist metaphors forwarded and the comparison of their use across participant variables.

Table 6.12

Realist and or Pragmatist Metaphor Category

Metaphor	Female		Male		Time Since Leaving School		Decile Rating of School			Totals						
					<7yrs.	>7yrs.	Low	Mid.	High							
	N=20		N=10		N=17		N=13		N=7		N=14		N=9		N=30	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Adaptor	4	20	1	10	2	12	3	23	1	14	3	21	1	11	5	17
Modifier																
Compromiser	1	5	1	10	1	6	1	8	1	14	1	7			2	7
Sailor	2	10			1	6	1	8	1	14	1	7			2	7
Learner	1	5	1	10	2	12					2	14			2	7
Saver			2	20	1	6	1	8			2	14			2	7
Accumulator																
Team	1	5			1	6							1	11	1	3
Player																

Adaptor, Modifier Metaphors

The realisation that what had been planned or how something had been envisioned was not always practical or possible led to five participants (17%) perceiving emerging ‘self as teacher’ image as adaptor or modifier. Four females (20%) and one male (10%) commented on becoming more flexible. Three of these were from the more life experience group (23%) and two from the less life experience group (12%). Those employed in middle decile schools were slightly more likely to relate teacher as realist or pragmatist being elements contributing to their emerging ‘self as teacher’ image (Table 6.12).

Participants recalled having to learn to change if things were not going well. This entailed being flexible and adaptable. Flexibility included accepting that frequently

it was not possible to achieve everything. Remaining positive and adapting to accommodate changing situations was seen as important.

I think I'm a bit more adaptable than I was. And things come up all the time in teaching..... There's also times when things come up in the classroom, you know that teachable moment, and you have to stop what you're doing and go off with this and that. That can be a real hindrance but it's not a time waster because the kids are learning so that's the main thing. I find they [the children] always have something that pops up and you think, oh let's stop what we're doing because this is not really serving any purpose but this is going to (Diana >7yrs. M. Dec.).

I think that teachers that don't [are not flexible] they're the ones who get themselves stressed out because all they're focussed on is I've got to get through this and it's got to be done whether they know it or not, it's got to be done.... You've got to be flexible. You've got to allow for those things popping up here and there (Gaile <7yrs. M. Dec.).

I'm positive, I try and that's what I've learned this year as well, don't dwell on the negative things. If something negative happens in the room you try and turn around and make something positive out of it (Rachel <7yrs. L. Dec.).

Compromiser Metaphor

Aligned to flexibility and adaptability is the concept of being able to make compromises when appropriate. Two participants, one male and one female from the more life experience group, explained that they had incorporated teacher as compromiser into their emerging teacher image. These participants acknowledged that aspects of their initial 'self as teacher' image were not realistic and they needed to compromise somewhat on these.

Equity was one of my basic things. I mentioned everyone is entitled to, no matter what colour they are, creed, religion or anything that they are entitled to a good general education. Yes well equity for all, I'm not going to obtain

it because these boys take up too much of my time. I am trying to stop that but (Alan >7yrs. M. Dec.).

I've found you just have to be an open-minded person when you get into a school because there's going to be things that you see that you'd never expect and that influences the way you teach.... You adapt yourself so you can be the best person in that situation (Rachel <7yrs. L. Dec.).

Sailor Metaphor

Teacher as sailor was employed by two female participants, one from each life experience group, to express teacher as realist and or pragmatist as a contributing factor to their emerging 'self as teacher' image. Diana commented that it was practical to just cruise along. She remarked that she was able to do this as her considerable life experience provided strategies that were effective in dealing with most situations.

I just treat everyone the same and expect to be treated the same way and I haven't had any majors. I just keep out of it. I just cruise because of my experience (Diana >7yrs. M. Dec.).

Rachel commented that there was no point becoming overwhelmed by any situation as 'all were in the same boat'.

It's really good to relate to other first year teachers and talk to them and find out what is happening to them because we are all in the same boat. You know that you're not the lowest of the low or anything- the worst teacher in the world- because everyone else is the same (Rachel <7yrs. L. Dec.).

Learner Metaphor

Accepting that the first year of teaching was going to be full of challenges but these could be used to advantage was related by two male participants (20%) employed in middle decile schools. These two first year teachers adopted a pragmatic perspective in that they recognised challenges as contributing to an accumulation of experience and ideas.

You know you learn to cope with the three little terrors I've got now and the four potential terrors I've got now, it's got to be good for me. It's like money in the bank for next year, you know (Evan >7yrs. M. Dec.).

Team Player

Team player was a metaphor category used to define initial 'self as teacher' image (Figure 4.1). One person in the study, Irene, spoke of teacher as team player in a pragmatic sense to describe part of her emerging 'self as teacher' image. Irene saw the benefits of working in with the team. Being a team player allowed her to utilise ideas of others and share workloads. Being a positive team player provided opportunity for Irene to contribute ideas and have these listened to.

I get quite involved in the team. As a team we do our long term planning and they actual let me have input. You know, a lot of input. If I work for the team they work for me. They allowed me to voice my opinion and actually they went with it (Irene <7yrs. H. Dec.).

Summary

Analysis of the respondents' stories exposed a range of metaphors that had been utilised to define emerging 'self as teacher' image. The metaphors clustered into the ten categories of Inadequate/Desperate, Outcast, Victim, Prisoner, Worker/Subordinate, Controller, Leader, Nurturer, Survivor, and Realist/Pragmatist. Worker/ Subordinate was the most predominant image presented followed by Victim and then Survivor. The participants employed several metaphors - Inadequate/Desperate, Outcast, Victim, Prisoner, and to some extent Worker/Subordinate and Survivor - defining a negative emerging 'self as teacher' image. All participants used metaphors contributing to three or more Metaphor Categories to define their emerging 'self as teacher' image.

The distribution of the categories across participant variables has been highlighted as each Metaphor Category has been discussed. A summary of these findings is shown in the following figures.

Figure 6.2 shows that worker/subordinate, victim and survivor metaphors were utilised by a high percentage of both male and female participants. Female respondents were much more likely to perceive emerging 'self as teacher' image as outcast. Females were also more inclined to use inadequate/ desperate metaphors to define emerging 'self as teacher' image. More male than female participants used leader metaphors when describing their emerging 'self as teacher' image.

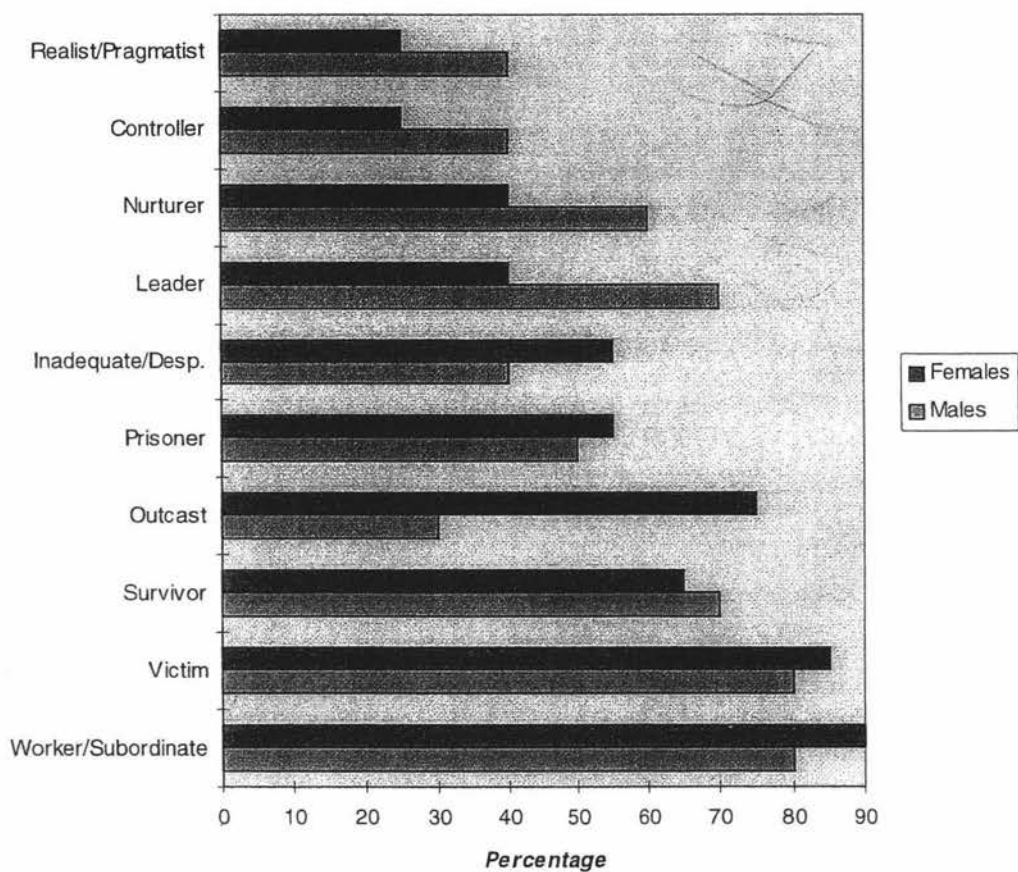


Figure 6.2. Distribution of Metaphor Categories by Gender

Figure 6.3 shows that life experience was not a determining factor in the use of controller, inadequate/desperate and outcast metaphors to define emerging 'self as teacher' image. Worker/subordinate metaphors were utilised by a high percentage

of members from both life experience groups. Participants with more life experience were more likely than those with less life experience to use nurturer metaphors when describing emerging 'self as teacher' image. The same group were slightly more disposed towards the use of leader and realist/pragmatist metaphors. Respondents with less life experience were much more likely than those with more life experience to use prisoner, victim and survivor metaphors.

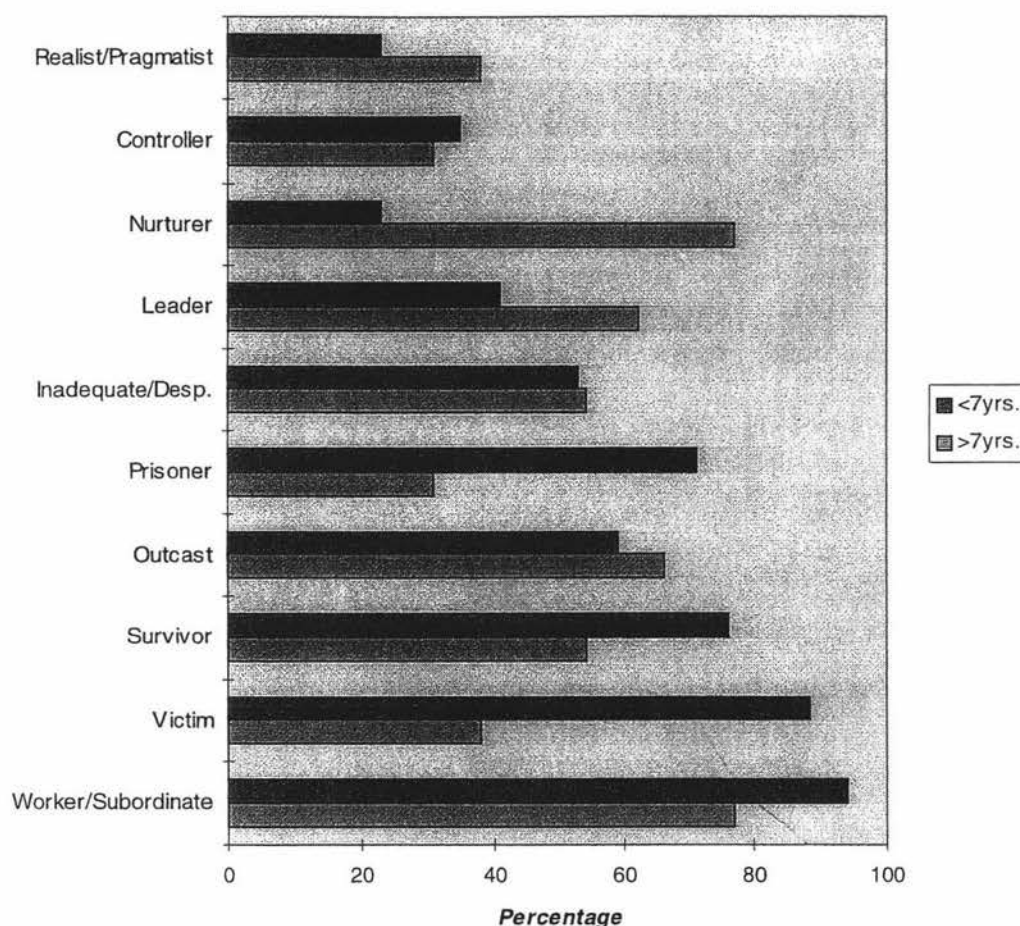


Figure 6.3. Distribution of Metaphor Categories by Life Experience

Figure 6.4 shows that decile rating of school of employment was not a determining factor in the use of worker/ subordinate metaphors. A high percentage of participants employed in schools across the range of decile ratings perceived emerging 'self as teacher' as worker or subordinate. Participants employed in high decile schools were the most likely to utilise victim, survivor, prisoner, and inadequate/desperate metaphors to define emerging 'self as teacher' image. First year teachers in the study who were employed in low decile schools were more

inclined to use controller metaphors but were the least likely to utilise prisoner metaphors. Realist and or pragmatist metaphors to define emerging 'self as teacher' image were most commonly used by those employed in middle decile schools.

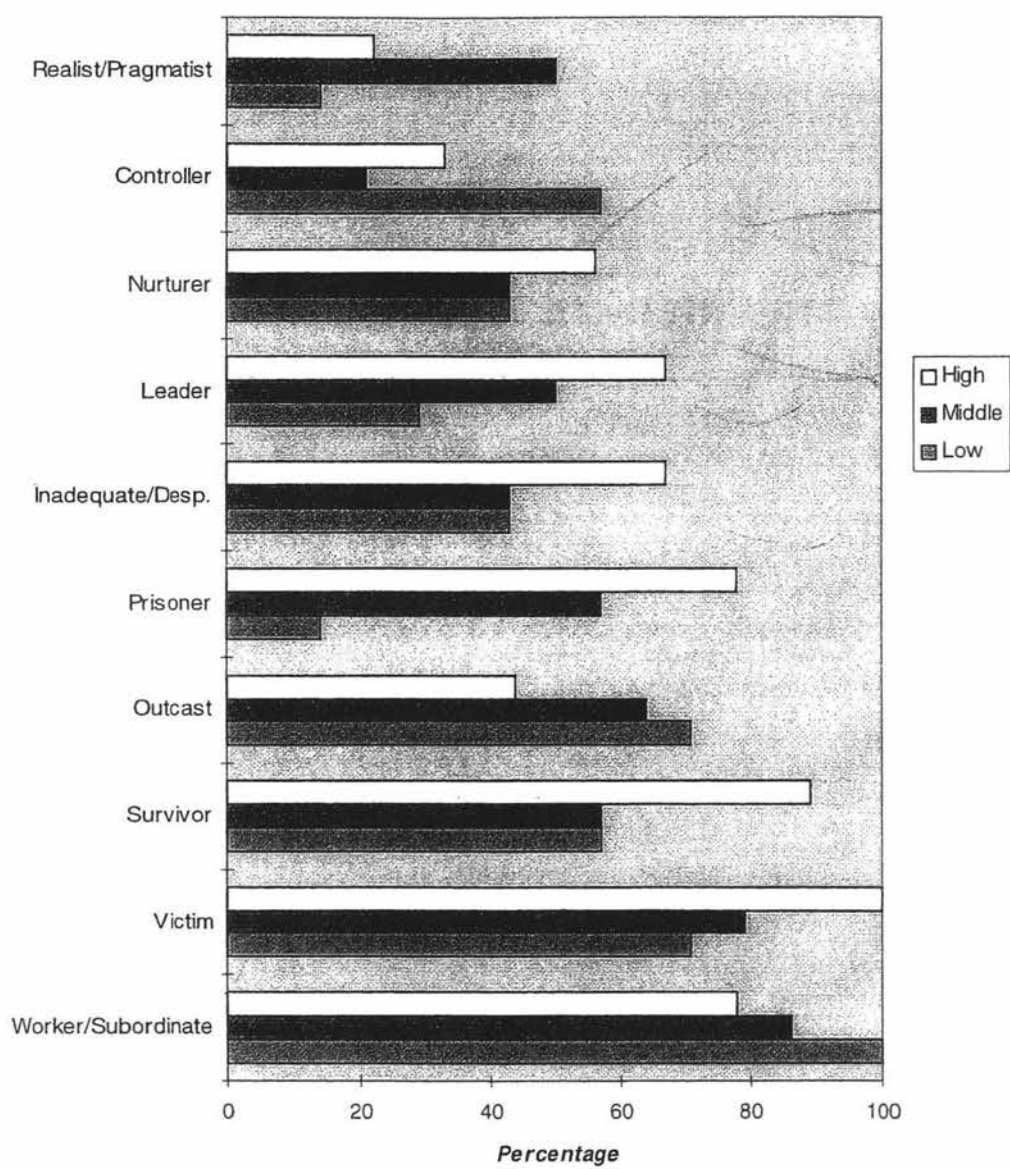


Figure 6.4. Distribution of Metaphor Categories by Decile Rating of School of Employment.

