



A longitudinal exploration of being and becoming teachers of numeracy, literacy and health and wellbeing

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Introduction

The School of Education at the University of Strathclyde's project aims to better understand the affordances and constraints of different kinds of learning contexts on students and early career teachers. Following BA (Hons) Primary Education and PGDE students (sampling from well over 1000 students per year) through their final year of study, graduation, probation and into their NQT year, a longitudinal approach is taken to explore the concepts of being and becoming (Malm 2009) teachers of literacy, numeracy and health and wellbeing.

The approach is both prospective and retrospective offering an opportunity, for the first time, to empirically interrogate and qualitatively elucidate upon the experience of learning, practice and pedagogy across different disciplinary domains (literacy, numeracy, and health and wellbeing). A key feature of this project therefore is our exploration of the ways in which student and early career teachers build an understanding of pedagogy across three contexts (placement, university tuition and employment) with especial reference to their understanding in line with the Strathclyde three domain model (Ellis et al. 2017): cognitive knowledge and skills, cultural and social capital and personal-social identity (figure 1).

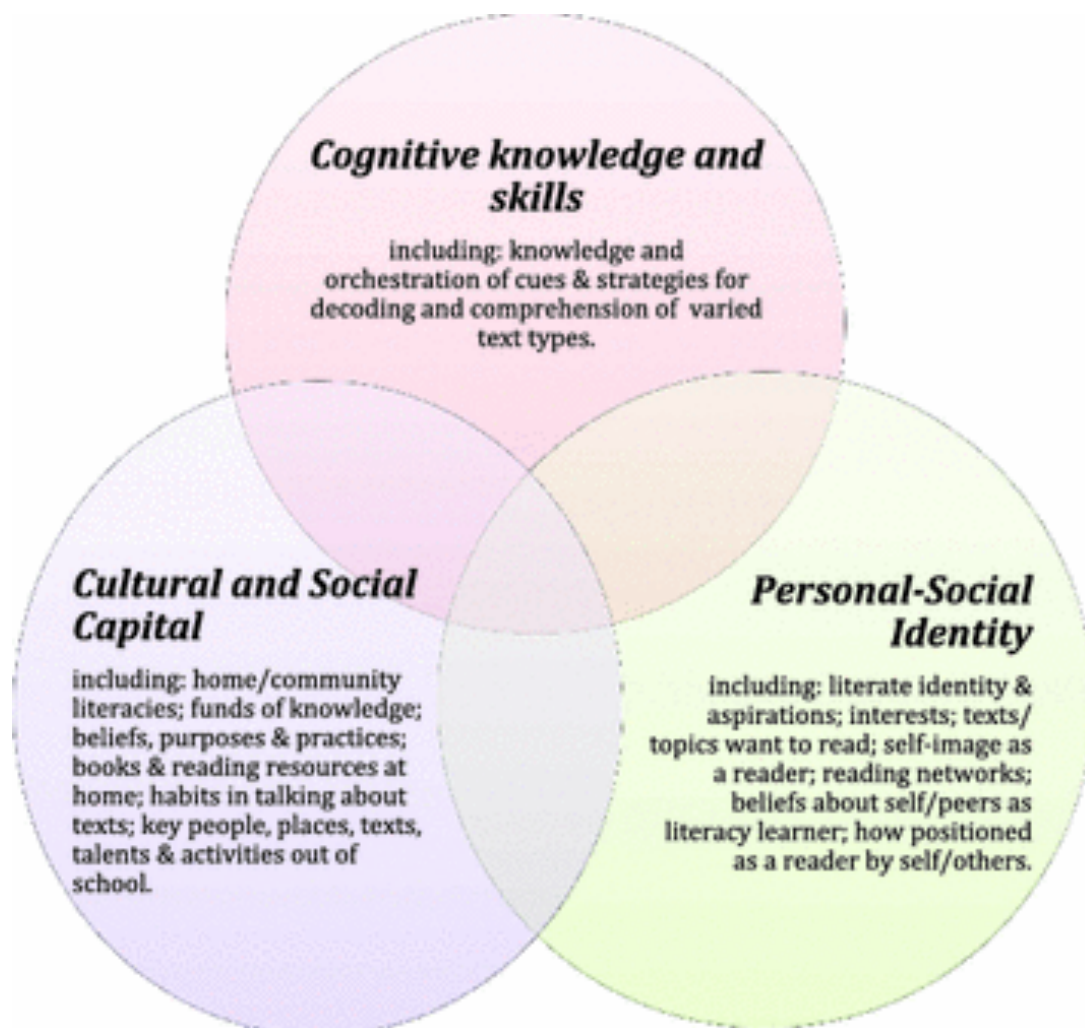


Figure 1: Conceptual framework and initial research questions (adapted from Ellis et al., 2017)

Three separate, yet connected, part time doctorates are being undertaken by three initial teacher education colleagues targeting their own specialist areas of expertise: Literacy, Numeracy and Health and Wellbeing. These applied projects will use both quantitative and qualitative methods over three years to gauge the ways in which student and early career teachers:

- Reflect upon their practice
- Understand planning when considering pathways to development in pupils' learning.
- Support, facilitate and evidence children's learning
- Conceptualise the notion of professional learning
- Understand how teaching intersects with socioeconomic environments and the way in which teachers' work impacts on the lives and learning of the children.

