Early Career Casual Teachers: Negotiating professional identity in multiple communities of practice.

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This thesis is presented for the degree of Doctor of Philosophy of Murdoch University, 2017.
I declare that this thesis is my own account of my research and contains as its main content work which has not previously been submitted for a degree at any tertiary education institution.

Helen Therese Dempsey
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ABSTRACT

The aim of this research was to explore the experiences of Early Career Casual Teachers (ECCTs) and how their professional identities are negotiated and constructed in multiple communities of practice. Early career teachers are increasingly beginning their teaching careers in casual employment (Bita, 2015; Bryan, 2015; K. Jenkins, 2013) and despite the increasing number of ECCTs, there is limited research regarding their experiences. The fragmented nature of casual teaching may also constrain negotiation and construction of a professional identity (Pietsch & Williamson, 2007).

This qualitative study was longitudinal in design and used a case study method. Participants were early career teachers who had been employed as day-to-day casual teachers, commonly referred to as “relief teachers” in Australia. There were two phases of the research conducted over an eighteen-month period. The first exploratory phase consisted of focus group discussions with ECCTs, and the second phase followed the journeys of six early career casual teachers gathering data through interviews and reflective tasks. Wenger’s (1998) communities of practice framework was adapted and used to investigate ECCTs’ experiences and professional identity negotiation and construction.

Relationships and engagement were found to be critical in the complex negotiation and construction of professional identity. Access to both school and professional communities was a major challenge reported by ECCTs. For some, prior engagement with a school community provided brokerage into the school community, and for others sustained engagement with a school community provided access to formal professional communities. In addition, developing strong relationships with students, colleagues and parents assisted ECCTs to develop deep connections with a school community and contributed to a sense of belonging. Professional identity was constructed through integration of personal and professional identity and was negotiated through experiences in both school and professional communities.
The research findings provide new insights for universities, education departments, professional authorities and schools in their endeavours to assist ECCTs as they negotiate and construct their professional identity, potentially enhancing commitment to the teaching profession.
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List of Abbreviations

ACoP - Adapted Community of Practice

AITSL – Australian Institute of Teaching and School Leadership

AISWA - Association of Independent Schools of Western Australia

CEOWA - Catholic Education Office of Western Australia

CoP – Community of Practice

DoE – Department of Education

ECCTs – Early career casual teachers

GTPLP – Graduate Teacher Professional Learning Program

IPL - Institute for Professional Learning

IPS – Independent Public Schools

OECD – The Organisation for Economic Co-operation and Development

TRBWA – Teacher Registration Board of Western Australia
CHAPTER 1

CONTEXTUALISING THE RESEARCH
**Introduction**

The development of a strong professional identity has been shown to have a range of positive outcomes for teachers and students (Day & Gu, 2014; Lasky, 2005; Mockler, 2011). Research suggests that at all phases of a teaching career, professional identity plays an important role in teachers’ commitment to and engagement with the profession, along with their capacity to sustain motivation (Day & Gu, 2010). There are also positive outcomes for students, as teacher effectiveness has been linked to teachers’ professional identity (Cross & Hong, 2009; Day, 2011; Day & Gu, 2010). Professional identity is not fixed; rather, it is negotiated and constructed throughout a teaching career.

A critical time for development of professional identity is the early career phase. In Australia, many early career teachers begin their teaching career by working in casual positions (K. Jenkins, Smith, & Maxwell, 2009; McCormack & Thomas, 2005; Pietsch & Williamson, 2005). This may present challenges for development of a strong professional identity as often Early Career Casual Teachers (ECCTs) are engaged in multiple and sometimes competing roles in order to obtain financial security. Professional identity for ECCTs is particularly complex as they are negotiating and constructing their professional identity as teacher as well as casual worker (Charteris, Jenkins, Jones, & Bannister-Tyrrell, 2015). Despite the increasing number of ECCTs beginning their teaching career employed as casual teachers, there is a paucity of research regarding how ECCTs negotiate and construct a professional identity.