The results pertaining to emerging 'self as teacher' image depict first year teachers as presenting a number of negative aspects to their emerging 'self as teacher' image. The next chapter discusses the results presented in the preceding three chapters. The influence of initial 'self as teacher' in dealing with events and situations encountered in the first year of teaching and how stages of emerging 'self as teacher' image lead to images been static, challenged, shattered, confirmed or enhanced will be posited.

CHAPTER SEVEN

DISCUSSION

This research set out to ascertain what 'self as teacher' images first year teachers in New Zealand initially held and if and how these changed during the first year of teaching. It was hypothesized that the initial images and the change that occurred, would differ depending on gender, life experience prior to entering teaching, the range of influencing factors encountered during the first year of teaching, and the type of school in which the first year teachers were employed.

The results of this research indicate that personal history plays a major role in the shaping of constructs of 'self as teacher'. Personal history, incorporating the experiences and events of a person's life, and the context in which these take place, fashion the beliefs, assumptions and understandings from which 'self as teacher' images are created.

The images of 'self as teacher' held by the people in this study at the outset of their first year of teaching were the result of their experiences in social and historical contexts to that time. For many, the telling of their stories, the recounting of personal experience, during the interviews, uncovered beliefs and assumptions that they unconsciously held and that had contributed to shaping the 'self as teacher' image they had at that time. The events and factors experienced in the contexts encountered during the first year of teaching were filtered through the beliefs, assumptions and understandings that had created the initial 'self as teacher' image.

The results demonstrate that for most first year teachers the reality of the classroom and school contexts did not match their 'self as teacher' images to the extent they had imagined or desired. As the influencing factors of the first year of teaching were met, the first year teachers told different stories, employing different metaphors, to define how they were perceiving themselves as teachers. The telling

of the stories and the metaphors utilised, unearthed evolving 'self as teacher' images as the first year teachers interacted with the events and factors within the classroom and school context.

The informal interviews, the means of ascertaining the data for this study, corroborated the claims of Clandinin (1992), Clandinin & Connelly (1994), Gudmundsdottir (1991), Kelchtermans (1993), Markus and Wurf (1987), and Nias (1989), in that they proved to be a meaningful and developmental experience for the participants. For many the telling of their story was the catalyst to exploring how they perceived their 'self as teacher' image and how experiences and factors had interacted and influenced this image. The opportunity to talk about their professional 'self' was appreciated. The first year teachers seized the chance to tell their stories to an interested, non-judgemental listener confirming Nias' (1989) contention that the person of the teacher is of crucial importance in his or her professional life.

Analysis of the interviews revealed that people employ metaphors to reflect how they comprehend and construct their personal knowledge, supporting the assertions of a number of researchers and theorists (Bateson, 1994; Black, 1993; Grant, 1992; Lakoff & Johnson, 1980; Mahlios & Maxson, 1995; Ortony, 1993; Provenzo, McCloskey, Kottkamp & Cohn, 1989; Stofflett, 1996). The metaphors woven into the stories of the teachers in this study were a way of framing beliefs and assumptions to portray initial and evolving 'self as teacher' images. These metaphors provided a useful tool for the researcher for interpreting the meaning of what it is to be a first year teacher in New Zealand state schools.

The results provide an insight into what initial 'self as teacher' images are held by New Zealand first year teachers. Factors encountered during the first year of teaching in New Zealand schools that influence 'self as teacher' image are revealed. The degree to which the variables of gender, life experience and socio-economic status of school of employment are determining factors in the development of 'self as teacher' image during the first year of teaching are indicated in the results of this research. These insights will be discussed within the

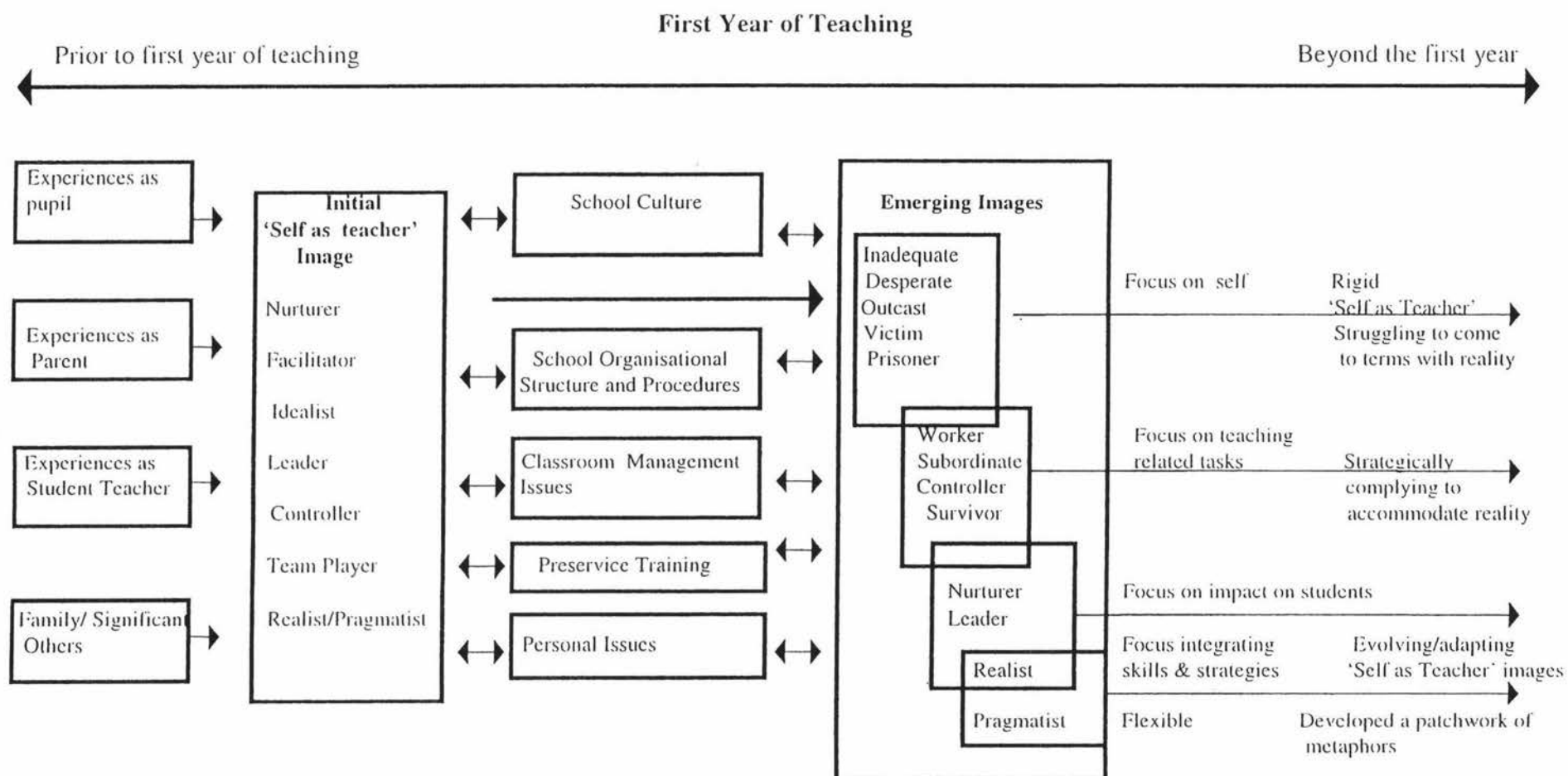


Figure 7. 1. Development of 'Self as Teacher' Image Within Social and Historical Contexts

overriding theme of 'self' being a construct of beliefs and assumptions built up as a result of personal experience in social contexts.

Figure 7.1 conceptualises how the results of this study demonstrate the development of 'self as teacher' image prior to, and as teachers move through preservice training, into their first year of training, and beyond. Figure 7.1 provides an overview of the concepts and contentions that will be addressed in the following discussion.

Initial 'Self as Teacher' Images

The metaphors used by the first year teachers in this study to describe the 'self as teacher' image they held as they entered their first year of teaching mirror the findings of Butt, Raymond, McCue and Yamayishi (1992), Brownlee, Dart, Boulton-Lewis and McCrindle (1998), Cole & Knowles (1993, 1998), Tobin, Tippins and Hook (1994), and Zeichner & Tabachnick (1981), in that they reflect that beliefs and assumptions about teaching are acquired as a result of prior experience. The initial 'self as teacher' images described by the first year teachers illustrate these had been built up, constructed, within the influence of social and cultural norms, and from the perspective of pupil, parent, and to a limited degree, student teacher (Figure 7.1). In line with the research of Brownlee et. al. (1998), Coffey (2001), Kelchtermans (1993), Lortie (1975), and Zeichner and Tabachnick, (1981), it is evident that the majority of the first year teachers, at the outset of their first year of teaching, held true, with only slight modification, to the 'self as teacher' image that had prevailed when they set out on their preservice training. At the beginning of their first year of teaching these teachers viewed their 'teacher self' through the lenses of their own experiences of, and in, schools and classrooms. These memories of experiences were as pupils, parents or student teachers, not as teachers who were part of a wider, complex school community.

Memory, according to Morrison' (1996) is a form of "willed creation" and presents an experience as the way it appeared, not necessarily as it actually was.

Therefore the image that develops may conceal some truths. This is evident in the stories of the teachers in this study. Much of what they based their initial 'self as teacher' image on supports the assertions of a number of writers (Cole & Knowles, 1993; Mahlios & Maxson, 1995; Mitchell & Weber, 1999; Nias, 1989; Pajares, 1992) in that it was partly myth, a result of often nostalgic memories of their own school life which for most of the teachers in this study were based on successful achievement and enjoyable experiences.

The teachers in this study constructed a good deal of their initial 'self as teacher' image on perceptions that reflected pupils like they had been themselves, pupils who were, in the main, compliant, courteous, considerate, and wanted to learn. This is born out in the teachers' stories which reveal the ease with which they initially perceived they would be able to facilitate, motivate, inspire pupils, and the way pupils would want to please and respond positively to them.

Memories of favourite teachers were directly referred to by Irene, Barbara and Lorna, as being influential in the creation of their initial 'self as teacher' image. Looking through the lens of pupil it seemed easy to be able to emulate for their pupils, the behaviour of their favourite teachers, as they remembered it. Teachers in the study like Tanya who had negative memories of school and their own teachers, initially perceived themselves as presenting very positively to pupils and avoiding treating pupils as they perceived they had been treated.

Contributing to Gary's and Juliet's initial 'self as teacher' image were memories of their negative experiences of teachers as parents. Gary had observed his son's teacher and he "...thought his teacher was just awful. I went away thinking, gosh, if she can teach anybody could". Juliet said she was dissatisfied with much of the education her own children had received. She said she was "fairly critical of the teachers I saw and it made me think I could do a better job than them". This finding supports claims (Calderhead, 1991; Dooley, 1998; Weinstein, 1989) that beginning teachers tend to view teaching as relatively unproblematic, that almost anyone can do it. Through the eyes of the parent the teacher's role looks rather simplistic. As a parent, only that which is easily observable is usually taken into

consideration. What is observed is through the rather biased eyes of what is wished for concerning the parent's individual child. The underlying complexities of the class and wider school context are often covert to parents and so not considered.

Alan held teacher as equity creator as a component of his initial 'self as teacher' image based on his memory of experiences as a parent. He felt that his daughter had been disadvantaged due to the greater time that was apportioned boys by many of her teachers. Alan considered that these teachers had spent considerable time managing the behaviour of boys in the class to the detriment of the girls.

I would have liked to have seen they had more of a balance of teacher time, you know between boys and girls. The girls would have been well ahead.

Alan had viewed the realities of the classroom context from only one perspective and thus the reality was rather skewed.

The results strongly concur with the findings of Bullough (1991, 1992), Flores (2001), Hoy, (1968), Lortie, (1975), and Widden, Mayer-Smith and Moon (1998) that preservice training influence on the beliefs and assumptions, the way 'self as teacher' is perceived, is negligible. Little reference was made in the teachers' stories to the influence preservice training had made on the 'self as teacher' image they held at the beginning of their first year of teaching. This contention will be returned to later in the discussion.

Range of Metaphors Employed

As the results show (Figure 4.1) the first year teachers used a range of metaphors to define how they initially perceived themselves as teachers. Confirming the assertions of several theorists (Black, 1993; Grant, 1992; Lakoff & Johnson, 1980; Lakoff & Turner, 1989; Ortony, 1993; Santoro, 1997) the metaphors were embedded in the stories the teachers told as they shaped the significant aspects of their personal histories into some cohesive form. The telling of their stories was indeed a way to make sense of the complexities and incongruities that contributed to the constructs of personal knowledge (Bruner, 1986; Bullough, Knowles &

Crow, 1992; Freeman, 1993; Gergen & Gergen, 1987; Kelchtermans, 1993; Markus & Wurf, 1987). The results demonstrate that with the exception of Frank, who used only one dominant metaphor, and Gary, Ivan, Virginia and Ngaire, who employed two dominant metaphors (Table 4.1), the teachers employed a number of metaphors to clarify, make sense of the complexities, and reconcile ambiguities in order to define how they had seen themselves as teachers. As Sfard (1998) posits reliance on just one type of metaphor can present problems and to meet the complexities of the teacher role multiply metaphors are needed. However as Sfard further suggests these metaphors need to constitute a "patchwork" of metaphors. That is the metaphors need to mesh together to create some cohesive image. The considerable number of teachers in the study (17, Table 4.1), who utilised more than four major metaphor categories when defining initial 'self as teacher' image, indicates that for several of these teachers their initial 'self as teacher' image was unclear, and/or insecure. These teachers had not critically reflected on how they saw themselves as teachers so they were unaware of what their initial 'self as teacher' image actually was. This concurs with the findings of Bullough, Knowles and Crow (1992) who found beginning teachers who employed multiple, dissimilar metaphors, were confused over their roles and exhibited unsure, insecure 'self as teacher' images.

A study of the results reveals that several of the teachers did not present a patchwork of metaphors that jigsaw together. Rather they used conflicting metaphors when defining their 'self as teacher' image. This is particularly evident in the cases of Bryan, Alice, David, Gaile, Irene, Juliet, Lorna, Henry, Mary, Olivia, and Tanya, who metaphorically defined their initial 'self as teacher' image as idealist, realist and pragmatist (Table 4.1). This indicates that they were unsure or really confused about how they perceived themselves as teachers. Their personal histories were still being integrated with the wider school context and with concepts about teaching and learning that they had met and were still coming to terms with.

Initial 'Self as Teacher' Images Presented

The initial 'self as teacher' images presented by the first year teachers in this study were predominantly positive. They reflected teacher* self as service providers, carers, helpers, and effectors of change for the better for pupils, and indirectly, society. The emphasis is on teacher as a person - caring, likeable and helpful - and tends towards idealism. These findings concur with research carried out in countries other than New Zealand (Blakey, 1992; Bullough, 1991, 1992; Claxton, 1989; Flores, 2001; Hains, 1990; Nias, 1989; Weinstein, 1989). They also confirm the findings of a study of New Zealand first year teachers (Renwick and Vize, 1993) that initial teacher images were presented in emotional or personal trait terms.

Dominant Images

As the results demonstrate, although initial 'self as teacher' images of teachers in this study can be classified into the seven major metaphor categories of Nurturer, Facilitator, Idealist, Leader, Controller, Team Player, and Realist/Pragmatist (Figures 4.1; 7.1), three of these categories feature dominantly. As these teachers began their first year of teaching they generally held 'self as teacher' images of teacher as nurturer, facilitator or idealist (Table 4.2). These results corroborate the findings of Bullough (1991, 1992), Flores (2001), Nias (1989), Mahlios and Maxson (1995), who posit that most people starting out their teaching career see themselves in an affective sense.

Teacher as nurturer was the most dominant initial 'self as teacher' image presented by the first year teachers in the study. Only three participants (10%) did not use any metaphors that could have been classified as nurturing. These three teachers, Juliet, Ngaire and Frank (Table 4.1) were all from the more life experience group, had gained employment in high decile schools and used strong initial 'self and teacher' metaphors of other themes.

Juliet used predominantly teacher as idealist metaphors to define her initial 'self as teacher' image. Her idealism convinced her that she would be able to be realistic

and pragmatic when required. Juliet did indicate indirect links to nurturing in that a component of her initial 'self as teacher' image was teacher as facilitator incorporating the idea of guidance, which is associated with nurturing.

Ngaire initially perceived her teacher self as facilitator, realist and pragmatist. The facilitator links to nurturing is again evident. Ngaire seemed very secure in her initial 'self as teacher' image with teacher as realist and pragmatist encompassing flexibility. As will be discussed later Ngaire's initial 'self as teacher' image stood her in good stead.

Frank used only one metaphor category to define his initial 'self as teacher' image. Frank presented an extremely idealistic image which, as will be explored further later in this discussion, caused him considerable difficulty. Collaborating Sfard's (1998) assertion, Frank's reliance on one affective metaphor limited his ability to adapt to the variants operating within the context in which he had to work.