A loose structure ties the three projects together as does the contextual focus on BA Primary Education and PGDE cohorts in the academic year 2019/20, although individual projects were subject to colleagues' own intents and influences (figure 2). The longitudinal design, however, was consistent, therefore providing a relatively novel knowledge base tracking new teachers through initial teacher education and into their first years in the profession.

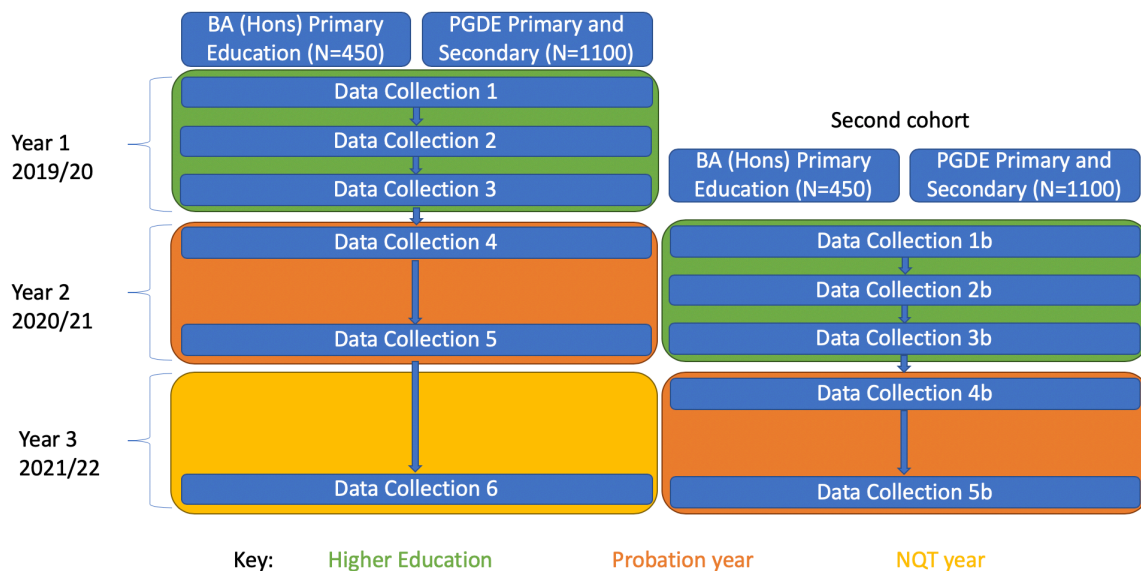


Figure 2: Loose structure of potential data collection through Initial Teacher Education Programmes

The three projects are:

Project 1: Literacy, Jenny Carey

How literacy teachers author their identity across pre-service and early-career teaching in Scotland: Perspectives of journeys across professional landscapes and experiences?

This study uses a mixed method design using a combination of survey and interview based approaches across the primary PGDE and BA Primary Education courses. It will consist of two stages:

- o Years 1 and 2 of the study: University and Placement Learning:
- o Year 2 and 3 of the study: Practice Learning

Project 2: Mathematics, June Pisaneschi

In which contexts and by what means do early-career primary teachers experience meaningful learning in mathematics?

This project adopts a naturalistic interpretive view of knowledge which respects individuals' interpretations of the world around them and uses their individual circumstances, meanings and purpose to formulate a theory based on their lived experiences. It will use multiple case studies of early career teachers tracking them from their PGDE/BA Primary Education programme into Scottish schools.

Project 3: Health and Wellbeing, Catriona Robb

The social influences on beginning teachers in learning to teach and promote Health and Wellbeing?

This project aims to identify robust patterns in students' professional identities, attitudes and beliefs in Health and Wellbeing. It will focus on students learning on both the Primary and Secondary PGDE and use a combination of questionnaires to the whole student cohort (over 1000 students) and complementary semi-structured interviews. It is hoped the findings will focus on **who** the social influencers are on student teachers' learning about health and wellbeing.

Within this report an account of each of the projects will be given separately by their author, focusing specifically on design and any initial data collection and analysis. We will then summarise emergent over-arching conclusions.

It should be noted that the longitudinal design as well as the part time nature of the doctorates being completed by colleagues, has always meant that the projects would be ongoing at this stage and therefore the findings presented are emergent and will be open to iterative cycles of further data collection and re-analysis as the longitudinal process

continues. This is of course exacerbated by the personal and contextual impact of the COVID-19 pandemic in spring/summer 2020 which will have a lasting influence on this longitudinal process. Beyond the obvious impacts on the timeline, it does offer an opportunity as much as a hindrance, providing unique insight to the experiences of these new teachers as they enter the teacher profession at a time of so many unknowns.

Project 1: Literacy (Jenny Carey)

Introduction

The purpose of this investigation is to explore how literacy teachers author their identity as they transition from pre-service contexts of university learning and placement learning, to early-career teaching as probationers and NQTs in Scotland. An important strand of this work will be the development of measures and schedules that capture their experiences within the university classroom, on placement, and in two stages of early career formal employment to understand how these experiences connect with their knowledge-growth, identity and agency as literacy teachers.