The aim of the research is to explore development of professional identity for ECCTs. Using a sociocultural approach, the research focuses on the negotiation and construction of professional identity within the multiple contexts and communities in which ECCTs work. Their experiences and social interactions influence how ECCTs view themselves as teacher (Horn, Nolen, Ward, & Campbell, 2008; Mockler, 2011; O'Connor & Scanlon, 2006). Professional identity is developed in social contexts, highlighting the importance of belonging to a teaching/learning community (Glass, 2011; Kerkham, 2008). As ECCTs may be employed in multiple teaching communities there is a need for research into the possible professional identities that may develop for ECCTs. Acknowledging ECCTs may have
diverse experiences, the research uses focus groups and in-depth interviews to explore these experiences. In addition, as professional identity is negotiated and re-negotiated as well as constructed and re-constructed over time a longitudinal design is utilised.

Understanding how ECCTs negotiate and construct their professional identity in multiple communities of practice is important for the teaching profession in Australia for several reasons. Significant numbers of early career teachers leave the profession, with early career teacher attrition reported to be as high as 50% (Vukovic, 2015). A lack of employment appears to contribute to early career teacher attrition (Dupriez, Delvaux, & Lothaire, 2015; Mayer et al., 2014). Conversely, a strong professional identity may positively contribute to teacher retention (Avalos & Aylwin, 2007; Day, 2011; Day & Gu, 2010; Pearce & Morrison, 2011). To better support early career teachers, attention has focused on development of supportive teacher induction programs, as induction programs have been linked to professional commitment, effectiveness and positive student outcomes (Ingersoll & M, 2011). Recently in Australia, the Australian Institute of Teaching and School Leadership (AITSL, 2016a) has developed guidelines for early career teacher induction recommending the inclusion of professional identity and wellbeing in induction programs. The challenge for ECCTs, however, is that access to formal induction programs may be limited (K. Jenkins, 2013). For ECCTs, limited access to induction programs and fragmented employment may lead to fragile professional identities, thus putting this cohort of teachers at greater risk of leaving the profession.

My interest in the experiences of ECCTs stems from personal experiences of casual teaching. Due to frequent relocation, both interstate and overseas, casual teaching afforded me entry into the available teaching communities. As an experienced teacher, I maintained a strong professional identity as “teacher”, despite at times feeling isolated and on the periphery of a new school community. In addition, my experiences of casual teaching made me aware of different attitudes towards casual teachers and the complex social and political environments of staffrooms, classrooms and schools in general. Considering the multiple and varied experiences encountered during casual teaching, I questioned the “professional identities” made possible for ECCTs within a fragmented employment context.
In order to contextualise this study, the following sections briefly describe casualisation in the Australian teaching workforce, followed by an explanation of the national and Western Australian professional context and policies impacting employment opportunities for early career teachers. The chapter concludes with the research aims, significance of the research and definitions of terms.

Casualisation of the Teaching Workforce in Australia

Casual teachers have always been part of the fabric of the teaching profession in Australia. In colonial times, “bright students” were trained by their teacher to instruct other members of their class. These “teacher monitors” and “pupil teachers” taught classes when teachers were absent (Trotman, 2008), in effect acting as replacement teachers. After teachers were required to have formal training, married women (who were not eligible for permanent positions) were used to manage teacher supply and demand. During times of teacher shortages, married women were encouraged to remain in the teaching profession (Barcan, 1965), but in times of high unemployment, married women had to resign (C. Campbell & Proctor, 2014). Lack of full-time employment opportunities for married women resulted in a ready supply of casual teachers. An increase in population of children after WWII, called “baby boomers”, whilst initially causing an undersupply of teachers, eventually resulted in an oversupply as the baby boomer children completed teaching degrees (P. McKenzie, 1991). By the 1980s female teachers were no longer required to resign when they had children, which further contributed to an oversupply of teachers and fewer available positions for early career teachers (P. McKenzie, 1991). One consequence of teacher oversupply was a ready supply of casual teachers in both urban and rural areas (Gill & Hand, 1992).

In the broader workforce, there has been a general trend towards increased casualisation in most OECD countries, with the rate of casualisation in Australia one of the highest (Australian Council of Trade Unions, 2011a; I. Campbell, 2004). One possible factor contributing to the high rate of casualisation in Australia was the relatively beneficial remuneration for casual workers (Deery, Plowman, Walsh, & Brown, 2002). Another factor was an increased participation of women in the workforce (Australian Council of Trade Unions, 2015; Watson, Buchanan, Campbell, & Briggs, 2003). Casual employment may have
been particularly attractive to parents with young children, especially women who had taken
time away from full-time employment for parenting reasons. However, there are some
negative factors related to casual employment. Casual employees are paid an hourly rate, but
with no control over the number of hours worked and do not have the rights of regular
employment such as paid leave; for example, annual leave or sick leave (I. Campbell, 2004;
Tweedie, 2013). Therefore, casual employees may experience a tenuous financial position
and an inability to obtain loans such as mortgages (Emerson et al., 2004).