The caring, helping, advising image of teacher was associated with major categories other than that of Nurturer. Teacher as leader was seen mainly in the contexts of guide, leading pupils on a journey, or as providing a positive role model. The caring, nurturing, guiding 'self as teacher' image was continued in the facilitator metaphors. First year teachers in this study initially perceived themselves as inspiring and motivating their pupils. The images were of assisting, providing scaffolding to help children learn. The Team Player metaphor category again emphasised caring, sharing and getting along with others. The teacher as a person, seeing 'self as teacher' in affective terms was prevalent. Teacher as idealist was often defined in a very affective sense. Idealists saw themselves as entertaining, befriending and generally improving the lot of their pupils (Figure 4.1). Idealists presented teacher as 'intuitively knowing' what to do.

Fourteen teachers in the study initially perceived themselves as realists and pragmatists (Table 4.1). These teachers tend to fall into two groups. The larger group consisted of Bryan, Alice, David, Gaile, Irene, Juliet, Lorna, Henry, Mary, Olivia and Tanya whose realist and pragmatist images were tempered by the

idealist images they also presented. These teachers saw themselves as being flexible and practical. They envisioned themselves as pragmatic in that activities they provided would be “hands on” and they would be flexible in terms of being able to capitalise on the moment. The practicalities of implementing this in the complex context of the classroom had not been seriously considered from the teacher perspective. From the point of view of pupil, parent, and to some degree student teacher, what they envisioned was seen as common sense. The pupils would enjoy the activities and be able to discover useful knowledge, described by Bryan as “real things”. Although these teachers perceived teacher as realist and pragmatist contributing to their initial ‘self as teacher’ image, the emphasis they placed on the impact they would have rather than on having to work within the complexities of the classroom and wider school context, demonstrates that their teacher images were dominated by their idealism. The latter illustrates what Weinstein (1989, p. 32) termed “unrealistic optimism”.

Three other teachers in the study - Diana, Ngaire, Rachel - spoke of having initial ‘self as teacher’ images of realists and pragmatists. Rachel spoke of being a little unsure of how she saw herself but did present quite strongly as nurturer, in several forms, and realist and pragmatist. Part of her uncertainty was an expression of her realism as she acknowledged that things may not be as she would like them to be. Diana and Ngaire, although recognising the nurturing, role model, guide components of their initial ‘self as teacher’ image, also saw themselves as being realists in the sense of being aware that they couldn’t change the world and they couldn’t take anything for granted. They acknowledged that the context in which they taught would have an influence in determining how they could be as teachers.

Images Under-Represented

The emphasis on affective aspects of ‘self as teacher’ was extreme. The teachers at the outset of their first year of teaching did not allude to teacher as being knowledgeable, either as having knowledge of content or of skills to manage the learning. Three teachers (Table 4.6) alluded to managing behaviour by ‘controlling’, being a disciplinarian, but no teachers mentioned knowledge of skills and strategies to manage the behaviour as a component of their initial ‘self as

teacher' image. Research both in New Zealand (Renwick and Vize, 1993) and in other countries (Bullough, 1991,1992; Graber, 1996; Nias, 1989; Mahlios and Maxson, 1995) supports the contention that initial 'self as teacher' images are perceived in affective terms where teacher self is seen as an educator rather than as a knowledge provider or scholar.

Examining the metaphors used by the teachers to define initial 'self as teacher' image reveals that they used predominantly participation metaphors. Participation metaphors present the learner as a person interested in participating in activities rather than accumulation of possessions (Sfard, 1998). Participation metaphors relate to the affective aspects of teacher self. Absent from the descriptions of initial 'self as teacher' images were acquisition type metaphors. Acquisition metaphors describe acquiring knowledge, the accumulation of knowledge by learners. The learners claim ownership of the knowledge gained (Sfard, 1998). Supporting the findings of other research (Bullough, 1991,1992; Graber, 1998; Nias, 1989) the teachers in this study did not, initially, perceive handing on, or providing knowledge as being a significant component of their teacher image. Teacher image was not accorded academic focus. As mentioned above, the teachers tended to view themselves as 'intuitive knowers'. Knowing in the sense of knowing instinctively what to do. The following section of Kate's narrative is indicative of how the majority of the first year teachers in the study initially perceived their role as knowledge providers.

I don't think I saw myself as a giver of knowledge as such. I saw myself creating an environment in which children would have the best opportunity they could to learn, but more creating the environment than actually giving the knowledge (Kate).

Gender

The results indicate that gender did exert some influence on the initial perception of 'self as teacher'. A breakdown of the results regarding initial 'self as teacher' image as nurturer (Table 4.3) show that although an equal percentage of males and females saw themselves as nurturers, there were some differences in the way the nurturing role was envisioned by each gender. Seventy five percent of females

spoke of nurturer as carer or security provider compared to 40 percent of males. Two reasons can be suggested for this. Firstly, the situation reflects the traditional gender roles of males as breadwinners and females as homemakers (O'Neill, 1996). Traditionally it is females who are assigned the roles of caring, providing emotional security and comfort while male roles are identified as authoritative, controlling and competitive. Secondly, males may feel uncomfortable demonstrating caring interest and or getting physically close to pupils, as they are aware that due to recent media attention in New Zealand to sexual abuse of children by males, behaviour of male teachers is closely scrutinised by many parents and caregivers.

Associated with the notion of gender roles is the image of male role model presented by three (30%) males. These men were highlighting two aspects of the current wider educational context for many pupils. In New Zealand primary schools there is a significant teacher gender imbalance. Female teachers outnumber males teachers considerably. As at March 1999 there were 16,959 female teachers and 2,639 male teachers employed in New Zealand state primary, including intermediate, schools (Ministry of Education, 2000). Over the last decade in New Zealand family structures have become more varied. The proportion of New Zealand families consisting of two parents with children declined from 53.2 percent in 1986 to 44.9 percent in 1996. There are increasingly more solo parent families. In 1996 one parent families made up 28.3 percent of all families with children and in 83.1 percent of these the mother was the sole parent (Statistics New Zealand, 1998). These factors may be contributing to the situation where girls are increasingly improving academic achievement while boys academic performance, as a group, is not improving. Statistics for school leavers during 1998 show girls are more highly represented in all groups who attained some formal qualifications (Ministry of Education, 2000). In the light of these prevailing societal trends the male teachers felt that they had a responsibility to provide what they considered appropriate male role models that inspired boys to create positive male images, enhance their self-esteem and do well at school.

Supporting the theme of traditionally perceived gender characteristics influencing the construction of self image are the results from this study finding no males holding an initial 'self as teacher' image of teacher as team player. Several researchers and theorists (Fullan & Steigelbauer, 1991; Stewart & Prebble, 1993) have posited that collaborative and cooperative ways of working and leading are more often employed by females. Males tend to favour independent more competitive working structures. The argument that females have a greater tendency to collaborate and cooperate can be useful in understanding why a higher percentage of females than males initially perceived teacher as pragmatist and or realist. It is probable that societal gender norms have served to position some of the teachers in this study to take on particular images.

Life Experience

Although the results indicate that generally, life experience, expressed as time since leaving secondary school, had limited influence on initial 'self as teacher', images held by the first year teachers in this study, specific life experiences were significant. As was indicated earlier, it was the experiences of schools and teachers, whether as pupil, parent, or student teacher that were influential in the formation of 'self as teacher' image. Similar percentages of people from both life experience groups used metaphors from the Nurturer, Facilitator and Idealist Categories to define their initial 'self as teacher image.

The image of controller was more frequently expressed by younger teachers in the study than those with more life experience. For some teachers in the less life experience group the societal perception of authority being associated with maturity was realised in the initial 'self as teacher' image of teacher as controller. These teachers perceived that pupils could see them as lacking authority and therefore the teachers needed to have control and be in control.

Those with more life experience were more likely to see team member as contributing to their initial 'self as teacher' image. This group of first year teachers would have been exposed to, and had more opportunities to work in, team situations and could possibly be more aware of the benefits that this can afford.

The potentially increased range of experiences that those with more life experience had encountered provided many within this group with situations when their ideals had had to be compromised. This could possibly account for more first year teachers in the more life experience group presenting teacher as realist as a component of their initial 'self as teacher' image. Nevertheless, the results show that a similar percentage of those with less life experience as with more life experience utilised idealist metaphors in defining their initial 'self as teacher' image. These results support the contention that these initial images were perceived from the perspectives of pupil, parent or student teacher and were developed from what appeared ideal from those perspectives.

The results indicate that the majority of teachers in the study began the first year of teaching situated outside the teacher perspective. They had not got 'inside' the teacher role. As these first year teachers took on the full responsibility of teacher, the complexities of the classroom, school and wider school community, presented a reality check. A number of factors supported or challenged the initial 'self as teacher' images they held.

Factors That Had Impact on Initial 'Self as Teacher' Image

The 'reality check' that confronted most of the first year teachers in the study, when they stepped across into the role of teacher with full responsibility for a class of children, was evident in the emphasis given to factors that caused difficulties. The idea of first year teachers finding the reality of the teacher role differing from what they had imagined is borne out by other studies (Dooley, 1998; Cole & Knowles, 1993; Khamis, 2000 Thomas & Kiley, 1994; Veenman, 1984). Although the teachers acknowledged several factors that positively influenced their initial 'self as teacher' image their stories were dominated by factors that challenged this image. This finding bears out Claxton's (1989) assertion that beginning teachers are inclined to focus on negatives. They wish to appear effective and efficient and if they perceive that they are not, they feel incompetent.

Factors that had an impact on 'self as teacher' image during the first year of teaching clustered into the five categories of School Culture, School Organisation Structures and Procedures, Classroom Management Issues, Personal Issues, and Preservice Training (Figure 7.1). In line with the findings of several researchers (Bullough, 1991, 1992; Flores, 2001; Goodlad, 1984; Kozol, 1991), preservice training was not perceived as having a positive influence and did not feature directly in any of the narratives in a positive sense. The teaching experience component of preservice training was indirectly referred to by the majority of the teachers as being the most relevant. According to the teachers in the study, and echoed in other research (Carpenter & Byde, 1994; Partington, 1997) teaching experience was when the 'real' learning about teaching took place. From the perspective of student teacher and newly appointed first year teacher, their predominantly humanistic images of teacher could only be learnt and understood within the teaching experience context.

Positive Impact Factors

Positive factors highlighted by the teachers fell within the four categories of School Culture, School Organisation Structures and Procedures, Classroom Management Issues, and Personal Issues. As depicted in Figure 7.2 the first three of these categories interlinked, each one influenced and related to each of the others. A positive, inclusive school culture promoted and implemented effective school organisation structures and procedures for first year teachers which enhanced and facilitated management of classroom issues. These three categories collectively interacted with and influenced, and were influenced by, factors contributing to the Personal Issues category.

A common theme of support, reassurance, and confirmation of teacher self was evident in all the positively influencing factors forwarded by the first year teachers. The factors of Principal, Mentor Teacher, and General Feeling and Tone of the school, within the School Culture category were all about the contributing factors

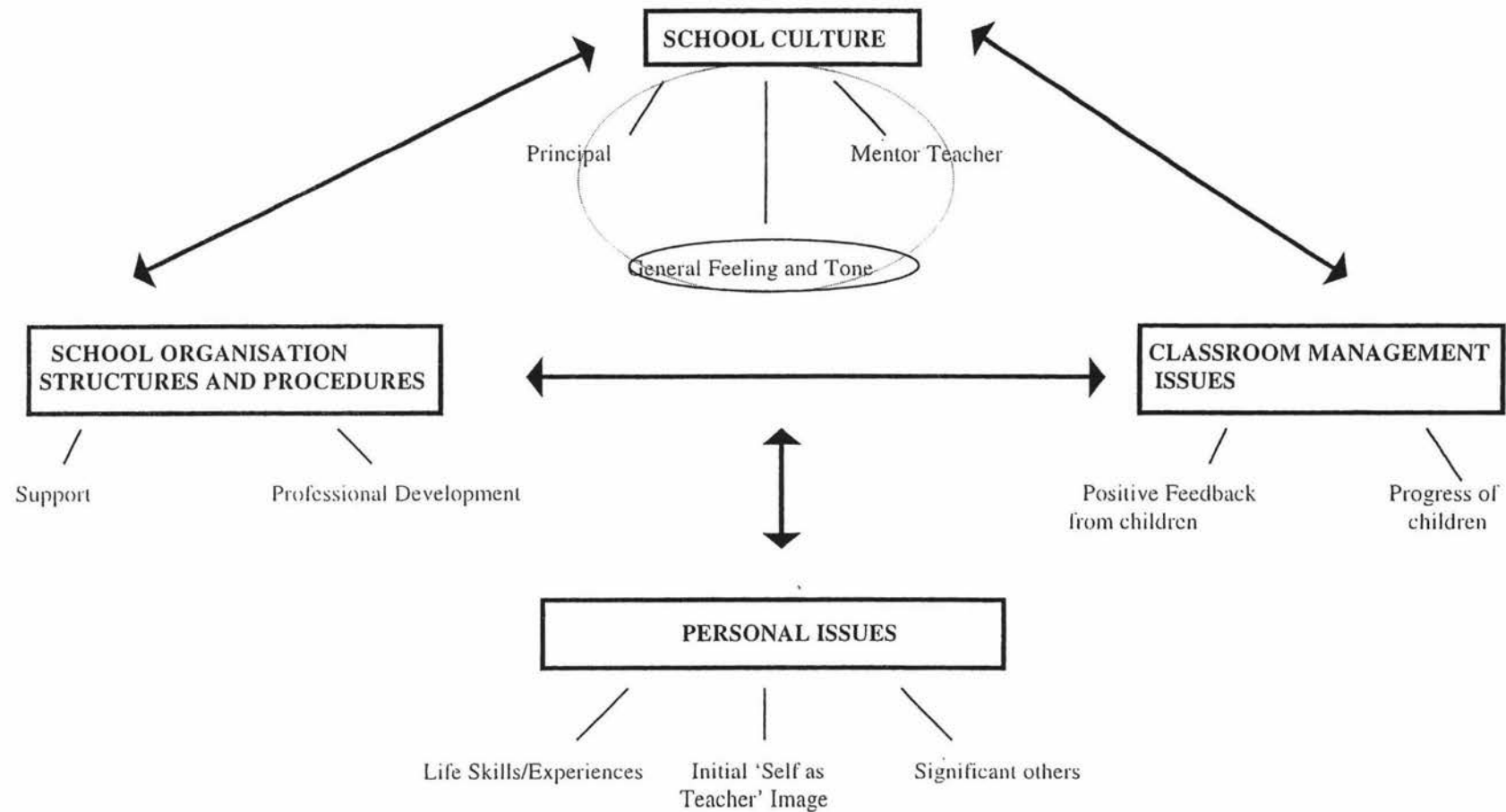


Figure 7.2 Inter-relationships between Categories Having a Positive Influence on 'Self as Teacher' Image

being supportive, helpful, inclusive, and reaffirming. These same influencing factors were revealed in the Renwick and Vize (1993) New Zealand study. The first year teachers felt they were treated as professionals and their contributions were welcomed and valued. Confirming the contention of Claxton (1989) the results of this study demonstrate that supportive and affirming principals, mentor teachers and school cultures, encourage first year teachers to seek advice without feeling unfavourably judged for doing so.

The support theme is reiterated in the School Organisation Structures and Procedures category. Professional development that guided the first year teachers, built upon existing knowledge and understandings and assisted the development and extension of effective skills and strategies, provided the support to permit the first year teachers to integrate into the school context. Support within the Classroom Issues category was realised in the form of affirmation from positive feedback from pupils and the progress that pupils achieved, aspects apparent in the Renwick and Vize (1993) study.

The support theme continued in the positive influence from factors contributing to the Personal Issues category. Particular life skills and experiences were seen as helpful and assisted the carrying out of the teacher role. Support from and of significant others - especially mothers, family members, friends, and teachers outside the immediate school context – were presented as having a positive impact on ‘self as teacher’ image. The context of the teachers’ lived experiences in their personal domain interplayed with the lived experiences of the school context.

The perception of three teachers in the study (Diana, Ngaire, and Pania) that their initial ‘self as teacher’ image was a positive factor also echoed the support and affirming theme. These teachers saw their initial ‘self as teacher’ images as being sufficiently flexible and realistic to support them when they were faced with difficulties.

Gender

Results indicate that male teachers tended to more frequently reference positive factors in their stories. The positive influence of, and from, their own accumulated skill was evident in the narratives of half the males in the study. The historical stereotyping of gendered society (James & Saville, 1989; O'Neill, 1996) suggests that males are competitive, independent, have authority and power and technical competence (Gilbert & Taylor, 1991). According to research carried out by Spencer "men are assumed to possess any necessary competence until such time as they demonstrate otherwise, but women need to most positively establish the fact of their competence before this will be recognised" (Spencer, 1978).

The male teachers, positioned to promote a sense of security in their own skills and abilities, were inclined to be content to work independently and rely on their own resources. However, as will be explored later, gender identity is now viewed as more complex than traditionally perceived (Coffey, 2001). The expectation that male first year teachers would 'naturally' cope and be competent presented problems to some of these teachers. Females, traditionally situated as dependent and feeling that they had to prove their competence in the public sphere (Apple, 1986) usually prefer to work in collaborative nurturing conditions. Positive influences raised by the female teachers were related directly to factors that enhanced their inclusiveness and feeling of self-efficacy.