This is an important topic. Concern surrounding the literacy attainment gaps associated with poverty and gender is at the centre of current literacy policy and practice discourse in Scotland (Ellis, Thomson & Carey, 2017). The Scottish National Survey Data reported a dip in literacy attainment between 2010 and 2016. This prompted the publication of the National Improvement Framework. In addition, annual data standardised assessment was to be collected across Scotland to inform local evaluation and planning (Scottish Government, 2016).

There has been considerable political disquiet, including a Scottish Parliamentary Inquiry of Initial Teacher Education (I.T.E.). In attempt to investigate aspects of subject knowledge the Scottish Government implemented a country-wide content analysis of I.T.E. to highlight the necessity for teacher education programmes to deliver appropriate and useful content for literacy and literacy data. The resulting publication showed a wide variance in time spent on areas of the curriculum 'with the widest variation in the crucial area of literacy' (Scottish Government, 2017). This raises questions around how preservice and early career teachers become 'competent' and how they perceive their levels of confidence and knowledge to form a positive professional identity as literacy teachers as they transition across the early parts of their professional learning and life.

To inform the strategic direction of policy and planning, researchers and practitioners must attend to more than the organisational features of professional development. They need an in-depth understanding of the complex nature of the literacy learning and teaching, and the affordances and constraints of different contexts for learning this. Only when we understand this, and the significance a preservice/early career teacher attributes to literacy teaching (including the different epistemological origins of literacy teaching knowledge and pedagogies), can we design professional development experiences and contexts which support teachers to develop a strong content and pedagogical knowledge whilst noticing and responding to the affordances associated the environments in which they work and the children they work alongside (Ellis & Smith, 2017).

As a teacher educator, with 14 years of experience in implementing I.T.E. literacy programmes, I consider these questions to be of great importance in relation to building the foundations for subject and pedagogical knowledge and for understanding the role that professional identity has on literacy teaching. What a teacher thinks, does, understands and values within literacy teaching may be a consequence of experiences and interactions with ITE tutors, other students, teachers, mentors, children, parents and wider social networks. This process frames the way that early career teachers receive and internalise interactions from 'the outside' to develop knowledge, values, agency and identity. Kathy Hall (2012)

describes how student teachers become enculturated into existing school practices rather than being individually or collectively agentic in shaping and creating new practices in line with the needs of their pupils, as part of a strong identity. Because identity does not remain static over a career, but is shaped by social & professional relationships born of specific contexts which position student/early career teachers in specific ways, the role they play within different groups allows, or constrains, their capacity to author particular kinds of identity. This matters because such identities have an afterlife which determines how far pre-service/ early career teachers regard themselves as 'competent', or not (Hall et al, 2012, Ellis et al, 2017; Olson 2010). It outlines the sensitive and shifting paradigms of teachers' roles and practices and the way that these align with professional noticing, engagement and interactions (Beijaard et al 2000; Ketelaar et al 2012).

Underlying all such processes are the connections between subject knowledge, pedagogy and the didactics of teaching, and the influence of these on how teachers' position themselves as 'experts.' Literacy teaching is not merely about the transmission of subject knowledge; a professional understands the histo-cultural, social and emotional lives of learners. Learning to be a literacy teacher involves an ability to negotiate the shifting professional landscapes that they participate in as opposed to adopting the dominant practices of a given context (Hall et al, 2011; Reynolds et al, 2016). The 'renegotiation of their professional identity' can be seen as a key factor in the development of professional agency at work and seeing oneself as having authorship when influencing and shaping boundaries of practice (Heijden et al, 2015). Preservice /early career teachers who observe, interact and respond in this way are viewed as having 'a higher sense of self efficacy' (Heijden et al, 2015). Yet we have limited understanding of how self-efficacy grows across different professional learning contexts.

Overview: participants

The aim of this project is to better understand the affordances and constraints of different kinds of learning contexts on preservice and early career teachers' developing identities as literacy teachers. The primary focus will be on final year BA (Hons) Primary Education and PGDE Primary Education students (approx. 150 students) together with a group of Strathclyde graduates who have remained within the profession.

Project Outline

There is currently a great deal of research focusing on teacher knowledge, agency and identity; ecological understandings of evidence use, the difference between practice and pedagogy; the learning affordances of place and context; and the potential professional networks for Mode 2 knowledge creation (i.e. knowledge that is situated and relevant). Connecting current research in this area to understand the domain of literacy offers new insight into ways that literacy knowledge and practices in ITE and early career teaching frames what a teacher thinks, does, understands and values within literacy.

This builds on existing work in the Strathclyde literacy Clinic, in that it will consider how preservice and early career teachers develop productive or less-productive pedagogical understandings of low SIMD pupil learning across different contexts within the domain of literacy. It will examine how pedagogy and practice shape how teachers think about literacy.

Using both quantitative and qualitative methods the intention is to interpret the ways in which preservice and early career teachers:

- Form and negotiate aspects of identity as a literacy teacher
- Reflect upon their practice and connect this to literacy learning and teaching
- Evidence pupil’s learning in literacy
- conceptualise the notion of professional learning
- Understand how literacy teaching intersects with socioeconomic environments and the way in which teachers’ work impacts on the lives and learning of the children.

Research Questions & Framing the Question

The literature review is currently underway and as such the final research questions are still emerging. However, the concepts framing this study and initial research questions are noted figure3.