Casualisation of the workforce in the education sector followed the general trend in Australia,
with casual employment in education increasing from 15% in 1985 to 17.9% by 2003 (I.
Campbell, 2004). The Australian Education Union reported that since then, casualisation had
stabilised at approximately 20% (Australian Education Union, 2012). However, early career
teachers appeared to have higher rates of casualisation. A large scale study of early career
teachers in New South Wales reported 74% began their teaching career with fragmented
work, including short term contracts and casual day-to-day teaching (Pietsch & Williamson,
2004). Other studies, however, suggest that one third of early career teachers were employed
as casual workers (K. Jenkins et al., 2009; McCormack & Thomas, 2005). Despite the
difference in numbers, these studies indicate there is a high percentage of ECCTs. One
consequence is that, in the age of accountability, working as a casual teacher means that
fulfilling the regulatory requirements of teaching can be difficult.

Teacher Professional Context in Australia

Since 2011, there have been significant changes for the teaching profession led by policy
directives at the national level. The Australian Institute for Teaching and School Leadership
(AITSL) was created and funded by the Australian Government and included in their
“statement of intent” is the key phrase “to promote excellence so that teachers and school
leaders have the maximum impact on student learning in all Australian schools” (AITSL,
2015). The three key focus areas are: teaching, initial teacher education, and school
leadership (AITSL, 2015). Within these key areas AITSL initiatives include teacher
registration advice (AITSL, 2011), developing guidelines for initial teacher education
programs (AITSL, 2016b) and developing standards for teachers and principals. The
development and implementation of the professional standards for teachers provide standards at four levels; graduate, proficient, highly accomplished and lead (AITSL, 2012).

Along with the mandated changes in the teaching profession, AITSL has recently focused on the quality of teacher induction. Drawing on research into early career teachers and induction, AITSL has developed guidelines outlining “critical factors for high quality and effective induction of early career teachers” (AITSL, 2016a, preamble). These guidelines were endorsed by all state and territory Ministers of Education in July 2016. Four key components of effective induction were identified: professional practices, professional identity, wellbeing, and orientation (AITSL, 2016a). Previous induction programs have focussed on professional practice and orientation into the school community (AITSL, 2016c; Ingersoll & M, 2011). The recent addition of professional identity and wellbeing to induction programs reflects a growing recognition of their importance in improving “job satisfaction and commitment” (AITSL, 2016a, p. 3). The key area of professional identity states:

> Every teacher develops a teaching identity made up of their knowledge about good teaching, their relationships with peers and the community, and their understanding of the significance of their profession. Graduates need assistance in understanding what is expected of teachers, both in the school/education setting and more broadly, and the technical, intellectual, ethical and cultural elements that make up professional responsibility. They need to be part of a continuing professional conversation through formal and informal networks and positive relationships with learners, parents and colleagues (AITSL, 2016a, p. 5).

Induction practices, however, rely on consistency in employment, which may not be the experience of ECCTs, and AITSL found that casual teachers were less likely to receive any form of induction (AITSL, 2016c). Casual employment, particularly for ECCTs, suggests professional identity construction occurs in multiple school settings, whereas quality induction should be “embedded in daily practice” and be “delivered in settings with a strong learning culture and strong professional relationships” (AITSL, 2016a, p. 4). Although this emphasis on the quality of induction has occurred since the data for this study were collected, the recognition that professional identity is particularly critical in the early years adds to the
significance of this study. It is timely and relevant as there has been limited research on the professional identity of ECCTs.

Teacher Registration in Western Australia

To teach in Western Australia, teachers must be registered with the state registration body, namely the Teacher Registration Board of Western Australia (TRBWA). Whilst some states in Australia required teacher registration from the 1970s, for example Queensland and South Australia (Queensland College of Teachers, nd; Teacher Registration Board of South Australia, 2016), teacher registration became mandated across Australia in the early 2000s. At the time of this research, early career teachers in Australia were initially granted provisional registration after graduation and were then obliged to fulfil certain requirements in order to progress to full registration. In Western Australia, early career teachers were required to have taught for 60 days and completed 60 hours of professional learning within a three-year period in order to be able to apply for full registration (TRBWA, 2014). Early career teachers were also required to provide evidence of professional practice at a proficient level within three years, as described by the standards developed by AITSL (2012).