Life Experience

Overall, life experience, operationalised as time since leaving secondary school, did not feature as a major factor in the frequency in which factors that enhanced or confirmed 'self as teacher' during the first year of teaching were raised. What did feature was the influence of particular experiences, especially those associated with parenthood and the exposure to a range of interpersonal relationships. The accumulated skills from these experiences were considered to enhance 'self as teacher' image. This confirms the thesis that for most first year teachers their self images and concepts of classroom practice within the wider school context, are based on their experiences as pupils, parents and student teachers. It is the personal history related to the aforementioned that is the life experience that has

the most relevance (Brownlee, et al, 1998; Butt, et al., 1992; Cole & Knowles, 1993; Tobin, et al., 1994.).

Decile Rating of School.

Results of this study showed that the dominant affirming and enhancing factors varied according to the decile rating of the school of employment. Principals were more frequently reported as positive and supportive in low decile schools whereas teachers employed in middle and high decile schools saw mentor teachers as most positive. This suggests that maybe high decile schools are generally more hierarchical. The principal manages and oversees and the mentor teachers are expected to take full responsibility for the first year teachers' induction and development. In low decile schools, although the principal is the manager, maybe differing circumstances promote a more 'hands on' approach in the induction and development of first year teachers.

The 'reality check' referred to earlier is graphically illustrated by the range and high frequency of factors that teachers in the study presented as challenging, undermining or shattering their 'self as teacher' image. The events, situations, and everyday practices that the first year teachers had to integrate into and make meaning of, in their teacher role appeared overwhelming to the teachers in the study.

Negative Impact Factors

Negative impact factors revealed as the teachers told their stories fell within the same categories as the positive impact factors (School Culture, School Organisation Structures and Procedures, Classroom Management Issues, and Personal Issues) and the additional category of Preservice Training. As illustrated in Figure 7.3, there exists complex inter-relationships between these categories. The three categories directly related to the school context (School Culture, School Organisation Structures and Procedures and Classroom Management Issues) form a triad. Each category influences and interacts with the other. A factor or factors

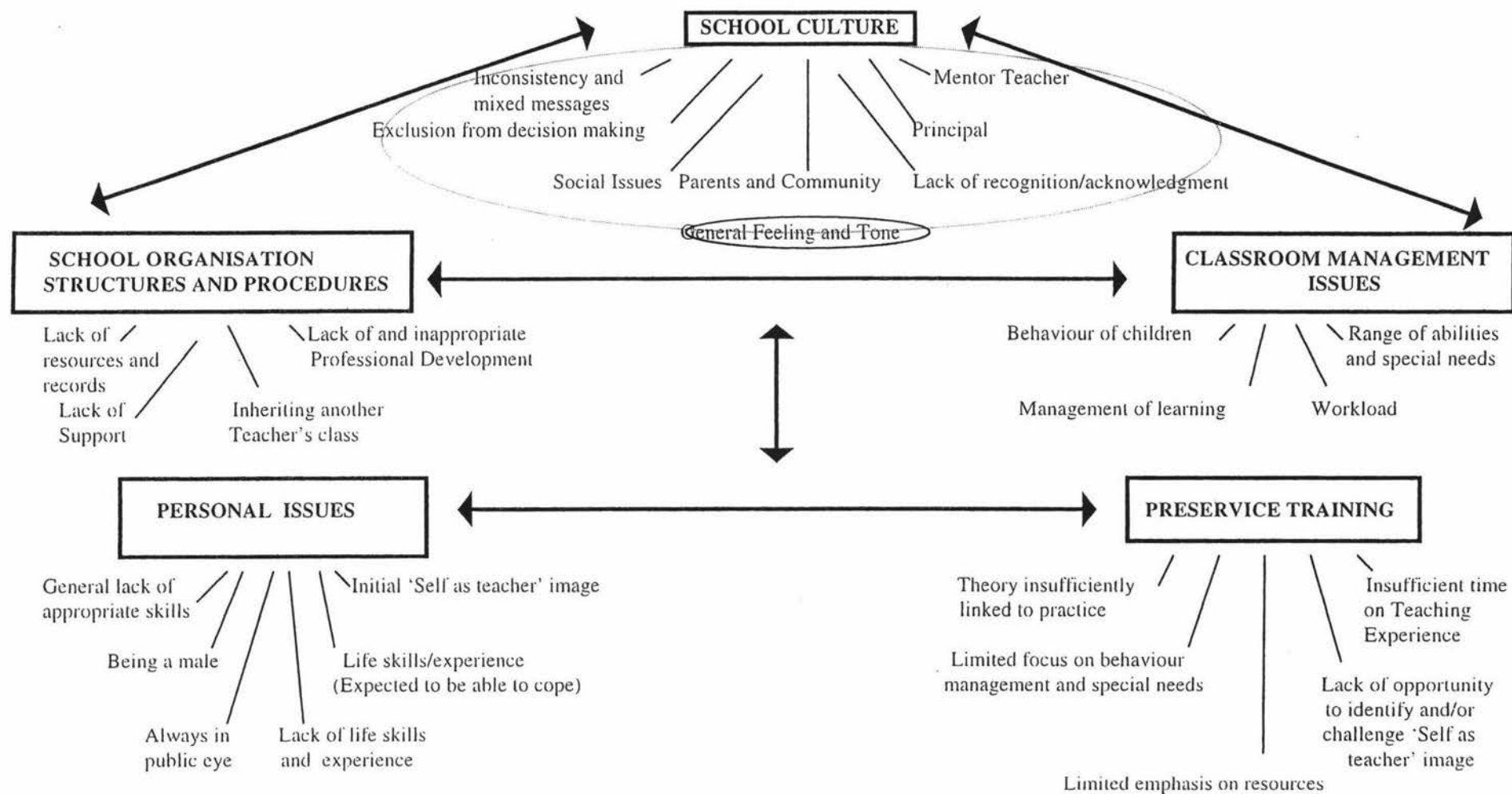


Figure 7.3 Inter-relationships Between Categories Having a Negative Influence on 'Self as Teacher' Image

from one of these categories has a flow on effect or consequence with a factor or factors from each of the other categories of the triad. The two categories beyond the immediate control of the school (Personal/Outside Influences and Preservice Training) interact with and influence each other. In addition there is a two-way interaction between this dyad and the school triad. This complex inter-related system accounts for the very high percentage of teachers whose stories recalled factors from all categories that had negative impact on their 'self as teacher' image.

Common threads were evident in the factors presented that had challenged, undermined or shattered the first year teachers' 'self as teacher' images. Lack of appropriate skills featured dominantly. Underpinning all factors were insufficient support, manifested in a variety of ways, feelings of exclusion, and not being valued and acknowledged for contributions, all aspects linked to the understanding of, and adapting to, the politics of the school.

Insufficient Support

Insufficient support was a thread woven through the negative influencing factors in all categories. Principals and mentor teachers who appeared dismissive, too busy and expected the first year teacher to 'get on with the job' in the manner expected by the school, undermined the teachers' 'self as teacher' image. Many school cultures were perceived as emitting inconsistent or mixed messages, excluding first year teachers from decision making, and failing to recognise and acknowledge the work of first year teachers. All teachers, but particularly first year teachers, want and need to feel included and have their work acknowledged, not just to be noticed when things are not going so well (Claxton, 1989). In a study by Cameron and Grudnoff (1993) New Zealand school principals posited that first year teachers needed to work at getting along with colleagues and be aware of how they slotted into the school culture. These principals contended that first year teachers generally tended to think that their ideas and principles should take precedence over those of the school. The first year teachers in the present study claimed that they needed guidance and support to understand and integrate into the culture of the school. This suggests that communication between management, other staff and the first year teachers needs to be open, honest and informative.

Lack of, sketchy, or inadequate policies and organisational structures, coupled with inappropriate professional development were factors voiced by teachers that challenged teacher self. In line with other research many of the teachers considered schools were remiss in establishing adequate structures to support first year teachers to constructively interact with parents and the wider school community (Brock & Grady, 1997; Bullough 1992; Bullough, Knowles & Crow, 1992; Renwick and Vize, 1993; Schoonmaker, 1998). Undermining 'self as teacher' image and presenting difficulties to first year teachers was the lack of supportive structures, or inconsistently maintained structures, in many schools. Supportive and consistently maintained structures and procedures help first year teachers deal with inappropriate pupil behaviour, societal issues that impinge on pupils' ability to learn, and the range of abilities and special needs of pupils, all negative impact factors forwarded by the teachers in the study and confirming the findings of other research (Brock & Grady, 1997; Bullough, et al., 1992; Kuzmíc, 1994). Although New Zealand schools employing first year teachers are responsible for their ongoing training and support (Teacher Registration Board, 1997) and receive a point two staffing allowance to assist the implementation of this, it is apparent from the stories of the first year teachers in the study that in many cases this is not adequately carried out. These findings support the common assumption reflected by Howey (1996) that the formal aspects of learning to teach and taking on the teacher role, are often seen as being completed upon graduation from preservice training and there is limited support in many schools to continue teacher training in the early formative years of classroom teaching. Specifically planned programmes of development focussing on specific needs of the first year teacher and effectively utilising the point two allocation in a variety of ways is pivotal to fostering first year teachers' professional growth.

Managing challenging behaviour was a major issue for the first year teachers. The teachers' stories revealed that they were unconsciously adhering to the belief that pupils would be like they themselves had been at school, an observation also made in the research of Widden, Mayer-Smith and Moon (1998), and so would be motivated and inspired to learn and behave in a compliant manner. The teachers had not examined this belief that informed their 'self as teacher' image and

therefore for many of them they were not prepared for some of the challenging behaviour they encountered.

Overwhelmingly high workloads, including excessive paper work and responsibilities additional to those of their classroom, were not congruent with and challenged, initial 'self as teacher' images. From the perspective of student teacher, the teacher role was seen as busy, encompassing planning and preparation, but much of the paperwork and additional school wide planning, and organisation that classroom teachers are involved in was carried out by associate teachers and not obvious to student teachers. Structures and procedures that were perceived to hinder rather than spread workloads was further evidence of insufficient support within the school context. An Education Review Report, (Education Review Office, 1999) confirms this observation. They report that schools gather a great deal of information that is not useful to them and is not used by them. From the first year teachers' perspectives these procedures were obstacles impinging on their ability to be the type of teachers they wished to be. The first year teachers had limited knowledge of the organisational realities of schools and in Blase's (1985) terms were organisationally illiterate. This finding adds weight to Flores (2001) proposition that structural and organisational factors of the school community need to be accorded greater importance if a culture conducive to effective development of beginning teachers is to occur.

Aspects of preservice training continued the insufficient support thread. The first year teachers generally felt that their preservice training had ill prepared them for the realities of the full responsibility of classroom teacher. This sentiment is echoed in the work of other writers (Flores, 2001, Tatto 1998,). Much of what was presented during preservice training appeared to revolve around theory. The emphasis is on teaching how to teach, students are not helped to come to terms with themselves as teachers (Cole & Knowles, 1993). Research suggests that concepts and ideas that are presented during preservice training are filtered through the beliefs and assumptions that underpin 'self as teacher' image (Bullough, 1991,1992; Crow, 1987). If the ideas presented do not match or sit uncomfortably

with the generally naive beliefs of the student teachers, they are usually dismissed as irrelevant. To student teachers the theory often seems impractical.

Initial 'self as teacher' images can present barriers to effective integration of theory. If the latter is to be achieved student teachers need to be given ample opportunity to identify what beliefs and assumptions they hold about teaching and learning. They need to be able to identify the origins of these beliefs by talking through the experiences that gave rise to them and examine the practicalities of these beliefs from other perspectives. As little opportunity is afforded student teachers to carry out personal narratives to uncover the perspectives that drive their beliefs most first year teachers are not prepared for the working realities, the complexities of being a teacher within the wider school context.

Lack of Appropriate Skills

Considerable blame was attributed to preservice training, by the first year teachers, for not equipping them with appropriate skills to deal with the negative impact factors they encountered, particularly behaviour of pupils and curriculum and resource knowledge. New Zealand principals contend that many first year teachers are not sufficiently versed in, or able to implement, effective classroom management skills, basic administration tasks, and curriculum knowledge (Cameron & Grudnoff, 1999). This contention fails to acknowledge that first year teachers are still in training and the schools have a responsibility to provide appropriate training and professional development for the first year teachers they employ (Teacher Registration Board, 1997). Assistance to develop understanding of organisational structures and administration tasks, and support and guidance in classroom management should be essential elements of first year teachers' professional development programmes. The first year teachers' assertion that they lacked the above skills demonstrates incongruities with the findings that no teachers in the study forwarded teacher as knowledgeable, as part of their initial 'self as teacher' image. Rather they promoted the idea of 'intuitive knower'. From the perspectives and experience of pupil, parent and student teacher, teachers just helped and guided children to discover 'knowledge' for themselves; teachers intuitively know how to do this. The realities of the school context demonstrated

that intuitive knowing was not sufficient. Much of the everyday reality of teaching is disordered and unstructured (Kupferber, 1996). Effective teachers do not just react to everyday events that arise. Teachers do need to be able to respond quickly and often intuitively. However the knowledge that informs effective, intuitive, response in unexpected classroom situations is not intuitive knowledge. Teachers need to reflect - in - action and reflect - on - action (Schon, 1983) but in order to do this they need to possess content knowledge encompassing an understanding of the historical, social, and political contexts in which schools operate and implement the curriculum, knowledge of concepts and principles that underpin effective practice, and a range of strategies to apply to varying situations.

Educational Reform in New Zealand

Aligned to the common threads woven through the negative influence factors discussed above, is the impact of two phenomena. Firstly, the market driven, accountability model that has to an increasing degree been imposed on New Zealand Schools (Codd, 1998) and secondly, the high occurrence of curriculum change and development that schools have had to accommodate over the last decade.

The market orientated model was an outcome of changes suggested in the 'Administration for Excellence Report' (Department of Education, 1988), commonly referred to as 'The Picot Report', the precursor to 'Tomorrow Schools' (Lange, 1988). This model splits the management from the workers (Apple, 1986). Management - principals and senior teachers - tend to become more concerned with organising and in some cases controlling, basic scale teachers - the workers - rather than interacting with them as people. First year teachers in this study generally expected that their principals and senior teachers would be more humanistic than the market model proposes. The accountability aspect of the market model is often incompatible with the democratic, interactive, humanistic approach favoured by most first year teachers (Widden, Mayer-Smith, & Moon, 1998) and evident in this study. Most decisions are made at management level and what is to be taught and assessed is specifically prescribed.

Although first year teachers were aware of the reforms, the reality for them as classroom teachers, was not realised until they were in the full teacher role. The consequences of these two reforms have been far reaching on teachers generally (Codd, 1998). A New Zealand study (Livingston, 1993) showed workloads had increased dramatically. Increased workloads has meant mentor teachers and other teaching colleagues are all under pressure and frequently do not have the time to assist, guide, or spend time talking through concerns adequately with first year teachers. Experienced teachers have to learn about and adapt to newly introduced curriculum and may not feel sufficiently competent or confident in their implementation to be advising the first year teachers. Additionally experienced teachers may perceive first year teachers, having recently graduated from preservice training, as possessing a greater understanding of new curriculum documents than they do themselves and therefore feel threatened. The reaction to the latter is to not offer assistance, which the first year teachers may construe as being excluded by their more experienced colleagues.

Gender

Although, generally, gender was not a major determining influence regarding the likelihood of some factors having more of a negative impact on one gender rather than another, the influence of social and historical contexts was again evident in some of the negative impact factors forwarded by the teachers. Several male teachers felt that it was expected that they would be able to manage challenging behaviour of pupils, they would not need to be supported emotionally when things weren't going well, and they would be able to work independently. The implication was that these males teachers, and others within the immediate and wider school contexts, perceived that it would be a sign of weakness if the male first year teachers sought help. This is a reflection of the traditionally held societal notion that males are authoritative, strong, competitive, independent, and technically able. (James & Saville-Smith, 1989.) Therefore several of the males in the study revealed in their interviews that they presented a public 'self as teacher' image that was not necessarily how they privately perceived their teacher image or how they were coping in reality. The results show that 80 percent of the female first year teachers presented managing challenging behaviour as a negative

influence on 'self as teacher' image, but 90 percent of the male first year teachers found dealing with pupil behaviour difficult. The male teachers were still positioned by traditional societal norms and felt pressured to cope on their own rather than to be seen as in need of help.

The above situation demonstrates that although there is a growing awareness that gender identity is complex, shifting and contradictory (Coffey, 2001), many traditional ideas to do with gender stereotyping linger within the immediate and wider school contexts. What needs to be acknowledged is that male and female teachers may both experience powerfulness, control, technical proficiency, and powerlessness, lack of control and technical ineptness.

The issue of male first year teachers being especially conscious of their proximity to children was alluded to earlier. Thirty percent of the male teachers in this study specifically recounted the added pressure they felt society has placed on male teachers. The latter is largely as a result of heightened attention to some incidents of child abuse by males generally and a few specific incidents involving male teachers (Jones, 2001). The male teachers spoke of having to be constantly aware of how their interactions with children may be construed by others. Society tends to categorise men as a homogeneous group. As some men have abused children, all men are under suspicion. Male teachers who emphasised this in their stories, were unable to interact freely with pupils and be the type of teacher prescribed by their 'self as teacher' image. Nurturing and caring male teachers are aware of how they would like to be but they know what they cannot do (Benton-Decorse & Vogtle, 1997).