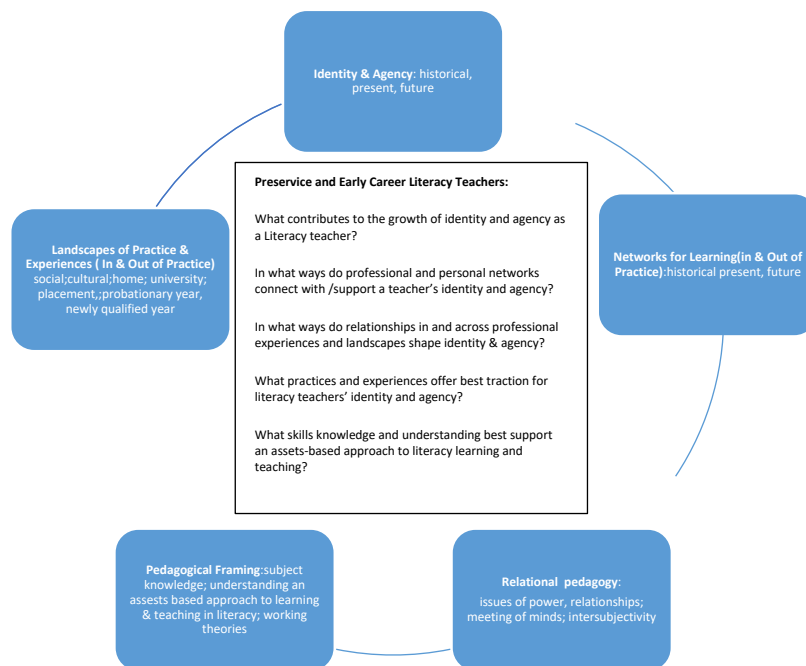


Figure 3: Conceptual framework and initial research questions

The main theoretical theories shaping this work relate to Identity & Agency; Networks for Learning; Relational Pedagogy; Pedagogical Framing & Landscapes of practice.

Methodological approach

This study adopts an Interpretivist paradigm, as it seeks to understand the lived experiences of student and early career teachers and how this shapes identity as a literacy teacher. A mixed method approach grounded in pragmatism will guide the overarching methodological approach. An overview is provided below:

Years 1 and 2 of the study: University and Placement Learning (to include Final year BAPE students and PGDE Primary students, where possible)

- The group will complete a survey instrument focusing on identity, knowledge and practices within the domain of literacy (approximate N = 180). This was completed December 2019
- Subsequently, two focus groups will be conducted with members of each survey group (BAPE final Year Students, PGDE Primary students) to contextualise and qualify findings. Each focus group will include between 6-10 participants. *The outbreak of Covid 19 has impacted on the collection of this data. I will submit modifications to my ethics proposal (granted by the School of Education in August 2019) to conduct this on Zoom by July/ early August 2020).*

Year 2 and 3 of the study: A focus on Probation and NQT Years

- A follow up survey and focus group interview will be conducted with small number of students recruited in Years 1 and 2 (20-30 students from the initial sample, this will equate to 2-3 focus groups) during their induction phase, to understand how their understandings and perceptions of identity, knowledge and practices may have changed since leaving university. *The outbreak of Covid 19 has impacted on the collection of this data August 2020 to January 2021*
- Additionally, a series of additional follow-up semi-structured interviews (10 interviews) in Year 3 will be conducted with those recruited to the project in Year 1 (i.e. in their first full-time post). Again, based on willingness to participate, ITE course attended, race, gender and location/characteristics of their schools. *It is expected that this will be complete by August 2021*

Analytical approach

Both quantitative and qualitative approaches will be applied to understand identity formation and to ensure a robust data to develop future policy and practice.

Initial findings indicate that students recognise that they are required to negotiate placement experiences with placement requirements and school expectations at the forefront of their thoughts. This impacts on how they frame and position themselves as literacy teachers in a classroom setting. Further analysis and discussion will be carried out after the completion of the literature review in early August 2020.

Project 2: Mathematics (June Pisaneschi)

Introduction

The aim of this study is to determine which learning experiences have the most significant impact on pre-service and early-career teachers' readiness to raise attainment in primary mathematics. Early-career teachers will be exposed to a range of learning opportunities during their first years in teaching, the most common of which are: on-campus lectures and tutorials, professional practice experience in schools, local authority induction programmes and in-service sessions in schools. This study will set out to identify which contexts and experiences best support early-career teachers to develop inclusive values and adopt equitable approaches to the teaching of primary maths. The theory of 'meaningful/transformational learning' will be applied to the research findings in order to identify which contexts and which experiences have had the greatest impact on early-career teachers' preparedness to teach maths.

Research questions

How are early-career teachers supported to become competent and confident teachers of mathematics?

Sub-questions:

- Do pre-service dispositions towards maths have a long term impact on primary teachers' competence and confidence for maths teaching?
- What are the pedagogical shifts that occur during the early years of teaching practice?
- What are the barriers for early-career teachers' in the implementation of equitable approaches to teaching within maths lessons?
- How do relationships and/or school structures support or diminish an early career teacher's identity as an inclusive practitioner?