The focus and conditions of teacher registration, in particular provisionally registered teachers changed in 2011. Initially the Western Australian College of Teaching Act 2004 was designed to “recognise, promote and regulate the teaching profession in Western Australia” (p. 1). Although provisionally registered teachers were supposed to progress to full registration within three years, provisional registration could be renewed (Western Australian College of Teaching Act 2004 (WA)). The Western Australian College of Teaching Act 2004 was replaced by the Teacher Registration Bill 2011 and the parliamentary discussion, as recorded in Hansard, showed a change in focus of teacher registration to “promote the interests of students rather than those of the teaching profession” (Parliament of Western Australian, Legislative Council, June 21, 2012 p. 4165). This change in purpose resulted in provisionally registered teachers being unable to renew provisional registration except in exceptional circumstances. Casual teaching was not considered an exceptional circumstance.

Providing evidence of professional practice at a proficient level within three years could prove challenging for ECCTs. Key challenges are highlighted in Table 1.1, with a complete
list of AITSL standards available in Appendix A. Standards 2.2 and 3.2 require early career teachers to develop well-sequenced lessons that engage students and promote learning. As ECCTs may not teach the same class on consecutive days, they may rarely develop learning and teaching programs. Early career teachers are expected to set challenging and achievable learning goals (Standard 3.1) but in order to do that a teacher would need to know the students’ capabilities and interests. For ECCTs who often teach at different schools and classes this could be particularly challenging. Due to this fragmented employment, it is also doubtful ECCTs would be able to participate in moderation of assessments as required in Standard 5.3, unless employed on a long-term basis. Standards 6.2 and 6.4 require ECCTs to engage in professional learning to enhance practice and apply this knowledge to improve student learning. However, research suggests casual teachers experience difficulties accessing formal professional learning (Bamberry, 2011; K. Jenkins, 2015; Nicholas & Wells, 2016). The Standards also require early career teachers to provide evidence of establishing respectful and collaborative relationships with parents (Standard 7.3), although opportunities to interact with parents and carers may be limited for casual teachers. Therefore ECCTs may be unable to provide evidence of proficiency in this standard. The regulations regarding teacher registration have a greater impact on ECCTs: this is becoming more visible due to the increasing number of ECCTs. The role of registration regulations and processes in influencing the development of professional identity for ECCTs will be explored in this research.

Table 1.1 Proficient descriptors of select AITSL standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Proficient descriptor</th>
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<tbody>
<tr>
<td>2.2 Content selection and organisation</td>
<td>Organise content into coherent, well-sequenced learning and teaching programs.</td>
</tr>
<tr>
<td>3.1 Establish challenging learning goals</td>
<td>Set explicit, challenging and achievable learning goals for all students.</td>
</tr>
<tr>
<td>3.2 Plan, structure and sequence learning programs</td>
<td>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</td>
</tr>
<tr>
<td>5.3 Make consistent and comparable judgements</td>
<td>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</td>
</tr>
<tr>
<td>6.2 Engage in professional learning and improve practice</td>
<td>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</td>
</tr>
<tr>
<td>6.4 Apply professional learning and improve student learning</td>
<td>Undertake professional learning programs designed to address identified student learning needs.</td>
</tr>
<tr>
<td>7.3 Engage with the parents/carers</td>
<td>Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing.</td>
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</table>
ECCTs Access to Professional Learning and Employment in Western Australia

At the time of this research (September 2013 to July 2015), there were key issues for ECCTs in regards to access to professional learning and employment. Firstly, access to professional learning specifically designed for early career teachers was limited. Secondly, changes to government policies impacted access to employment.