Life Experience

Life experience, expressed as accumulated experience and maturity by many in this study, did not play a major determining role but did have some influence, in the events or situations that challenged or undermined 'self as teacher' image of the first year teachers. The common societal assumption that life experience, maturity, equips people to cope in most situations, often positioned people in the more life experience group in such a way that other staff members assumed that they would

be able to just get on with the teaching role. Unconsciously colleagues tended to not place the older first year teachers in the same category as younger first year teachers. Frequently the older first year teachers found they were not offered support to the same degree as their younger counterparts, and because they perceived that they should be able to cope, they were reluctant to seek help.

Earlier it was illustrated that it is specific experiences, experiences within particular social and historical contexts, which shape beliefs and inform behaviour. Parenting, occupational and relationship skills were useful but regardless of this the older first year teachers were still faced with the same challenge as the younger teachers of adapting to the teacher role from inside the perspective of the classroom teacher within the wider school context. During the course of the narrative interviews 88 percent of the younger, and 77 percent of the older first year teachers came to the realisation that aspects of their initial 'self as teacher' were challenged by the reality of being teacher within the complexities of the school community. Again evidence that it is mainly beliefs developed through the lenses of pupil, parent and student teacher that fashion initial 'self as teacher' image and inform the first year teachers' behaviour.

Decile Rating of School

In most of the negative impact categories the decile rating of school of employment was not a determining factor. Generally, high percentages of first year teachers employed across the range of decile rated schools were challenged by factors from each negative impact category. There was evidence that the factors causing difficulties were experienced differently, according to the decile rating of the school. In high decile schools parent interaction was sometimes intimidating. Parents had high expectations of their children and of the school. They were confident in their approach to the first year teachers and frequently were well informed on educational matters. Several of the first year teachers in the high decile schools felt they were inadequately prepared for these interactions and the school provided limited support. In lower decile schools the first year teachers felt working to establish a working relationship with parents was difficult. Some of the first year teachers saw this as parent apathy. They were viewing the situation

through the lenses of their own experiences. They had not considered, and the school had not helped them to understand, that for some of these parents the school environment was threatening and they felt inadequate within it.

Managing behaviour of children was evidenced as challenging in the narratives of teachers employed across the range of school decile ratings. However as the world and culture of the school can often be at variance with the world and culture of the home for many children in low decile schools (Bourdieu, 1986) managing the behaviour of these children required an extensive range of skills and strategies. Teachers employed in low decile schools felt that, in the main, the school organisational structures and procedures did provide support, although in varying degrees.

The impact factors discussed above exerted a strong influence on the shaping of the first year teachers' practices and attitudes - their 'self as teacher' image. As the teachers in the study became situated inside the role of classroom teacher, the events and situations they encountered interacted with their initial 'self as teacher' image. Some of these initial images were more conducive to coming to terms with the reality of the wider school context but others presented barriers to the effective functioning of their owners as part of the school system. The narratives demonstrated that as the teachers interacted with the realities of classroom teacher within the wider school community they sought personal metaphors to define their evolving perception of 'self as teacher' (Figure 7.1).

Emerging and Evolving 'Self as Teacher' Images

It has been suggested (Claxton, 1989) that beginning teachers with their high, often very idealistic, expectations are particularly prone to focus on aspects of their work they would wish to minimise or remove, or that challenge their 'self as teacher' image. This could account for the negative picture presented in the narratives of the teachers in this study as they negotiated the complexities of their first year experiences and attempted to make some coherence of emerging and evolving

sense of 'self as teacher'. Renwick and Vize's research (1993) although revealing many challenging factors similar to those of this study, stated that first year teachers in their study commented that their confidence increased as the year progressed and no teachers claimed that their confidence had decreased. The study which is the subject of this discussion showed that many of the first year teachers went through times when their confidence was undermined and challenged. For most they were able to work through this and were able to rebuild confidence in their 'self as teacher'.

Range of Metaphors Describing Stages of Development

Although the emerging images were predominantly negative, it was evident, that in the main, the first year teachers were wrestling with coming to terms with the realities of the classroom. 'Self as teacher' image played a major role in determining how the first year teachers navigated the complexities of the wider school context. Some managed to do this more effectively and moved on more rapidly than others.

Brock and Grady (1997) advocate that first year teachers move through stages in their professional development. This study indicated that this is true of New Zealand first year teachers (Figure 7.1). However the development of teachers in this study was not even. It was influenced by the initial 'self as teacher' image held by individual teachers and the contexts in which the teachers worked (Figure 7.1). As was found in other research (Lundeberg & Fawer, 1994; Schoonmaker, 1998) the 'self as teacher' image held by the teachers in this study provided models for action and influenced how they interacted within the school context.

Relationship Between Initial 'Self as Teacher' Image and Stage of Development

The metaphors the teachers used to define images emerging in their first year of teaching can be related to various stages of integrating teacher self with the contexts in which they operated (Table 7.1). The metaphors employed to describe

the emerging and evolving ‘self as teacher’ images frequently communicated the tension existing between what the first year teachers had initially perceived they would be as teachers and what they actually experienced.

Table 7.1

Metaphors and Stages of Professional Development

<u>Stage of Development</u>	<u>Metaphors Describing ‘Self as Teacher’</u> <u>Image</u>
Focus on Self (Rigid, struggling to integrate ‘self’ and realities of the school context)	Inadequate/ Desperate Outcast Victim Prisoner
Focus on Teaching and Related Tasks (Strategically compiling to accommodate reality- compromising)	Worker/ Subordinate Controller Survivor
Focus on Impact on Students (Attention to the complexities of teaching, trying out new strategies, taking risks)	Nurturer Leader Moving into Realist and Pragmatist
Focus on Integrating Skills and Strategies (More democratic, child centred, flexible, developing a patchwork of metaphors)	Nurturer Leader - incorporating Facilitator Realist Pragmatist

The metaphors, as shown in Table 7.1, can be grouped to correlate with the four stages of development suggested by Brock and Grady (1997). Although these are depicted as separate stages evidence from this study demonstrates there is much overlapping between them. Generally the teachers do not fit precisely within one stage. However, beyond the perimeters of this study, it is probable, that in new and

different contexts teachers may, at times, feel and exhibit behaviours characteristic of earlier stages, as they integrate 'self' with the new contexts.

The teachers' narratives illustrated how the initial 'self as teacher' image they held influenced the way they responded to the contexts in which they were placed and were more or less conducive to allowing the teachers to be effective and affirmed in the teacher role. As the end of the first year of teaching drew nigh, some teachers in this study were still mainly at the first stage of development as described in Table 7.1. Others had progressed comparatively rapidly and were well on the way to integrating 'self as teacher' with a range of appropriate skills and strategies that were appropriate to the particular context. A discussion of the relationship between stages and images of 'self' expressed metaphorically by teachers in this study elaborates on this development.

Focus on Self

Many of the teachers in the study alluded to feeling inadequate, outcasts, victims and prisoners (Table 6.2) as they reconciled the realities of the wider school context with their teacher self. This was a process of struggling to integrate into the school culture, become familiar with structures and procedures, and understand the overt and covert politics of the school community.

The feelings of isolation, inadequacy, victimisation and imprisonment were usually worked through as the first year teachers developed ways of coping with the politics, structures, and culture of the school context. However for some teachers in the study, consistent with findings of overseas studies (Bullough, 1992; Bullough, et al., 1992; Carpenter & Hyde, 1994; Provenzo, et al., 1989) their insecure, confused or conflicting initial 'self as teacher' image focussed on tensions between students and teacher, teacher and colleagues, and teacher and the wider school community. These first year teachers reacted to the school context and defined themselves how they perceived others saw them. They became isolated, victimised and felt imprisoned, as they were unable to create a context that mirrored them interacting in a way conducive to their initial 'self as teacher' image. Frequently, these teachers presented a paradox. They felt imprisoned and wanted

freedom but they needed support and structure in order to move forward. As these teachers neared the end of their first year of teaching their 'self as teacher' images were rigid. Supporting the contentions of other writers (Bullough, 1991; Knowles, 1992), these teachers' very narrow focus on 'self' precluded them from considering 'self' in relation to the school context in which they interacted. They had not identified incongruities that would provide the basis for professional development to reconstruct 'self' accordingly. They were battling to come to terms with the realities of the wider school context.

Frank- an example of a first year teacher at focus on self stage.

Frank's initial 'self as teacher' image was extremely idealistic (Table 4.1). He presented initial 'self as teacher' image as teacher as fun maker and entertainer. He pictured his classroom as a place of fun, laughter and excitement. The realities of the school context undermined and shattered this idealistic and altruistic image dramatically. In his struggle to integrate 'self' into the realities of the school context he employed a range of metaphors focussed on 'self' to define 'self as teacher' (Table 6.1). He spoke of being inadequate, desperate, a victim, a prisoner and a worker and subordinate. His story revealed that as well as being all of the above he tried to be a nurturer and leader but with limited success. As he was wrestling to come to terms with 'self' he was unable to move onto coping with the teaching tasks or focus on the individual needs of students. At the end of the third school term of his first year of teaching, Frank's 'self as teacher' image was still shattered. He was not able to move forward as he had not found a way of integrating 'self' with the reality of the context in which he worked.

Focus on Teaching Tasks

Concern for 'self' continued for most of the teachers in the study but moved on to be coupled with concerns associated with the wider teaching role. Teachers as worker, subordinate, controller and survivor were expressions of teachers striving to manage the overwhelming range and intensity of tasks related to the job. This stage is conceptualised by Lacey's (1977) notion of 'strategic compliance' and reiterated in the works of Brock and Grady (1997), Bullough (1991) and Rosenholtz (1989). Many teachers in this study defined themselves as teacher as

swimmer as they developed coping strategies to survive what Brock and Grady term the 'Baptism of Fire'. More experienced colleagues felt that first year teachers were being tested, they would either sink or swim and should be left to work things through for themselves. The first year teachers, afraid of being perceived as incompetent if they sought help, retreated into adopting strategies that prevented them from drowning in the sea of demands. The first year teachers felt that their ideal 'self as teacher' image had to be compromised so they could survive the rigours of the first year of teaching. The teachers found they had limited time or opportunity to reflect on principles as they coped with the realities of the classroom and frequently their behaviour was inconsistent with that of their initial 'self as teacher' image.

Confirming the findings of Zeichner and Grant (1981), the results of this study reveal teachers at this stage as being less nurturing and democratic than they had initially perceived they would be. Rather they tended towards teacher dominated, controlled classrooms where due to pressure of time they pushed information onto pupils rather than facilitated situations to assist children to construct the knowledge. In order to meet workload deadlines they became workers complying with what was required but foregoing many of the dreams they had of 'self as teacher'. Their original unrealistic optimism was frequently fragile when confronted with the challenges of classroom and school life from the perspective of the teacher. The teachers needed to feel safe and survive before they were confident to take risks. Mirroring the findings of overseas research (Brock & Grady, 1997; Lacey, 1977; Rosenholtz, 1989; Schoonmaker, 1998) the first year teachers found their classrooms were more highly structured and teacher controlled than they initially perceived they would be.

Susan- an example of a first year teacher at the focus on teaching related tasks stage.

Many of the teachers in the study were still in the survival stage during the third school term of their first year of teaching. Some still perceived themselves as victims and or prisoners, although these aspects were abating. They were still in survival mode of workers, compliers and classroom controllers. Susan who

initially perceived 'self as teacher' as nurturer and facilitator (Table 4.1) defined herself as a bit of an outcast and then becoming more of a controller, worker and survivor as she applied herself to meeting the challenges she encountered during her first year of teaching (Table 6.1). At the end of the third school term Susan was making compromises in order to address these challenges. She was not able to behave exactly as defined by her initial 'self as teacher' image as she worked to accommodate and integrate 'self' into the realities of the school context.

Focus on Impact on Students and Focus on Integrating Skills and Strategies

The third and fourth stages have been grouped together for the purpose of this discussion because although some teachers in the study demonstrated characteristics of the fourth stage, they were mainly still focussing on the impact they had on students. As the interviews were completed by the end of the third term of the school year it is probable that some participants had moved further into the fourth stage by the conclusion of their first year of teaching.

Several of the teachers in the study, by the end of the third school term of their first year of teaching, were feeling more in control and their focus was more on the complexities of the actual teaching and learning. As more control was gained over the tasks of the wider teaching role, the first year teachers sought to uncover and analyse the underlying reasons for their behaviours. They began to identify areas of tension in relation to teacher self image and context, build upon positives and develop different metaphors to reconstruct their 'self as teacher' image (Figure 7.1). These teachers were able to pay increased attention to individual emotional and learning needs of their pupils. Their confidence was such that they ventured into trying out new strategies. They were able to be nurturers and leaders, the latter in the sense of guiding, facilitating and managing.

As these first year teachers moved towards integrating skills and strategies they were able to be more flexible. Their classrooms became less highly structured, authoritarian and teacher-dominated and moved towards being more democratic, interactive and pupil-centred environments. These first year teachers were working on integrating acquisition and participation metaphors (Sfard, 1998), creating a

patchwork of metaphors, that allowed them to develop a cohesive 'self as teacher' image that was consistent but adaptable to varying contexts. The teachers who were realists and pragmatists in perception and behaviour integrated nurturing, facilitating, managing, leading, collaboration, co-operation, knowledge acquisition, and analysis of 'self' into their 'self as teacher' image.

Ngaire- an example of a first year teacher at the focus on impact on student stage.

A number of the stories of teachers in this study showed that they had moved in to the stage of being able to focus on the emotional and learning needs of their pupils. Ngaire, whose initial 'self as teacher' image was of facilitator, realist and pragmatist, was in this third stage and moving towards the fourth stage of development at the end of the third school term of her first year of teaching. Ngaire's narrative portrays her as going through periods of feeling victimised by factors within the school context. Her story tells of her being teacher as controller as she made sense of the complexities of teaching from inside the role of teacher with full responsibility for a class of pupils and as a participant in the wider school community. Ngaire's 'self as teacher' image of realist and pragmatist promoted her ability to acknowledge that the context within which she interacted influenced how she could be as teacher. The nature of the metaphors that Ngaire used to describe how she saw herself as teacher indicate she was feeling competent and comfortable. She had developed a patchwork of metaphors that allowed her to continue to build on, enhance, and reconstruct her 'self as teacher' image which in turn informed her behaviour in a way that was appropriate for the context in which she practised.

Gender

Gender was not a major determinant of the ways wider school community contextual factors influenced emerging 'self as teacher' images during the first year of teaching. Confirming the notion introduced earlier, that females tend to prefer being part of a group and to work collaboratively and cooperatively (Fullan & Stiegelbauer, 1991; Stewart & Prebble, 1993) is the evidence in this study that females were much more likely to perceive teacher as outcast as they attempted to

integrate into the school culture. Male teachers did not appear to feel the same need to become an integral part of the existing social groups within the school context. However the males high propensity to develop teacher as leader in their emerging 'self as teacher' image could be attributed to their perceptions that they were expected to be strong male role models within school contexts which had a predominantly female adult demography.

Life Experience

Confirming the thesis that although first year teachers with more life experience were able to utilise some of these in their teacher role, they still had to accommodate to the 'reality shock' of the school context from perspective of classroom teacher. It may have been assumed that the maturity of those with more life experience would have assisted them to integrate with greater ease into social relationships with other adults within the school community. However, several of the older first year teachers spoke of feeling outcasts as they did not fit comfortably into the staff cliques of others of a similar age to themselves nor did they fit with ease into the cliques of the younger staff members.

Decile Rating of School of Employment

All teachers employed in schools across the range of decile ratings presented aspects of emerging 'self as teacher' as worker and survivor, strategic complier accommodating 'self' to the reality of the context. Although teacher as victim, prisoner, desperate, and inadequate, was also evident in the stories of teachers employed across the range of decile rating of school of employment, teachers employed in high decile schools seemed particularly to feel imprisoned and victimised. The probable reason for this situation is the high expectations and demands of parents and principals which pressured the first year teachers into behaving in ways that conflicted with their initial 'self as teacher' image. Many of the first year teachers in high decile schools quickly developed strategies to enable them to survive. As they survived they were further pressured to move onto focussing on impact on students, becoming nurturers and leaders, in order to address the expectations and demands of the parents and school management.

Summary

The initial 'self as teacher' images, defined metaphorically, and built up as a result of experiences as pupils, parents, and student teachers, and through interactions with family and significant others, in historical and social contexts, influenced the behaviour of the first year teachers in this study as they worked within the wider school context. As the first year teachers interacted with events and situations encountered, they employed different metaphors to define their emerging 'self as teacher' images. These images equate loosely with stages of teacher development. The results of this study show that some initial 'self as teacher' images are less conducive to assisting first year teachers accommodate to the realities of the wider school context from the inside perspective of classroom teacher. At the end of the first year of teaching teachers were at different stages of integrating 'self' with the context in which they operated.

The understanding of 'self as teacher', the way this image is constructed and the factors that influence this image, have considerable implications for preservice providers of teacher education and for schools that employ first year teachers. The following chapter will address these implications and forward recommendations.