Framing the question

Readiness to teach maths involves a complex array of knowledge, skills, attitudes and beliefs, many of which will only be developed through a thoughtfully structured, research-informed teacher education programme. Alarming, however, it has been reported by Swars, Smith, Smith, Carothers and Myers (2018, p.128) that there is "a lack of focussed preparation for effectively teaching maths" in teacher education programmes, while Wu (2009, p. 14) claims that the lack of knowledge to teach maths "with coherence, precision, and reasoning is a systemic problem with grave consequences".

During the first years of joining the profession, new teachers begin to develop their perspective of 'self' as a mathematician and as a teacher of maths, a transformation that involves a great deal of reflection, engagement, learning and motivation. Moate & Ruohotie-Lyhty (2014, p. 251) discuss a Deweyan principle in relation to teacher education,

stating that student teachers need to engage in intelligent thought in order to form “appropriate dispositions to act” and to develop an understanding of the world. They profess that pre-service teachers require a degree of autonomy and responsibility in their learning (for themselves and for others) so that their identity and agency can develop independently of immediate authorities. However, research has shown that “structural guidelines, such as accountability and grading, foster particular stances” that are often contrary to the teachings of the university and the identity development of the student teacher (Maensivu et al, 2013; Raiker & Rautianen, 2014).

This study will attempt to illustrate the power relations that exist between new teachers and their educators/mentors, with an emphasis on how these relationships support or diminish the opportunities for meaningful learning to occur in maths and for inclusive practices to be observed in the classroom. Meaningful learning has been theorised by many authors (Okukawa, 2008; Merriam & Clark, 1993; Billett, 2009), and parallels have been drawn with the characteristics of ‘transformative learning’ (Sterling, 2003, Kostianen et al, 2018) and ‘significant learning’ (Dee Fink, 2013). The commonalities between these three theories of learning can be listed as key characteristics; each 1) requires full engagement with learning, 2) enacts a lasting change in the student’s life and, 3) has value in their life or the life of others. To consider this further, we should accept that, in order for student teachers to achieve high-quality learning, they “have to engage in making a cognitive contribution including active participation and reflection as well as emotional commitment” (Kostianen et al, 2018, p. 68).

Methodological approach

This study adopts a naturalistic interpretive view of knowledge which respects individuals’ interpretations of the world around them and uses their individual circumstances, meanings and purpose to formulate a theory based on their lived experiences (Cohen, Manion & Morrison, 2015). The complexities of the early-career teachers’ relationships, interactions and experiences will be embraced; only general assertions about the relative phenomena will be proposed. In order to identify and understand the varying needs of new teachers it is necessary to conduct naturalist, interpretive, qualitative research so that teacher education programmes can be responsive to their needs as learners.

It is important to hear early-career teachers’ accounts of who they are as developing teachers, what they bring to the profession and to their learning journey, how they are changed along that journey and how they act in the classroom. By listening to the views and perceptions of early career teachers, a better understanding of the contexts and experiences that facilitate opportunities for meaningful learning to occur will be developed, and the barriers or counter-effects to inclusive and equitable classroom practices will be identified.

A multiple case study will identify connections and relationships that might transcend more than one or even many of the cases in question. Commonalities and discrepancies that are identified among the cases will be highlighted, however, it is important to note that “no formal projection to cases that are not examined” will be made (Stake, 2006, p.90). In examining these cases, the researcher won’t set out to prove that the propositions made are factual but it is hoped that something new will be learned about the experience of early

career teachers. While a focus will be on each individual case during the course of the research project, the ultimate goal will be to understand the system of which they are a part. This is what Stake (2006, pp4-6) describes as the 'quintain' – "the arena or the holding company or umbrella for the cases", in this study the quintain is 'the learning experiences of early career teachers in relation to primary maths teaching'. This study will examine the experiences of each case in order to gain a better understanding of the quintain.

More specifically a longitudinal case study, which will involve "immersion in the case for an extended period of time" (Ashley, 2017, p.115), will allow the processes and the dynamics of change to be examined more fully to inform a richer, more detailed report of the issue in question. By conducting a longitudinal case study, it will be possible to assess "the impact of an event at one point in time on outcomes that happen later in an attempt to determine cause and effect" (Vignoles, 2017, p. 130). A longitudinal study will allow change to be measured over a period of time, which is pertinent to the acceptance that teacher identity develops over time; it is a concept that alters and moulds to the environment and the context within which it grows.

Analytical approach

By recording and transcribing the interviews, key information can be identified and comments analysed. Coding, using Nvivo software, allows significant themes and patterns to be drawn from the conversations (Tedder, 2017) so that a profile of each case unit can be constructed. This form of research analysis will allow a specific focus "on the relationship between the personal and the social, on exploring the way social 'context' permeates the way people construct meaning from their individual experience and the way that social norms find expressions through individual sense-making and action-taking" (ibid, p. 291).

How can the case study findings be generalised? Using ten units in this case study, will allow the experience of the phenomenon to be replicated. The conditions will be different, due to the variety of experiences, e.g. working with different peers/tutors and in different placement schools. This amounts to a complex case that will need careful illustration according to the varying conditions for each unit within the case. Ultimately, the goal will be to make analytic generalisations rather than particularising analyses (Yin, 2014, p.21). It is also likely that the contexts and causal mechanisms for this case will have resemblances within similar phenomena, e.g. meaningful learning in literacy or science teacher education, whereby the analysis of this study may be generalised to other fields of teacher education.