Specific professional learning programs for early career teachers were developed by the three overarching employer bodies, although access appeared to be difficult for ECCTs. Teachers in Western Australia may be employed by the Department of Education (DoE) at what are known as government or public schools, or at Catholic schools or other independent schools. Professional learning opportunities were made available through three key associations: the Institute for Professional Learning (IPL) for teachers in government schools; the Catholic Education Office of Western Australia (CEOWA) for Catholic Schools; and the Association of Independent Schools of Western Australia (AISWA) for other independent schools. The Western Australian DoE professional learning for teachers included a “Graduate Teacher Professional Learning Program” (GTPLP) that consisted of four modules and was available at no cost for employees (Department of Education and Training Western Australia, 2016). However, enrolment in these units required an education department email address, which was not provided to casual teachers. Early career casual teachers employed in Catholic schools could access the “Early Career Teacher Program” through the “Professional Learning Portal” (Catholic Education Office of Western Australia, 2016a). Although this program was free for employees, enrolment requested the name of school where employed. This was potentially problematic when teachers were employed casually at a variety of schools and without close connections or regular engagement with one particular school. Professional learning delivered through AISWA included a variety of sessions under the heading “Graduate to Proficient” and were open to non-AISWA member teachers; however, there was a cost involved in these professional learning opportunities (AISWA, nd). As engagement in professional learning was necessary in order to fulfil registration requirements, the difficulties in accessing these specific professional learning opportunities for ECCTs, could be a barrier to teacher registration.
Two key policy decisions enacted prior to and during this research impacted upon employment opportunities for early career teachers seeking employment in public schools. Firstly, in order to bring closer alignment of student entry ages between Western Australia and other states in Australia, Western Australia changed the age requirements for student enrolment. Prior to 2002 students were required to have had their fifth birthday before the end of December of that year in order to enrol in pre-primary. In 2002, cut-off was changed from December the 31st to June 30th of that year (Australian Bureau of Statistics, 2010). This produced what has been termed a “half-cohort” of students who progressed through the school years, and resulted in less teacher demand in primary schools up until 2010 and then reduced teacher numbers in secondary schools until 2015. In addition, prior to 2015 Year 7 students were based in primary schools; however, as part of the Director General’s “Classroom First Strategy”, from 2015 Year 7 students were based in secondary schools (Department of Education, 2013). Therefore, from 2015 there was less demand for primary school teachers but a higher demand for secondary teachers.

Another government policy that altered employment opportunities for teachers and in particular early career teachers was the introduction of Independent Public Schools (IPS). Prior to 2009, teachers working in public schools were appointed by the central office of the Department of Education, but the “Independent Public Schools Initiative” was introduced in 2009. IPS were given autonomy in teacher employment and therefore teachers—including early career teachers—were required to apply to individual schools rather than being appointed by the central body. From a small cohort of thirty-four schools in 2010 (Department of Education, 2011), by 2017 there were 518 IPSs (Department of Education Services, 2017). The State School Teachers’ Union of Western Australia (SSTUWA) reported that early career teachers experienced difficulty fulfilling IPS’ selection criteria and with decreasing non-IPS schools, obtaining employment was becoming challenging (SSTUWA, 2016). Therefore it could be considered that the increase in IPS contributed to a higher proportion of early career teachers being employed as casual teachers.

Due to the economic challenges faced in early 2014, the Western Australian Government introduced an “employment freeze” in April 2014. The employment freeze included
advertising and recruitment across all departments and this particular freeze continued until the end of June 2014 (Department of Treasury Western Australia, 2014). There was a pronounced impact on ECCTs, especially those who had yet to obtain an employee number (e-number), as this was required for payment of wages. However, an e-number was only provided to casual teachers on completion of their first day of employment (Department of Education and Training Western Australia, 2014). Therefore ECCTs not employed before April 2014, were unable to seek any type of teaching employment in the government system, including casual teaching, for the duration of the freeze. Employment freezes have continued to be utilised during challenging economic times including in early 2016 (Public Sector Commission, 2015). Whilst employment freezes may assist governments manage challenging fiscal times, they impact the employment opportunities for all workers, but particularly for ECCTs without employee numbers.

Research Aims

Given the increasing casualisation of teaching and number of early career teachers beginning their careers as casuasls, the aim of this research is to explore the experiences of early career casual teachers in Western Australia. The focus is early career casuals’ professional identity negotiation and construction. Considering the multiple school settings and broader professional settings in which this might occur, ECCTs’ experiences within both school and professional settings are examined.