CHAPTER EIGHT

IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

The previous chapter discussed how the findings of this study demonstrated that 'self as teacher' image plays a pivotal role in the professional development of first year teachers. The construction of 'self as teacher' in social and historical contexts prior to, and during preservice teacher training, and in the first year of teaching informs the behaviour of first year teachers. The implications of the latter for both preservice providers of teacher education and for schools who employ first year teachers are far reaching.

Implications and Recommendations for Preservice Providers of Teacher Education

The growing evidence (Butt, Raymond, McCue & Yamayishi, 1992; Brownlee, Dart, Boulton-Lewis & McCrindle, 1998; Cole & Knowles, 1993, 1998; Mitchell & Weber, 1999; Tobin, Tippins & Hook, 1994; Zeichner & Tabachnick, 1981) that student teachers have well established beliefs and assumptions before entering teacher training has a number of implications for preservice programmes. It was established earlier that these beliefs contribute to the 'self as teacher' images through which student teachers filter the experiences and knowledge presented in their preservice programmes. A functionalist approach, rooted in a positivist tradition which centres on the principle that student teachers will passively adapt and conform to the professional orientation presented by the preservice institution (Graber, 1996) does not best fit the findings of this research. In such an approach student teachers may hear what is presented to them but not respond and take ownership of the knowledge because they are listening to 'other voices'. These other voices are their own beliefs, their own 'self as teacher' images. Student teachers may appear to respond as they regurgitate the material back in assignments in order to pass the course but much of the material presented in training courses is

not internalised because it is not initially seen as relevant. Frequently the ideas have not been integrated to become an integral component of the student teachers' 'self as teacher' image and so are frequently seen as not really relating to the 'real world' of the classroom.

An interpretative approach based on a more progressive paradigm in which socialisation of student teachers is problematic not automatic (Widden, Mayer-Smith, & Moon, 1996), will better serve the effective development of 'self as teacher' of student teachers. An interpretative approach would acknowledge student teachers' beliefs and assumptions regarding teaching and learning. Programmes would reflect the understanding that student teachers are the major agents of their socialisation and they develop an orientation to teaching that is individual and rooted in personal experience.

Constructivism in Practice

Many preservice institutions promote constructivist learning - building on prior knowledge, including personal beliefs, concepts and ideas (Guyton, 1998) to develop new learning - as effective classroom practice. It follows that preservice educators should take greater cognizance of this approach in their own work with student teachers. Connelly and Clandinin (2000) suggest there are two ways of thinking about teacher education. They describe these by utilising two metaphors: teacher education as injection where teacher trainees are provided with what it is considered they need to know; and teacher education as construction where teacher knowledge is continually built on, constructed, and reconstructed. The findings of this research suggests that preservice teacher training in New Zealand should be based on the concept of teacher education as construction. Preservice teacher programmes should begin with what student teachers already know, rather than with the information that it is considered should be presented to them. Therefore teacher training needs to start with the beliefs and assumptions that student teachers bring with them to training. Knowledge of the beliefs and initial 'self as teacher' images their students hold, can be reflected on by teacher educators in

order to ascertain how these beliefs will interact and fit with the concepts of their programmes. Addressing issues of incompatibility can then be woven into the courses.

An example of the above is the issue of planning learning experiences for pupils. Many student teachers feel preservice teacher educators put too much emphasis on the process and documentation of planning. Often student teachers feel that documented planning is too restrictive and does not allow for studies to take, what they perceive, is their natural course. Many of these teachers see 'self as teacher' as idealist where the teacher's role is to facilitate learning in a very informal way in which pupils are all intrinsically motivated and independent learners. Preservice teacher educators need to begin with the beliefs and 'self as teacher' images held by their students. They should assist student teachers to explore the origins and contexts within which these beliefs and 'self as teacher' images have been constructed and to view these from the perspective of classroom teacher in the context of wider school community.

Narrative Inquiry

Throughout this report reference has been made to the use of narrative inquiry both as a research method used in this study and as a professional development tool for student teachers and teachers. Teachers, preservice and inservice, can talk through or write about past experiences to gain understanding of how they have been positioned in historical and social contexts, unravel teaching experiences, and explore future direction and aspirations.

Preservice education is well situated to provide a setting for uncovering and examining beliefs and 'self as teacher' images held by student teachers. Safe environments should be established so that student teachers can examine their beliefs and uncover the metaphors that define their 'self as teacher' image. Where possible, keeping student teachers in the same class group for their Professional Studies courses throughout their preservice training has the potential to assist the

development of a context in which students feel comfortable. The forming of a supportive group whereby members respect and value the experiences of each other offers a situation that is conducive to taking the risk of examining beliefs and assumptions that are often shielded from view. It is recommended that opportunities are afforded student teachers to tell their stories and engage in sessions with their peers and skilled facilitators which promote analysis of beliefs and develop strategies to confront the 'self as teacher' images held. Student teachers should be guided to develop an awareness of how particular experiences and societal assumptions position them in various ways. This would include examining how traditional social mores of a gendered society may influence the development of 'self' and thus 'self as teacher'.

Teacher educators should not impose metaphors for 'self as teacher' on student teachers. To be useful conceptualisations of teacher roles and guides to effective practice (Tobin & Ulerrick, 1989) metaphors must be constructed by the student teachers themselves. Aspiring teachers need to be assisted to uncover their own metaphors of 'self as teacher' and critically reflect on the implications for their professional practice for these metaphors. As Kagan (1992, pp. 163-164) so aptly states student teachers "need guidance to take the journey into the deepest recesses of one's self-awareness, where failures, fears, and hopes are hidden".

Some preservice providers involve student teachers in the compilation of professional journals. These could be developed to become a valuable personal tool for student teachers in the journey of understanding what their 'self as teacher' image is and in examining this in the light of current educational theory and the teaching experiences they undertake. The reflections and narratives student teachers included in professional journals could present another vehicle for revealing metaphors that provide signposts to aspects of 'self as teacher' image that are unconsciously held. The role of preservice educators would be to cue and prompt, ask appropriate questions of student teachers to ensure professional journals served the best interests of student teachers' personal and professional development.

Integrating Theory and Practice

Starting with the lived experiences of student teachers and the 'self as teacher' images they hold does not preclude exposure to, and examination of, education theory and policy, quite the contrary. Theory and policy needs to be explored in light of personal history and within the social, historical and political contexts of education in New Zealand (Snook, 1998). Student teachers should be engaged in a process of integrating educational theory with existing understandings and with their practice in classrooms rather than just having theories, concepts and knowledge presented to them. Preservice teacher educators need to make concerted efforts to acquaint student teachers with the relevance of theory and principles. Student teachers need to search into personal histories, question why particular memories appear more significant than others, explore the contexts within which these experiences were situated, and relate the resultant beliefs and understandings to the relevance from the perspective of 'inside' the teacher role. Preservice teacher educators need to guide student teachers through this inquiry, helping them link the outcomes to relevant theory and principles, internalising these to reconstruct aspects of their 'self as teacher' image. Analysing beliefs, uncovering 'self as teacher' images and working to establish greater congruence between 'self as teacher' image and theory and principles will better equip student teachers to make the transition to beginning teacher. Beginning teachers who have uncovered and examined their initial 'self as teacher' image, identified the metaphors they employ to define this image, and acknowledged the influence this will have on informing their classroom practice are better positioned to assess how their prevailing 'self as teacher' image will mesh with the context of the school community in which they gain a teaching position.

Programme Collaboration

At present, much of a teacher's preservice education is presented as individual papers. In most preservice programmes, papers such as Professional Inquiry and Practice or Professional Studies, are assigned the task of providing a vehicle for integrating the understandings presented in other papers. A move away from fragmented presentation of papers towards increased collaboration amongst staff in

preservice institutions would assist student teachers integrate educational theory (Graber, 1996). If teacher educators were aware of basic principles being taught in papers student teachers were taking concurrently, links between the concepts and theories being addressed in these papers could be made. This would promote a more cohesive, holistic understanding of principles and theory underpinning effective teaching and learning.

The Student Teacher, Preservice Provider, Teaching Experience Provider Triad

Effective integration of theory and practice with 'self as teacher' image requires an interactive relationship between the student teacher, the preservice training provider and the providers of teaching experience in schools. Each member of the triad needs to be fully informed of their role and work cooperatively, pursuing similar agendas whereby student teachers are guided to synthesise the craft knowledge of practising teachers and the systemised, conceptual knowledge of theories (McIntyre, 1990).

Preservice teacher education can ease the 'reality shock' for first year teachers by helping student teachers understand the complexities, procedures and encompassing cultures of the wider school contexts. In part this could be addressed utilising a modified version of problem-based learning (Aldred, Aldred, Walsh & Dick, 1997; Duch, 1995), where the members of the triad work collaboratively to develop understanding of contexts in which teachers work. This would involve all members of the triad interacting positively. Student teachers are charged with addressing specific, not too complex problems, carefully designed and guided by the other members of the triad. This problem based approach sits comfortably with the notions of an interpretative approach to preservice teacher education mentioned earlier and a process of inquiry alluded to above and developed below.

Professional development for major players

If the triad is to be cohesive and interactive, preservice teacher educator providers have to take the initiative by establishing forums for interchange of ideas and opportunities for professional development of major players. Associate, sometimes

referred to as cooperating, teachers should be supported and their considerable contribution to the professional development of student teachers acknowledged. Professional development seminars and workshops promoting effective practices for associate teachers need to be frequently offered. The foci of these could be issues of best practice to help student teachers reflect critically on their practice, including making links to the student teachers' underlying beliefs and 'self as teacher' images and to theoretical underpinning, assisting student teachers analyse observations and engage in an inquiry process centred on these, providing constructive feedback to student teachers, and documenting progress and performance in the student teachers' reports.

Forums involving the school providers of teaching experience presenting issues from their perspectives to faculty of preservice training institutions would be useful professional development for the latter. Workshops for preservice teacher educators to update them on current 'craft' knowledge of practising teachers would be a proactive step forward in recognising the specialist knowledge of these players in the triad.

Preservice teacher education providers, or their agents, known by a variety of labels, college appraisers, visiting college lecturers, and others, who visit student teachers are a pivotal link between the providers of teaching experience, preservice teacher education institutions and student teachers. To be effective these college appraisers must be fully informed on curriculum matters and current pedagogy. College appraisers need to have well-developed observational skills and be conversant with what it is they should be looking for when they visit student teachers on teaching experience. Well honed personal skills to enable appropriate and productive interchange of ideas and observations regarding student teachers with both associate teachers and the student teachers themselves are necessary attributes of effective college appraisers.

If preservice providers of teacher education are serious about integrating theory and practice and the importance of the school - institution relationship, they will give high priority to the professional development of college appraisers. The latter

could include: ensuring college appraisers were familiar with the learning outcomes of specific teaching experiences and what indicators they would be looking for to ascertain if these were being met; workshops to assist college appraisers in providing constructive oral and written feedback to student teachers; and workshops encompassing major contributions from practising teachers, as mentioned above, to keep college appraisers abreast of current school contexts, and build beneficial school - institution ties.

Developing a Process of Inquiry

Earlier, it was recommended that preservice teacher educators introduce a process of inquiry to assist student teachers integrate theory with their 'self as teacher' images. It was also suggested that incorporating aspects of a problem - based approach into preservice teacher education would be useful in integrating student teacher' personal knowledge with theory, principles and the craft of teaching. It is recommended that to further enhance student teachers' integration of theory, practice and 'self as teacher' image, the notion of a process of inquiry is extended to teaching experiences. In line with the assertions of other writers (Brown, 1995; Rigano & Richie, 1999) it is suggested that classroom observation by student teachers becomes a much more in depth, enriching and informative activity than it generally is. As Calderhead (1988) argues, experienced teachers maintain purposeful learning environments with, what often appears to onlookers, considerable ease. The knowledge and skills being utilised by the teacher are covert. In order to make this knowledge overt student teachers need to be equipped to question their associate teachers in a way that uncovers the underlying principles of their actions. Learning the type of appropriate questions to cue their associate teachers to tell their stories, explain their underlying reasons for what seemed ordinary and mundane, making the familiar strange, will assist student teachers to realise that teaching involves more than just 'intuitive knowing'. Theory and principles that underpin effective teaching are very relevant.

Preservice teacher educators are charged with establishing with their students the realisation that teaching involves more than something one does, it is also something one thinks about and reflects on (Schon, 1983; Smyth, 1991)). Student

teachers tend to focus on actions, appraising whether something worked. They need to be assisted to go beyond this and examine why certain actions did or did not work and link these to theoretical concepts and principles underpinning the actions. Smyth (1991) promotes a four step process of inquiry consisting of: describe (what do I do?); inform (what does this mean?); confront (how did I come to be like this?); and reconstruct (how might I do things differently?). Such a process incorporates narrative, both as 'talk' and stories and accounts written, and would assist student teachers, and indeed teachers generally, to unravel their own theories and the origins of these. By confronting what their practices reveal about their values and beliefs, identifying and acknowledging the roots of these beliefs and values and the influence they have on their professional practice, student teachers would be able to take ownership of the resultant understandings and reconstruct 'self as teacher' images.

In line with the earlier discussion on the use of narrative talk as a tool for understanding 'self as teacher' and teachers' classroom practice it is recommended that debriefing following teaching experiences be very rigorous. Student teachers need to be able to recount and explore experiences, and examine these in the light of the historical, social and political factors, which have fashioned the school context in which the experiences occurred. Following the ideas forwarded by Smyth (1991) debriefing sessions would include scrutiny of how the teaching practice experiences reflect or contradict underlying beliefs and 'self as teacher' images held by the student teachers. Generalisations from teaching experiences should be arrived at and linked to educational theory and principles. In this way student teachers can begin to integrate theory and principles into an evolving and effective 'self as teacher' image. The writer acknowledges that the adoption of the approaches suggested above would involve reassessment of the length of preservice training.

Length of Preservice Training

Currently in New Zealand, the majority of qualifications leading to provisional teacher registration, consist of three year Bachelor Degree courses. It is the

contention of the author, that if the findings of this research are acknowledged and the recommendations listened to, the length of preservice teacher education would need to be reassessed. Although beyond the scope of this study, it would appear that to effectively implement a more interpretative model in preservice teacher education, a move from a three year to a four year degree would be required to allow for the suggestions mooted above to be implemented.

Additionally, as the results of this study have shown, there needs to be more efficient and effective support structures in place for first year teachers. Currently the first and second years following preservice training are formally part of the training process. Teachers at this stage of their career are only provisionally registered (Teacher Registration Board, 1997) and are expected to participate in an “appropriate advice and guidance programme for the period under the supervision of a fully registered teacher” (Teacher Registration Board, 1997, p.3). The results of this research would suggest that this is not reflected in practice. As discussed in the discussion chapter support for, and of, both the first year teachers and the mentor teachers needs to be more extensive.

Preservice teacher educators could be fruitfully utilised in providing a support bridge during the transition from preservice to inservice training. It is recommended that preservice providers of teacher education play a more significant role in the transition from student teacher to classroom teacher in the first year of teaching. A partnership with schools who employ first year teachers could be established and specialist personnel could be employed to focus on the needs of first year teachers. The latter notion is explored in the following section.

Implications and Recommendations for Inservice Professional Development of First year Teachers.

This research has shown that the first year of teaching can be overwhelming. In some cases the feelings of isolation and undermining of confidence can drive these

teachers out of teaching before they have had the opportunity to develop skills that would come with experience. It is necessary therefore that 'self' be seen by the schools employing first year teachers as a major factor in the professional development of these teachers. The importance of 'self' and particularly 'self as teacher' supports the argument for placing 'self' at the centre of first year teachers' professional development (Tickle, 2001). Schools employing first year teachers need to acknowledge the importance of personal attributes and characteristics, and recognise the enthusiasm, vitality and other qualities that these teachers bring. This encompasses awareness of, and consideration being given to, the vulnerability of first year teachers as they are paradoxically situated as needing to learn so much but expected to perform so well. The first year of teaching needs to be seen in the context of the on-going story and development of becoming a teacher. There are two players in the school context who have a major part to play in the success or otherwise of the transition of first year teachers from student teacher to teacher with full responsibility for a class of pupils. These two players are those of the school principal and the mentor teacher. It is recommended that another player, independent of the school context, be introduced.

The School Principal

Much of the emphasis regarding the induction of first year teachers is placed on the importance of the mentor teacher and with good reason as they are the person who would normally provide the major support and guidance regarding the first year teacher. However the results of this study, and the earlier Renwick and Vize research (1993), indicate that school principals play a major role, directly and indirectly, in the professional and personal development of first year teachers. Recognition by the principal should be evidenced, in words and actions, that first year teachers are still in training. Principals can shatter the idealism of first year teachers. They should be assisting the first year teachers to integrate idealism with the reality of the school context. Principals can encourage first year teachers to strive for visions but also help them realise that context and experience influence the achievement of these.