By drawing out and vocalising the information from their "own personal membrane" (Mears, 2017, p.184), the participants will likely be changed in some ways; perhaps developing a heightened awareness of their development needs in relation to the topic in questions (mathematics). This awareness may well prompt greater engagement in professional development activities relating to the topic so it will be necessary to note this effect and monitor the impact of this on the results, through direct discussion and reflection as well as subjective consideration of the effects noted.

Analysis

To date, individual interviews have been carried out with each participant; one at the beginning of their ITE year and another at the end of the session (June 2020). These narrative interviews have lasted between 30mins and 1 hour, allowing participants ample time to recount and share experiences as deemed important by them. Occasional prompts and questions were used to ensure that the data gathered was as full, rich and relevant as possible. In addition, focus group meetings were conducted at the mid-point of the PGDE course so that participants could review and recount their experiences of on-campus teaching, while the memory was relatively fresh in their minds. Using focus groups at this juncture prompted participants to consider their views carefully and in comparison to those of their peers on the programme.

Initial interviews allowed the researcher to build a profile of each participant, recording their prior experience with maths (inc. highest qualification), levels of confidence with maths, and their perception of the role of a maths teacher. At each meeting, participants have been asked to record their feeling of preparedness to teach maths on a scale of 0-10. While this data allows the researcher to chart the participant's journey and 'track' their developing identity in relation to maths teaching, it is evident that there are a number of considerations that must be applied to the data in order to determine its relevance and validity. It will be important that this data is viewed in the context of the individual's profile and in relation to the varying contexts of their individual teacher education journey. Perceptions of preparedness are subject to significant variation across the case, and these are not assumed to present an accurate picture of the participant's efficacy in the classroom. The individual's own perception of their preparedness to teach maths is determined by their confidence in their own mathematical knowledge, their developing awareness of the teacher's role and their understanding of the impact that pedagogical choices have on children's learning. To be able to analyse the data in the context of each individual, one question has been asked of each participant at every meeting and will continue to be asked for the duration of the study; that is 'what do you believe makes an effective teacher of primary maths?' It is expected that the participant's response will become more informed with experience and with learning. The information that is shared in each interview will also be used to determine the participant's attitude towards disadvantaged learners and their values in relation to social justice and equity in the classroom.

Initial analysis of the data that has been collected to date has brought a number of themes to light and these will be explored further through subsequent phases of analysis and interview.

Themes that are emerging can be categorised as follows.

- **Personal and Social Identity (pre-ITE):**
 - Fixed mind-set perspectives on maths
 - Anxiety about maths based on school experiences
 - Role model influences on teaching
- **ITE experiences:**
 - Growth mind-set teaching
 - Benefits of micro-teaching on campus

- Disconnect between university teaching on inclusive approaches and the classroom reality
- Importance of student-mentor relationships – adopting the status quo
- Challenges of ‘mixed-ability’ teaching
- Maths as a relevant and engaging experience

Taking ideas forward

This is a longitudinal study that will follow 10 case units through their first and second years of qualification, following their PGDE year. As only the first phase of data collection is coming to completion in June 2020, the project is expected to evolve in response to themes as they emerge from the data. The sudden and unexpected change to working arrangements in response to the Covid-19 pandemic has slowed progress on this study and is likely to have some implications going forward due to home-schooling and childcare responsibilities. While detailed analysis and writing up of findings from the initial data collection phase has not been possible, data collection is still on track and is expected to continue in accordance with the proposed timeline.

The impact of Covid-19 and the shortened final placement for the PGDE student teachers has brought an added dimension to this study. The longitudinal nature of the study is fortuitous as it will allow the researcher to explore the impact of the shortened ITE year on the participant’s future experience of teaching. In addition, the geographical spread of the participant’s allocation to the Teacher Induction Scheme will serve to illustrate the variant provision of CPD in maths and the experiences of new teachers across a minimum of 6 different local authorities in Scotland, with an awareness of the heightened need for closer support and assessment of the new graduates due to the impact of Covid-19 on their ITE experience.

Project 3: Health and Wellbeing (Catriona Robb)

Introduction

The purpose of this longitudinal study is to explore how beginning teachers develop their understanding of Health and Wellbeing (HWB) as they progress from Initial Teacher Education, to their probation year and their first year as a fully qualified teacher. This exploration will consider the influences on their professional learning as they interact within many settings over time. The aim is to understand how these experiences influence their cognitive and affective responses, their identities and agency in teaching and promoting HWB in their practice, i.e. in both teaching programmes of study and in their interactions with children and young people. This project began in December 2018.

A thematic analysis of beginning teachers' social influences will be used to explore how and why their interactions and their prior experiences influence their perceptions and conceptions of HWB.

Research questions

What are the social influences on beginning teachers in learning to teach and promote Health and Wellbeing?

Framing the question

The framework underpinning this question draws on the bio-ecological theory (Bronfenbrenner & Ceci, 1994) and the concept of Communities of Practice (Lave & Wenger, 1991), which developed from sociocultural theory (Vygotsky, 1978). Thus, it is concerned with the social and environmental influences on beginning teachers, over time. The study is premised on the perspective that learning is a social construct.