Significance of the Research

Casual teachers are an important cohort in the teaching workforce as they provide schools with personnel to cover the teaching load when their permanent teachers are sick, on leave or attending professional development. There is evidence that during a student’s school life, from K-12, they can spend as much as one year in the care of casual teachers (Lunay & Lock, 2006). In Western Australia, there have been limited studies on early career casual teachers and although Crittenden’s (1994) research evaluated the casual teaching program in Western Australia, the findings did not distinguish between casual teachers and early career casual teachers. Due to the high numbers of early career casual teachers, understanding their experiences as they enter the profession is important. Findings may provide new insights for
universities, education departments, professional authorities and schools in their endeavours to assist ECCTs as they negotiate and construct their professional identity, potentially enhancing commitment to the teaching profession.

**Definition of Terms**

Teachers at the beginning of their careers are given various titles in the literature, including “novice teacher” (Flores, 2006), “new teacher” (D. Brown, 2012; Cherubini, 2009; Feiman-Nemser, 2012; Jones, 2012), “early career teacher” (Dempsey, Arthur-Kelly, & Carty, 2009) “beginning teacher” (Booth & Runge, 2005; Dyson, Albon, & Hutchinson, 2007). Whilst these terms appear to encompass the first five years of teaching after graduation, with the three year time frame to progress from provisionally registered to full registration, the term early career teachers will be used in this research to indicate teachers in their first three years of teaching.

The term casual teacher can have a variety of meanings. The ACTU (2011a) in their discussions on fragmented work experiences use the term to encompass all teachers not in full time employment. “Casual teaching” is a term used to describe a variety of fragmented work situations where teachers may be employed with a fixed-term contract (over several months), short-term contract (in terms of a number of weeks) or a single day contract. Therefore, it is necessary here to clarify exactly what is meant by the term casual teaching. For the purpose of this study, the terms “casual teaching” or “casual teacher” refer to employment on a single day contract or a short-term contract. The term “casual teacher” is also used to encompass the variety of terms used in the literature, such as supply teacher, substitute teacher and relief teacher.

Research regarding professional identity of teachers has used a variety of terms, such as “identity” (Anderson & Cohen, 2015), “teacher identity” (Alsup, 2006; Buchanan, 2015), “professional teacher identity” (Berwager, 2013) and “professional identity” (Brandenburg & Gervasoni, 2016). When discussing particular literature, the terminology used by the researcher will be used. Early career casual teachers may also have other professional
identities due to additional employment for financial stability. For the purposes of this research the term “professional identity” means professional “teacher” identity. If other professional identities are discussed this will be stated, for example, professional identity as a scientist.

Pre-service teachers undertake both theoretical learning at universities and practical learning during school placements. In Australia, these school placements are called “Professional Experience” and are a mandated minimum 80 days for undergraduate courses and 60 days for graduate entry courses (AITSL, 2016a). The final Professional Experience is usually a ten-week placement where pre-service teachers have full control of the class.

Summary

Early career casual teachers’ negotiation and construction of a strong professional identity may contribute to their commitment to and engagement with the profession. Professional identity has also been identified as a key component of early career teacher induction. The challenge of developing a strong professional identity is compounded by the negotiation and construction occurring in multiple school sites and lack of access to induction and professional learning opportunities. Additional challenges include fulfilment of regulatory requirements and access to employment. This study seeks to make a contribution to better understanding the experiences of ECCTs as they negotiate and construct a professional identity in multiple sites. With increasing numbers of early career teachers beginning their career as casual teachers, this study is particularly relevant at this time.

This chapter has explained the contexts of this study. The structure and content of the remaining chapters are now outlined. Literature regarding casual teaching and teacher identity is reviewed in the next chapter and the findings relevant to ECCTs are discussed and the research questions stated. Following on from this Wenger's (1998) Community of Practice (CoP) framework is explained and justification provided for adapting the CoP framework for this study. A description of the methodology used in the study is presented in Chapter 4, including an explanation of the case study and the research design. Results are
then presented in several chapters. Firstly, results from the focus groups are presented, setting the scene for the second phase of the research, six individual journeys. Before presenting the Phase Two participants journeys, each in a separate chapter, and explanation of the presentation of Phase Two results is included. The results chapters are followed by a discussion of the key findings from the research in Chapter 12. This thesis then concludes by answering the research questions and then outlining the conceptual and methodological contributions of this study as well as professional implications and suggestions for further research.
CHAPTER 2