School Culture

As the leader of the school community the principal is instrumental in developing the school culture. Schools that exhibit collaborative, cooperative, inclusive environments which are conducive to non-evaluative problem solving, analysis and reflection (Brock & Grady, 1997), and acknowledge the centrality of 'self' in becoming part of that culture, provide contexts in which first year teachers can explore, question, and reconstruct their 'self as teacher' images and confidently seek help. In such cultures first year teachers are welcomed, valued and appreciated for what they bring, and are incorporated into the existing social groups, not exposed to barriers resulting in isolation. Additionally, it is important that principals are aware that older first year teachers are meeting the same new experiences as their younger counterparts and also need support, help to break into the social groups of the school culture, and ongoing development. Principals need to ensure that both younger and older first year teachers are included in open communication and their voices are heard, valued and taken notice of. The principal should make his or her expectations of first year teachers clearly known and demonstrate, in a non-threatening way, that he or she is actively interested in their personal and professional development. Positive, informal conversations with first year teachers, recognising effort and achievement and providing opportunities for concerns and struggles to be openly expressed and listened to in a non-judgmental manner, will enhance the first year teachers' confidence, and affirm them in the teacher role. Supportive environments as described above will go a long way towards preventing the loss to the profession of potentially effective teachers.

School Organisational Structures and Procedures

This research has highlighted the importance of appropriate, effective and supportive organisational structures and procedures in the development of first year teachers. Responsibility for overseeing the development and implementation of these rests with school principals. Principals must ensure that first year teachers are guided in becoming familiar with, and understanding, the school structures and procedures. This entails establishing processes that gently initiate first year

teachers into the extensive and potentially overwhelming range of learning they must undergo.

Monitoring the allocation of resources by the principal is necessary to ensure first year teachers are provided with adequate teaching space and have access, within reason, to a range of resources that will complement their programmes and support their development. In this way, once the first year teachers have addressed initial issues of integrating teacher self with the school context, their chances of implementing the interactive, democratic classrooms many of them aspire to, are enhanced.

Structures and procedures to address issues of managing the behaviour of challenging pupils, managing administrative and paper work tasks, and interacting with parents - issues raised by teachers in this study as having considerable impact on 'self as teacher'- need to be clearly defined and thoroughly explained to first year teachers. Structures and procedures addressing these issues should be designed and implemented so that first year teachers and staff generally, are supported and affirmed in their teacher role.

The results of this study imply, and the author recommends, that school principals are proactive in establishing structures and processes to facilitate effective, professional development paths and programmes for first year teachers. Personal history, 'self as teacher' image and the context in which they operate will necessitate an individual professional development programme for each first year teacher, tailored within an umbrella of structures and processes established.

Workload and challenges

Principals need to acknowledge the steep learning curve first year teachers face and monitor the degree of challenge and responsibility they are expected to shoulder. The composition of classes to be taught by first year teachers should be carefully considered. Where possible a class should be assigned that is not overly challenging behaviourally or in range of learning abilities and needs. School responsibilities beyond those of classroom teacher need to be easily achievable and

within reasonable time and effort limits. Guidance and assistance with administration and paperwork tasks needs to be considerable at the outset and gradually withdrawn as familiarity, confidence and competence with and in these tasks is gained.

Use of the 'point two' staffing allocation

The appropriate utilisation of the 'point two' staffing allocation available to schools in New Zealand who employ first year teachers is invested in school principals. The findings of this study indicated that the employment of this allocation, in some schools, is not always used exclusively for the professional development of the first year teachers for which it was assigned. Principals need to commit this entitlement to the purpose for which it is intended. The use of this time should be purposefully and effectively scheduled into each first year teachers' individual professional development programme. Although far from exclusive, this could include time to observe experienced teachers; allow mentor teachers to observe and/or work alongside the first year teachers, narrative sessions with mentor teachers and first year teacher facilitators to assist integration of teacher self with the realities of the school context, establishing familiarity with school structures, procedures and resources, attending training courses, and some time to plan and attend to administrative tasks.

Assigning the mentor teacher

Individual programmes need to reflect the developmental stage of the first year teacher. This implies that principals need to take cognizance of the interplay of 'self as teacher' image, the social and historical contexts in which these were constructed, and the social, historical, and political contexts of the school in the professional development of first year teachers. Much of the responsibility for the professional development of first year teachers is delegated to mentor teachers. Principals need to apply considerable thought when making decisions concerning the selection of teachers who will mentor first year teachers. The position of mentor teacher should be accorded high regard and acknowledgment both by the principal and within the school generally.

The Mentor Teacher

The results of this study demonstrate that mentor teachers play a very important role in the success or otherwise of the professional development of first year teachers. This has recently been acknowledged by the New Zealand Ministry of Education who have announced that an allowance of \$500 a year will be paid to mentor teachers of first year teachers (Manawatu Evening Standard, 9 July, 2001).

It is recommended that mentor teachers actively participate in initiating first year teachers into the school culture, familiarising them with structures and procedures and facilitating their inclusion into the social web of relationships within the wider school context. As mentioned above mentor teachers need to support, guide and assist first year teachers as they move from focus on 'self' through the different stages of becoming a teacher discussed in the previous chapter.

Role of the Mentor Teacher

The implications and recommendations for mentor teachers of first year teachers, as a result of the findings of this study, are far reaching but within the context of this presentation cannot be addressed in great detail. Nevertheless it is evident that mentor teachers need to be good communicators (Brock & Grady, 1997; Feiman-Nemser, 2001). They need to be perceptive to first year teacher needs and be aware of when to listen, when to prompt and cue, when to advise, and when to affirm. The stories of first year teachers in this study reveal that effective mentor teachers are caring, concerned and nurturing, but they offer advice and guidance without cultivating dependence and encroaching on the autonomy of the first year teachers. Therefore advising needs to be sensitive and in response to situations that the first year teachers have raised or that the mentor teachers have guided the first year teachers to identify. Mentor teachers should be assisting the first year teachers to work through situations for themselves. This can be achieved by listening to the first year teachers talk through their experiences, tell their stories, guiding the teller to view the experiences through the lenses of their 'self as teacher' image and then through the perspective of the context in which the experiences took place. In this way new metaphors can be developed to reconstruct and redefine evolving 'self as teacher' image. First year teachers will be encouraged to move forward from the

rigid stage of focus on 'self' and integrate 'self' with the context in which they operate.

The mentor teacher, in collaboration with the first year teacher, needs to map out an individual programme of professional development. As discussed earlier this necessitates effective utilisation of the 'point two' staffing allocation and incorporating ways of addressing the developmental needs of the first year teacher. Possible aspects of such a programme are outlined above. Part of the mentor teacher's role would be to monitor and adapt this programme, according to needs, and ensure appropriate documentation was kept both for the benefit of the first year teacher's on-going development and as record of what had been addressed.

Professional Development for Mentor Teachers

Although mentoring has been promoted by several writers (Fairbanks, Freedman & Kahn, 2000; Gratch, 1998; Rowley, 1999) as being a beneficial component in support and induction of first year teachers, to date, in New Zealand, scant attention has been paid to the professional development of mentor teachers. The findings of this study have highlighted the positive and/or negative impact mentor teachers can have on the professional development of first year teachers. The small monetary recognition goes a little way to acknowledge the worth of mentor teachers. However commitment by the New Zealand Ministry of Education to the important role of mentor teachers in the development of first year teachers needs to be evidenced in the provision of training and development.

It is beyond the parimeters of this discussion to develop details of training and development for mentor teachers, suffice to say that it is strongly recommended that training and development is encouraged and freely available. The Teacher Registration Board, or its successor, could contract the development and delivery of mentor teacher professional development to preservice teacher education providers. However it is imperative that all interested parties have input into the direction this training should take. Based on the findings of this research, it is recommended that narrative inquiry to facilitate the mentor teachers' own understanding of their 'self as teacher' image and its origins, be incorporated into

any professional development programme offered. Mentor teachers would then be better positioned to understand the centrality of 'self' in the professional development of first year teachers.

The role of mentor teacher could be further recognised and accorded status if professional development courses that were undertaken earned credits towards a recognised qualification. This qualification would need to be afforded prestige and acknowledged when applying for teaching positions.

First Year Teacher Groups and First Year Teacher Facilitators

In some areas of New Zealand, groups of schools, usually organised through Principal Associations, set up a Provisionally Registered Teachers' Group. A teacher from one of the schools is assigned responsibility for coordinating and overseeing this group. A variety of activities are arranged, mainly speakers and visits from educational advisers to provide some professional development. These can be very advantageous. However, as mentioned by several teachers in this study, to be really effective these groups need to be facilitated by people independent of the employing schools.

To assist first year teachers overcome the feeling of isolation and to provide a safe environment where they can discuss their difficulties and frustrations, and celebrate their successes and joys without fear of censor, a different model to the above is recommended. Much of what currently occurs in these groups could continue but there needs to be a greater focus on the first year teachers themselves. As this research has shown, first year teachers need to be able to develop an understanding of 'self as teacher' and work to integrate this with the context in which they operate. The narrative interviews carried out for the purpose of this study proved to be very beneficial to many of the participants. The telling of their stories provided the catalyst to understanding 'self as teacher' and the implications this had for their professional practice. First year teachers need to have the opportunity to tell their stories in an environment where they know they will be listened to

(Harris, 1995) and their confidences will be respected. Therefore it is recommended that an off school site is the venue for these meetings. This would provide a more risk free environment in which experiences can be freely expressed. The talking through and over experiences helps to uncover the factors that often covertly exacerbate these. Stories can be shared in the groups, perhaps in small sub-groups, and ways of addressing issues can be forwarded. Telling personal stories promotes self-understanding as sense and cohesiveness is made of the lived experiences. Additionally listening to the stories of others further enhances understanding as the listener relates the teller's experiences to their own.

First year teachers will be less likely to openly and freely tell their stories in peer groups if there is the possibility the facilitator is associated with the schools who employ them. For this reason it is recommended that these groups are coordinated and facilitated by a person from an educational background, preferably with some understanding of, and empathy towards, narrative as a tool for developing meaning, and accountable to a body such as the Teachers' Registration Board or its successor. This body could contract the development of these programmes and the employment of the facilitators to pre-service providers. The latter would assist in building more effective transitions for teachers from teacher in training to teacher in charge in schools.

Recently there has been discussion of the proposition that school principals would be supported in what can be a lonely and highly responsible job if they had people available in the same way that school counsellors are obliged to have independent professional 'supervisors' (S. Watson, pers. comm. 22.2.02). It has been proposed that being able to talk through what has happened in difficult situations will both prevent the accumulation of stress and promote improved problem-solving effectiveness in the future. What is being suggested here is similar in that first year teachers could see a professional person, outside the school, on a regular basis.

Role of the Facilitator

It is recommended that the role of the facilitator of the first year teachers' groups encompass more than initiating, coordinating and facilitating the meetings for first year teachers. The facilitator would meet with first year teachers in the area assigned to them, on an individual basis. This would provide the opportunity for first year teachers to narrate their experiences in a more confidential setting. The role of the facilitator would be that of a sympathetic, interested, but non-judgmental listener. A listener could help the first year teachers analyse their stories and experiences, uncover the complexities, understand what is informing their actions, and assist the beginning teachers to find their way forward. The facilitator would be charged with assisting the first year teachers to uncover the metaphors they use to define 'self as teacher', describe discrepancies between the expected and the reality and seek ways forward by thinking through the issues. This would be actioned by cueing and prompting the first year teachers to view their experiences from within the context they are situated, see these from different perspectives and develop different metaphors to define an evolving 'self as teacher' that sits more comfortably with reality.

Facilitators could also play a role in providing some aspects of the professional development for mentor teachers alluded to above. This would need to be in a general sense in order to maintain the trust and confidentiality of information provided by the first year teachers with whom the facilitators interacted. The facilitators could be involved in seminars and workshops covering such topics as how to induct first year teachers into school cultures, developing individual professional development programmes for first year teachers, establishing working relationships with mentees, and ideas on how to assist first year teachers integrate their often idealistic 'self as teacher' images into the realities of the school context without completely shattering their idealism and their 'self as teacher' images. The outcome of such workshops could have positive spin-offs for mentor teachers and the first year teachers they supervise.

Limitations of the Research

It is acknowledged that, due to the time constraints and travel difficulties, this study does not have any first year teachers who were employed in either New Zealand South Island schools or in schools in the north of the North Island of New Zealand. Additionally, it would have been ideal if the researcher had been able to carry out an initial interview with the participants before they had completed their preservice training. However, as with most research, this study opens up and suggests avenues for further research.

Suggestions for Further Research

The results of this thesis have illustrated that effectiveness and development of first year teachers is intimately associated with the 'self as teacher' images these teachers hold. This being the case it can be assumed that 'self as teacher' is vital in the effectiveness and development of teachers at all career stages. A longitudinal study into the construction and reconstruction of 'self as teacher' images, beginning with student teachers as they first enter preservice teacher education, and following the same group of teachers through their training and into the first years of teaching and beyond, would provide insight into the development and change of 'self as teacher' image over the professional life span of teachers. Studies into the 'self as teacher' images, including factors that enhance and challenge these images, of teachers at later career stages would add further to the pool of knowledge concerning the importance of 'self as teacher' in teachers' professional lives. Research of the kind just mentioned could assist providers of teacher education and school management in targeting professional development so that it is appropriate for teachers at their particular career stage and caters for individual needs.

Setting up and carrying out research into the effects of narrative programmes involving preservice and inservice teachers telling their stories, identifying metaphors they employ to define 'self as teacher,' and examining these from various perspectives has potential as valuable research. The outcome could be

two-fold: the teachers in the programmes could be involved in beneficial personal and professional development, and further knowledge into how understanding the creation and recreation of 'self' can assist teachers in their personal and professional lives.

It is suggested that research is pursued concerning 'self as teacher' image of mentor teachers and factors in their role that have positive and negative impact both on them as teachers and thus their 'self as teacher' image and with their interaction with first year teachers. A study of this kind has the potential to reveal if, and how, being a mentor teacher contributes to the personal and professional development of that teacher. Such a study could provide useful knowledge to assist in making decisions concerning effective professional development opportunities for mentor teachers by teacher educator providers. If mentor teachers have access to professional development that is specific and targeted to their needs first year teachers with whom they work will be greatly advantaged. This has the potential to improve the overall effectiveness of New Zealand teachers.

Conclusion

The purpose of this study to ascertain and explore the 'self as teacher' images held by New Zealand first year teachers using narrative methodology was well achieved. The study set out to discover the images held by New Zealand first year teachers, how these were constructed, factors that influenced these images, the role 'self as teacher' image played in the professional development and teaching practices of these first year teachers, and the implications for preservice and inservice providers of teacher education. The results presented and discussed in this report demonstrate that the objectives of the study were successfully met.

The findings of this study demonstrate the centrality of 'self' and thus 'self as teacher' image, in the professional development of New Zealand first year teachers. The results concur with the notion that 'self as teacher' images are created early

and are the outcome of personal experiences in social and historical contexts. People do not come to teaching as blank slates. They filter what is presented and the experiences they encounter through the beliefs and understandings they have developed as a result of their prior experiences. Often the knowledge of 'self as teacher' is incomplete, fuzzy, or inappropriate for some contexts. Therefore student and first year teachers are unaware of how the 'self' is driving the way they interact with experiences, concepts, ideas, and people. The results indicate that 'self as teacher' images held, shaped by experience, inform to a considerable degree the teaching role and behaviour adopted by teachers generally and first year teachers specifically.

This study indicated that initial 'self as teacher' images held by New Zealand first year teachers are defined metaphorically and generally tend towards optimism, emphasise nurturing, caring, and facilitating but usually are not perceived in scholarly terms. The findings of this study show that some initial 'self as teacher' images are less conducive to assisting New Zealand first year teachers accommodate to the realities of the wider school context from inside the perspective of the classroom teacher. A further key finding of this research is that 'self as teacher' image is not fixed. Events and situations encountered during the first year of teaching and beyond have an impact on 'self as teacher' image. These interactions can enhance, challenge, undermine or shatter 'self as teacher' image. Whether, in response to these influencing factors, first year teachers resist, compromise, or reconstruct their 'self as teacher' image determines the way they behave with their pupils and within the wider school community.

The study has shown that there are commonalties concerning the areas and issues of tension and compatibility that first year teachers experience. Positive factors, in the main, centre around the provision of adequate and appropriate support. Positive factors fall into the categories of School Culture, School Organisation Structures and Procedures, Classroom Management Issues, and Personal Issues. Negative factors emphasis, in the main, lack of adequate and appropriate support. These negative factors fall into the same four categories as the positive factors with the addition of a fifth category of Preservice Training. The findings of this

research show that in the majority of cases, if first year teachers are supported, guided, and assisted to identify, examine, and integrate an evolving 'self as teacher' image with the context in which they work - even when the context is fraught with challenges - they will develop effective and personally satisfying teaching practices.

The findings indicate that the participant variables of gender, time since leaving secondary school and decile rating of school of employment have some influence on the way first year teachers will respond or react to events and situations they encounter. Results regarding gender and time since leaving secondary school confirm the notion that people's images of 'self' are shaped by social and historical contexts.