Methodological approach

It is considered that people actively construct their social world (Cohen, Manion & Morrison, 2013). So, as they encounter new experiences, they may take apart prior constructs and add new ones to their understanding of their world. It is understood there are many interpretations of situations (Cohen et al., 2013).

The ontological perspective taken in this study is that behaviours, attitudes and values are a result of their interactions (Bryman, 2016). This research aims to explore individuals' own perspectives of their world, and this will be underpinned by an emphasis on how beginning teachers interpret situations and take meaning from their perceptions. The epistemological position is interpretivism (Denscombe, 2010).

From the assumption that reality is interpreted, i.e. that participants' behaviours, actions and attitudes are interpreted, these realities are "as experienced and interpreted by the researcher" (Wallace & Wray, 2016, p. 96), through vicarious experience (Guba & Lincoln, 1994), thus there is a need to ensure, as far as possible, that they are a true representation of how the individuals interpret their world.

A mixed-methods approach was chosen because it was considered that this would be the best way to investigate two aspects of the problem, (i) the attitudes, values and understanding of large numbers of beginning teachers and (ii) the social influences on a smaller number whose experiences would be explored in more depth. So, the quantitative method would be useful for identifying patterns among the cohort, while the qualitative method would give more insight and depth to the issue.

The chosen research methods are semi-structured interviews and questionnaires. The participants will be the whole cohort of PGDE Primary and Secondary students, for the questionnaire, and a randomly selected (through Excel) group of those students who indicate their willingness to participate in the semi-structured interviews. The Qualtrics questionnaire will be made available to c. 1,000 PGDE students at the beginning and the end of their PGDE year, and the semi-structured interview participants will comprise of 6-10 students, during their PGDE year, their probation year and their subsequent year of teaching.

Analytical approach

Qualitative and quantitative approaches will be used to analyse the questionnaires and semi-structured interviews. The Qualtrics survey will be analysed by Qualtrics software, with patterns then identified by the researcher. The semi-structured interviews will be transcribed and then analysed using NVivo.

Analysis

There has been some preliminary analysis of the pilot Qualtrics questionnaire which has 68 respondents.

Who influences the respondents in forming their attitudes and values?

82% are influenced by close family members and friends

This is followed by social media/ newspapers/ TV and wider family and friends (both 43%) – if they were under 30, they were more likely to be influenced by social media/ newspapers/ TV and, if over 30, were influenced by wider family and friends and their own experiences.

Teaching and promoting HWB in their everyday interactions with children and young people

Overall, there were positive disposition to promote HWB in everyday interactions (87%).

Most respondents feel moderately confident in teaching the given aspects of HWB; specifically, 53% for relationships and sexual health, 46% for substance misuse, 40% for mental and emotional wellbeing and 57% for HWB overall. While this is a positive finding, there still were 9 respondents who were not at all confident around relationships and sexual health (13%), 10 who were not at all confident in substance misuse (15%), 1 who was not at all confident in mental and emotional wellbeing (1%) and 5 who were not at all confident in teaching HWB overall (7%).

79% of respondents think that HWB in school is extremely important for those living in poverty; 18% think it is very important and 3% think it is moderately important. Across all age

groups and across both Primary and Secondary, overall, respondents thought it was extremely important.

The challenges of teaching and promoting HWB

Mainly, respondents find all aspects moderately challenging, followed by slightly challenging and not challenging. However, 12 respondents found relationships and sexual health very or extremely challenging (18%); 10 respondents found substance misuse very or extremely challenging and 11 found mental and emotional health challenging (16%).

Two respondents found relationships and sexual health extremely challenging and both were Primary students. 22% of Primary respondents and 28% of Secondary students reported that they did not find relationships and sexually health challenging at all.

Who would respondents turn to if they found aspects of HWB challenging?

The majority of respondents talk to their peers (22%), followed by family (19%) then friends who are not teachers (18%) and friends who are teachers (15%). Only 7% would talk to their university tutor and 7% also would talk to teachers in school. The vast majority of those who would talk to their university tutor were Secondary.

However, the majority of Secondary students would talk to their peers and the majority of Primary students would talk to family.

A summary of the findings so far can be seen in figure 4.

Conclusion

The literature review and methodology have been prepared, as have the questionnaires. The pilot questionnaire and interviews have been tested and revised for the 2020/21 cohort (Bryman, 2016). The progress of the project has been affected by work commitments and by the Covid-19 pandemic. In relation to the latter, focus has been on preparing complementary learning for students, so they could maintain a level of professional learning at the end of the year and preparing online content for the new cohort starting in August 2020. This has limited the time available for analysis and writing.