This study confirmed personal narrative and the identifying and analysis of metaphors used, as effective ways of uncovering 'self as teacher' images. The research showed that first year teachers seem naturally inclined to talk about their experiences in a non-threatening, safe environment. The analysis of the first year teachers' stories and the metaphors they used to define 'self as teacher' image, demonstrates that 'self as teacher' images are not fixed and unchanging but can and do shift and evolve. The findings show that as first year teachers interact with events and situations encountered, they employ different metaphors to define their emerging and evolving 'self as teacher' image. The metaphors the first year teachers use are an indication of the stage of professional development they have moved through and are currently at. The findings of this study have extended existing knowledge of the professional development of New Zealand first year teachers. The outcome is a model that demonstrates the development of 'self as teacher' image within social and historical contexts.

The developmental model shows that first year teachers who hold rigorously to 'self as teacher' images where focus is still on 'self', metaphorically perceive themselves as inadequate, outcasts, victims, and prisoners. Their 'self as teacher' images become shattered. First year teachers who feel supported as outlined above, move forward, often through stages of strategic compliance, adapting and

accommodating 'self as teacher' images. Some first year teachers move into a further stage of professional development where they have developed a patchwork of metaphors to define 'self as teacher' image that allows adaptation to changing and developing contexts.

The findings of this report indicate that preservice and inservice teacher educators tend to address teacher education as if student and first year teachers fitted into tidy boxes - the one size fits all approach. These teacher educators need to recognise that 'self as teacher' image influences how student and first year teachers will react and respond to events and situations they meet. In telling their stories, and exploring their 'self as teacher' images student teachers and first year teachers can be guided to critically reflect on their teaching practices and monitor their own growth and development.

Acknowledging the centrality of 'self' in the professional development of first year teachers and teachers generally, working collaboratively and cooperatively to address the issues the findings of this research has raised and discussed, teacher educators can assist first year teachers to construct and reconstruct 'self as teacher' images that build on and enhance positive aspects of existing images. In this way 'self as teacher' images of New Zealand first year teachers are more likely to be enhanced and more of these teachers will survive the rigours of the first year of teaching. These teachers will be better positioned to perceive themselves as flexible learners of complex skills and understandings rather than failures in their endeavours to meet their own ideals. First year teachers can, as Mclean (1999) comments, develop a 'self as teacher' image that presents 'self' as the author of the teacher they are becoming.

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APPENDIX A

INFORMATION LETTER TO SCHOOL PRINCIPALS



Private Bag 11 222,
Palmerston North,
New Zealand
Telephone: 64 6 356 9099

Help or Hindrance: The Image of 'Self as Teacher' Held by First Year Teachers.

Dear Principal,

I would appreciate it if you would take a few minutes to read this and, if in agreement, please forward the enclosed package to your first year teachers.

I am currently undertaking research, in partial fulfilment for the degree of Master of Education (Massey University), into the 'self as teacher' image held by first year teachers.

The way first year teachers see themselves as teachers has significant implications for their own identity of 'self as teacher'; their professional development; the teaching practices they employ; and their interactions with students, colleagues, and caregivers. In light of this, the research has potential regarding the development of preservice training of teachers and for inservice guidance of beginning teachers. Therefore, the research has potential benefits for schools in that it may be helpful in designing programmes that produce more effective teachers.

Please could you forward the information package to your first year teacher/s so that they can read the material and decide if they may be interested in participating in the research.

You can be assured that the research will not be undertaken during school hours nor will any school or teacher be identified.

I have attached a copy of the information sheet that is being provided to first year teachers.

Thank you for your assistance and co-operation.
Yours faithfully,

Jeanette Smales.

Encl: Information Sheet.

Researcher: Jeanette Smales B.Ed. Higher Dip. Tchg. Telephone [REDACTED]

Supervisor: Sue Watson M. Phil(Ed.) Lecturer, Massey University.

Telephone: (06) 3569099 Ext. 8882.

Te Kōwhiri ki Pūwhiri

Inception to Infinity: Massey University's commitment to learning as a life-long journey

APPENDIX B

INFORMATION LETTER TO FIRST YEAR TEACHERS



Private Bag 11 222,
Palmerston North,
New Zealand
Telephone: 64 6 356 9099

Dear First Year Teacher,

I am embarking on a thesis as partial fulfilment for a Masterate in Education. I have been a primary school teacher for many years, teaching across a range of age groups and in wide variety of locations. I have held management positions and have worked extensively with beginning teachers. During 1999 I was fortunate to have the opportunity to work with teacher trainees. These diverse experiences have contributed to my belief that in order to promote excellence in teaching and learning we need to ensure we assist and support teacher trainees and beginning teachers in ways that will make a difference. To this end my thesis is focussed on how first year teachers see themselves as teachers. What images they have of themselves as teachers.

In order to carry out this research I need to listen to first year teachers tell their stories. Please read the information sheet and seriously consider if you would like to contribute to the knowledge about first year teachers. If you think you may be interested please fill in and return the response sheet by MARCH 21 2000. Returning the response sheet in no way commits you to participating in the research.

Thank you for taking the time to read this letter and the information sheet.
Regards,

Jeanette Smales.

APPENDIX C
INITIAL INFORMATION SHEET



Private Bag 11 222,
Palmerston North,
New Zealand
Telephone: 64 6 356 9099

INFORMATION SHEET

“ Help or Hindrance: The Image of ‘Self as Teacher’ Held by First Year Teachers”.

The research project is being carried out as part fulfilment for the degree of Master of Education (Massey University).

This research is an extension of a pilot study, using narrative methodology, carried out in 1998.

The aim of the project is to allow first year teachers to tell their stories in order to reveal how they see themselves as teachers; what events/happenings during the first year of teaching impact on this image; what, if any, similarities and differences can be observed in factors influencing ‘self as teacher’ images in relation to decile ratings of schools; and what, if any, difference does the time since leaving secondary school have on how first year teachers see themselves as teachers. Teachers who participate in the research will be contributing to the knowledge and understanding of ‘self as teacher’ images held by New Zealand first year teachers. This research has the potential to develop more effective teacher training and professional development for all teachers.

The project involves the participants in audio taped interviews of approximately an hour and a half duration at a time and place agreed upon between the participant and the researcher.

Participants are invited to take part in the research but have the right to decline. If agreeing to participate in the study the participant has the right to withdraw at any time prior to giving permission to use their material as data for the thesis. Participants have the right to refuse to answer any particular question.

Transcripts of their interviews will be sent to participants who will be invited to make amendments or further comment. At this point the participants will be invited to give permission for the material from the transcripts to be used as data for the thesis. Participants will be advised that they are still able to withdraw at this point. Participants will also be advised that if they give permission for material from their transcripts to be used as data for the thesis, withdrawal beyond that point will not be possible..

Te Kōwhiri ki Pūwhiri

Inception to Infinity: Massey University's commitment to learning as a life-long journey

The actual names, addresses and workplaces of participants will be kept ⁵confidential and will not be referred to in any documentation. To ensure confidentiality of participants a pseudonym will be used.

No information concerning an individual participant will be made available to school management.

.Transcription of the tapes will be carried out by the researcher.

The transcription notes and audio tapes will be kept securely in a locked filing cabinet, in the researcher's home office.

At the completion of the research participants may choose to have their audio tapes and transcripts forwarded to them or have these destroyed. In the later case the researcher will inform the participant when this has taken place.

A summary of the findings will be provided to participants at the end of the project.

The information given will be confidential to the research and any publications resulting from it.

The participants have the right to ask questions about the study at any time during participation.

In order to arrive at a sample of first year teachers employed in a range of decile rated schools and who have entered teaching at varying times since leaving secondary school, a pool of interested teachers needs to be compiled. To this end first year teachers who are interested in participating in this research are asked to fill in the response sheet included with this information and return it to the researcher in the stamped addressed envelope provided.

Indication of interest does not constitute consent to participate in the research
All teachers who respond will receive further contact from the researcher.

Researcher: Jeanette Smales B.Ed. Higher Dip Tchg.



Supervisor: Sue Watson, M.Phil (Ed.) Lecturer, Massey University.
Telephone (06) 3569099 Ext. 8882.

APPENDIX D
RESPONSE SHEET



Private Bag 11 222,
Palmerston North,
New Zealand
Telephone: 64 6 356 9099

RESPONSE SHEET

"Help or Hindrance: The Image of 'Self as Teacher' held by First Year Teachers".

I have read the information provided and I am interested in participating in this research.

I understand that indication of interest does not constitute consent to participate.

I understand that if I am selected in the research sample I have the right to decline participation.

I understand that if I am selected in the research sample I will have my rights clearly described.

I provide the following information on the understanding it is only to be used to assist drawing up an appropriate sample.

NAME: _____

ADDRESS: _____

HOME PHONE NUMBER: _____

TIME SINCE LEAVING SECONDARY SCHOOL: _____ years.

NAME OF SCHOOL OF EMPLOYMENT: _____

SCHOOL DECILE RATING: _____

SIGNED: _____ DATE: _____

Te Kōwhiri ki Pūwhiri

Inception to Infinity: Massey University's commitment to learning as a life-long journey

APPENDIX E

LETTER TO TEACHERS IN THE SAMPLE



Private Bag 11 222,
Palmerston North,
New Zealand
Telephone: 64 6 356 9099

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

“Help or Hindrance: The Image of ‘Self as Teacher’ Held by First Year Teachers”.

Dear _____,

Thank you for displaying an interest in participating in my research about the ‘self as teacher’ image held by first year teachers. Your willingness to participate is much appreciated. I look forward with considerable interest to your contribution to the research.

As discussed in our telephone conversation, the following is the agreed time and venue for the interview.

Date _____ Time _____ Venue _____

I have enclosed another copy of the Information Sheet that you initially received. I have also enclosed a formal consent form plus a stamped envelope in which to return it.

Please do not hesitate to contact me if you have any questions you wish to ask.

I look forward to meeting with you .

Regards,

Jeanette Smales.

Te Kaitiaki ki Pūrehuroa

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APPENDIX F

INFORMATION SHEET FOR TEACHERS IN THE SAMPLE



Private Bag 11 222,
Palmerston North,
New Zealand
Telephone: 64 6 356 9099

INFORMATION SHEET FOR TEACHERS SELECTED IN SAMPLE

“ Help or Hindrance: The Image of ‘Self as Teacher’ Held by First Year Teachers”.

As mentioned in the covering letter, you have been selected from the pool of first year teachers who expressed interest in participating in the research into first year teachers images of ‘self as teacher’.

Below is the initial information sent to you and the rights of participants in the research. Once again I wish to thank you for your interest.

The research project is being carried out as part fulfilment for the degree of Master of Education (Massey University).

This research is an extension of a pilot study, using Narrative Methodology, carried out in 1998.

The aim of the project is to allow first year teachers to tell their stories in order to reveal how they see themselves as teachers; what events/happenings during the first year of teaching impact on this image; what, if any, similarities and differences can be observed in factors influencing ‘self as teacher’ images in relation to decile ratings of schools; and what, if any, difference does the time since leaving secondary school have on how first year teachers see themselves as teachers. Teachers who participate in the research will be contributing to the knowledge and understanding of ‘self as teacher’ images held by New Zealand first year teachers. This research has the potential to develop more effective teacher training and professional development for all teachers.

The project involves the participants in audio taped interviews of approximately an hour and a half duration at a time and place agreed upon between the participant and the researcher.

Participants are invited to take part in the research but have the right to decline. If agreeing to participate in the study the participant has the right to withdraw at any time, prior to consent to use their material as data for the thesis. Participants have the right to refuse to answer any particular question.

Te Kūmenga ki Pūrehuroa

Inception to Infinity: Massey University's commitment to learning as a life-long journey

Transcripts of their interviews will be sent to participants who will be invited to make amendments or further comment. At this point participants will be invited to give permission for the material from the transcripts to be used as data for the thesis. Participants will be advised that if they agree to the latter, withdrawal beyond this point is not possible.

The actual names, addresses and workplaces of participants will be kept confidential and will not be referred to in any documentation. To ensure confidentiality of participants a pseudonym will be used.

No information concerning an individual participant will be made available to school management.

Transcription of the tapes will be carried out by the researcher.

The transcription notes and audio tapes will be kept securely in a locked filing cabinet, in the researcher's home office.

At the completion of the research participants may choose to have their audio tapes and transcripts forwarded to them or have these destroyed. In the latter case the researcher will inform the participants when this has taken place.

A summary of the findings will be provided to participants at the end of the project.

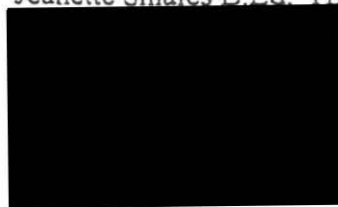
The information given will be confidential to the research and any publications resulting from it.

The participants have the right to ask questions about the study at any time during participation.

In summary the participants' rights are:

- to decline participation
- to withdraw from the activity at any time
- to have privacy and confidentiality protected
- to turn off the recording device at any time
- to ask questions at any time
- to receive information about the outcome of the activity in an appropriate form.

Researcher: Jeanette Smales B.Ed. Higher Dip Tchg.



Supervisor: Sue Watson, M.Phil (Ed.) Lecturer, Massey University.
Telephone: (06) 3569099 Ext. 8882

APPENDIX G
CONSENT FORM



Private Bag 11 222,
Palmerston North,
New Zealand
Telephone: 64 6 356 9099

CONSENT FORM

Help or Hindrance: The Image of 'Self as Teacher' Held by First Year Teachers".

I have read the information sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I understand that I have the right to withdraw from the study at any time as explained in the information sheet.

I will receive a copy of the interview transcript for comment. At this point I can still withdraw from the research.

I understand that I have the right to decline to answer any particular questions.

I agree to provide information to the researchers on the understanding that my name will not be used at any time.

I understand that the information that I provide will be used only for this research and publications arising from this research.

I agree / do not agree to the interview being audio taped.

I understand that I have the right to ask for the recording device to be turned off at any time during the interview.

I agree to participate in this study under conditions set out in the Information Sheet.

Signed: (Participant)

Name:.....

Date:

APPENDIX H

PSEUDONYMS AND CODES OF PARTICIPANTS

<u>Pseudonyms</u>	<u>Variable Categories Code</u>
Alan	>7yrs. M. Dec.
Bryan	<7yrs. L. Dec.
Alice	>7yrs. M. Dec.
Barbara	>7yrs. M. Dec.
Carol	<7yrs. H. Dec.
Colin	<yrs. M. Dec.
Diana	>7yrs. M. Dec.
David	<7yrs. M. Dec.
Elaine	<7yrs. M. Dec.
Fiona	>7yrs. M. Dec.
Evan	>7yrs. M. Dec.
Gaile	<7yrs. M. Dec.
Helen	<7yrs. H. Dec.
Irene	<7yrs. H. Dec.
Juliet	>7yrs. H. Dec.
Frank	>7yrs. H. Dec.
Gary	>7yrs. H. Dec.
Kate	<7yrs. M. Dec.
Lorna	<7yrs. H. Dec.
Henry	<7yrs. M. Dec.
Ivan	>7yrs. M. Dec.
Mary	<7yrs. M. Dec.
Ngaire	>7yrs. H. Dec.
Pania	>7yrs. L. Dec.
Olivia	<7yrs. L. Dec.
Rachel	<7yrs. L. Dec.
Susan	<7yrs. L. Dec.
Tanya	>7yrs. L. Dec.
Virginia	<7yrs. H. Dec.
John	<7yrs. L. Dec.

APPENDIX I

INTERVIEW PROTOCOL

Questions/statements used in the facilitation of participants telling their stories. used as a guide to prompt and cue if necessary.

- ☐ Tell me why you became a teacher
- ☐ How did you see yourself as teacher at the commencement of your first year of teaching?
- ☐ Tell me about events, happenings, situations, during your first year of teaching that have confirmed how you saw yourself as teacher
- ☐ Tell me about events, happenings, situations, during your first year of teaching that have challenged, undermined or presented barriers to you realising how you initially saw yourself as teacher
- ☐ In what ways could preservice training been more beneficial to you?
- ☐ What suggestions do you have regarding inservice guidance and support that could be afforded teachers in their first year of teaching?

APPENDIX J
APPROVAL LETTER FROM MASSEY UNIVERSITY HUMAN ETHICS
COMMITTEE



25 February 2000

Jeanette Smales
 C/O Sue Watson
 Educational Studies and Community Support
 Massey University
 Palmerston North

Office of the Principal
 Massey University
 Albany Campus
 Private Bag 102 904,
 North Shore MSC,
 Auckland,
 New Zealand
 Principal: 64 9 443 9799 ext 9517
 Campus Registrar: 64 9 443 9799
 ext 9516
 Facsimile: 64 9 414 0814

Dear Jeanette

HUMAN ETHICS APPROVAL APPLICATION – MUHEC 99/173
HELP OR HINDRANCE: THE IMAGE OF 'SELF AS TEACHER' HELD BY FIRST YEAR
TEACHERS

Thank you for your letter of 11th February 2000. Your amended application details have been placed on our files.

The amendments you have made now meet the requirements of the Massey University, Albany Campus, Human Ethics Committee and the ethics of your application, therefore, are approved.

Yours sincerely

Dr Mike O'Brien
 CHAIRPERSON,
 MASSEY UNIVERSITY, ALBANY CAMPUS
 HUMAN ETHICS COMMITTEE

cc. Sue Watson, Educational Studies & Community Support, Massey University, Palmerston North

Te Kōwhiri ki Pūrehuroa

Inception to Infinity: Massey University's commitment to learning as a life-long journey