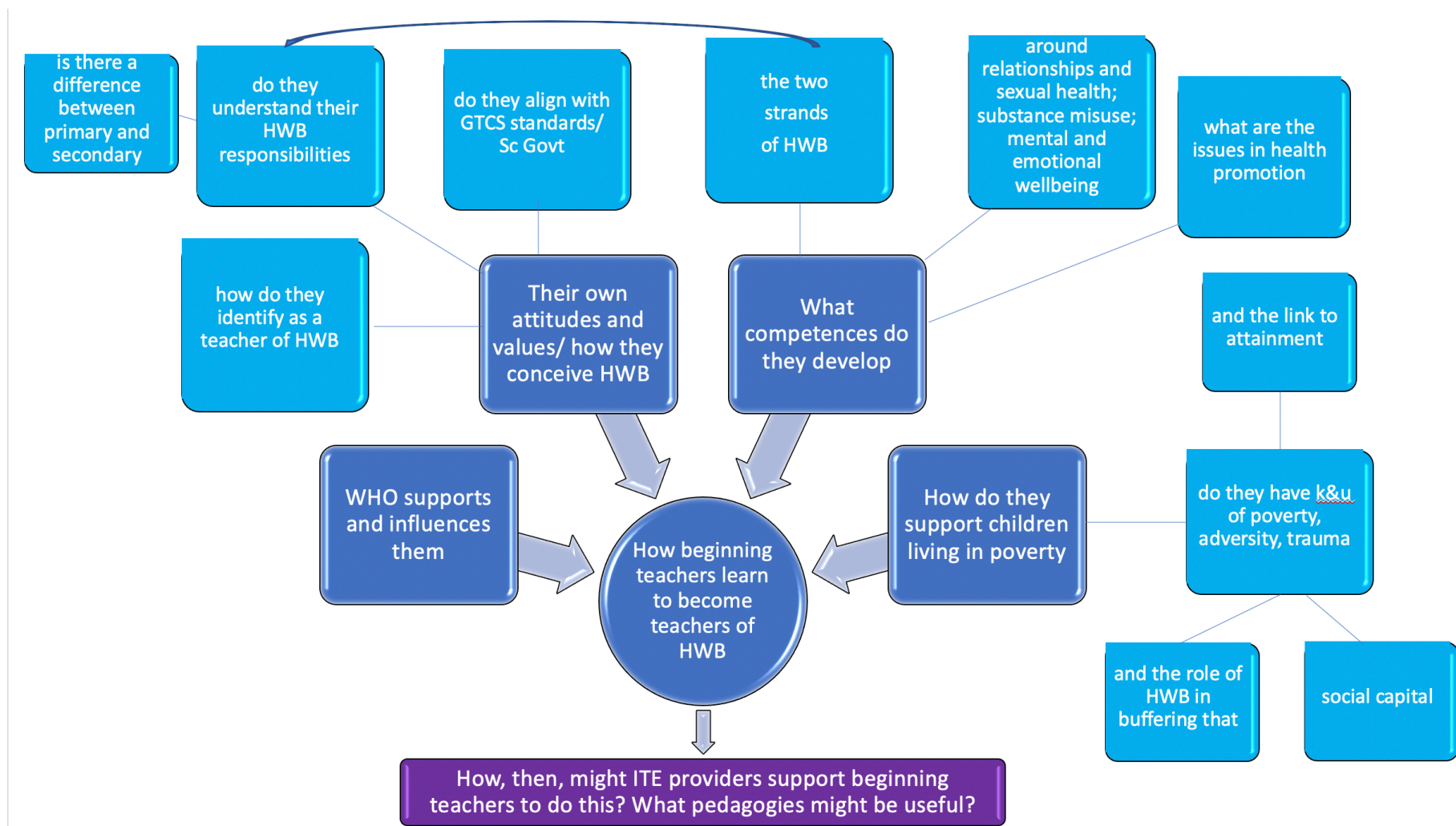


Figure 4: Concept maps of the tentative outcomes of project 3: Health and Wellbeing

Conclusion

We have another 2 years of data collection planned, therefore this report can only represent the COVID-19 interrupted end of Year 1, focusing on students as they complete their initial teacher education programme and move into their probation year in Scottish schools. The data collection has largely proceeded as planned, but the analysis is delayed due to the life changes and workload associated with the pandemic. More analysis will happen through the summer and autumn, where we intend to address questions such as:

- What are pre-service teachers' attitudes and dispositions towards literacy, numeracy and health and wellbeing as curriculum areas?
- What are the key curriculum and pedagogic dilemmas and challenges related to being and becoming a teacher of literacy, numeracy, and health and wellbeing faced by trainee teachers as they navigate the final year of their programme?
- How do trainee teachers perceive the contribution of different types of initial teacher education experiences and contexts to their professional development?
- To what extent do students embrace the on-campus teachings of equity and inclusivity, and how staunchly are these values upheld during professional practice in schools?

At this stage we can say students at Strathclyde are predominantly active in how they negotiate the balance between university and placement elements. This is the physical move across different contexts but also requirements and standards in regards different types of assessment activity. In particular, in relation to literacy the transition is perceived to be one that needs to be negotiated by the individual student. But the practice school environment and the students' perception of their position in the classroom can be a significant influence on how easy this negotiation is and can exert a dispositional shadow over the student's approach to other elements and requirements on the programme. In numeracy, there is some evidence that micro-teaching exercises can mitigate this.

Social influence, within and beyond the programme cohort, is very important when considering these new teachers' identity as a teacher of literacy, maths and of health and wellbeing. The way in which this identity is formed and the extent to which it is reinforced or challenged (positively and negatively) was found to be especially significant in relation to numeracy and health and wellbeing. The student mentor relationship can be very important in this process, especially where a student might feel unsure or uncomfortable. The mindset of the student and the extent to which this is robust to external influences is therefore useful to consider, both positively and negatively.

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