LITERATURE REVIEW
Introduction

This review of literature examines research regarding the experiences of early career casual teachers (ECCTs) and how these influence the negotiation and construction of professional identity. Two main areas of research informed this study and form the focus of the literature review. Firstly, the experiences of ECCTs were explored drawing on studies concerning casual teachers and literature specifically related to ECCTs. Research regarding the experiences of casual teachers was included due to the paucity of research specifically investigating the experiences of ECCTs. The second area of research related to the professional identity of teachers, as professional identity negotiation and construction has been shown to contribute to commitment to the profession (Day & Gu, 2010). Despite the limited number of studies that focusing on the professional identity of ECCTs, research suggests the development of professional identity is particularly important for early career teachers (Pearce & Morrison, 2011; Schuck, Aubusson, Buchanan, & Russell, 2012).

Literature for this review was identified using key words entered into relevant databases including: SAGE, Proquest, Eric, A+Education, and Academic One File. Searches for relevant literature were also conducted using Google Scholar. There were three phases of the review of literature, with the first phase identifying literature regarding casual teaching, the second phase concentrating on early career teachers and the third phase focusing on professional identity. In the first phase, several key words were used when searching in the databases: “casual teacher”, “casual teaching”, “supply teacher”, “supply teaching”, “relief teacher”, “relief teaching”, “substitute teacher” and “substitute teaching”. These terms were used due to the limited literature specifically related to early career casual teachers. In addition, due to the variety of terms used to describe casual teachers in the United States of America (USA), Canada, the United Kingdom (UK), and Australia this ensured all relevant literature was identified. The second phase used key words including: “beginning teacher”, “early career teacher” and “novice teacher”. Literature regarding early career teachers was investigated as findings relevant to ECCTs may have been included. In the third phase, key words “teacher identity” were used initially and then the search was narrowed using: “beginning teacher”, “novice teacher”, “early career teacher”, “casual teacher”, “supply teacher”, “relief teacher” and “substitute teacher”. Once again the use of these key words was to ensure a wide range of literature was included.
Casual Teaching
This review of research concerning casual teaching incorporated studies focusing on early career casual teachers, early career teachers and casual teachers from 1986 through to 2016. It was necessary to include literature related to casual teachers and casual teaching as only five studies specifically related to ECCTs. These latter studies included investigations of employment experiences (Booth & Runge, 2005; Pietsch & Williamson, 2007), access to mentoring and induction programs (McCormack & Thomas, 2005) and ECCTs’ use of online communities as support networks (K. Jenkins et al., 2009; Ryan & Graham, 2013). One study included ECCTs as participants, comparing the experiences of two casual teachers with those of two ECCTs and highlighted both the similar experiences of casual teachers and the extra challenges faced by ECCTs (Charteris et al., 2015). Another study included ECCTs as participants, focusing on the role of personal and professional relationships in developing resilience (Papatraianou & Le Cornu, 2014). In addition, a recent large-scale quantitative survey concentrating on early career teacher qualifications, employment opportunities, and teacher attrition highlighted the high rate of attrition of ECCTs (Dupriez et al., 2015). Several themes emerged from the literature and will be discussed in the following sections, with a delineation of findings from research regarding casual teachers and those specifically focusing on ECCTs.

Reasons for casual employment
There are a variety of reasons for casual employment in teaching and these are consistent across the USA, the UK, Canada, and Australia. For some teachers, casual work provides more flexibility and choice of days and hours of work (L. A. Ewing, 2001; Trotter & Wragg, 1990). Other teachers choose casual employment to decrease long-term responsibility for the students’ learning (L. A. Ewing, 2001). Whilst for others, casual teaching limits participation in additional activities such as fundraising and meetings (McPhee, 2011). Another reason is to supplement the family income (Cleeland, 2007; Colcott, 2009; Trotter & Wragg, 1990). L. A. Ewing (2001) reported that some teachers used casual teaching to keep in touch with the profession while staying home with children. Colcott (2009) found that for some teachers it provided a way to gradually return to the profession after several years out of the workforce. Even though there are benefits to casual teaching, studies suggest that for some teachers only casual positions are available (Brock & Ryan, 2016; Cleeland, 2007; Colcott, 2009;
Regardless of the reasons for working casually, casual teachers appear to face similar challenges. Challenges of casual teaching

The experiences of casual teachers differ from those of their colleagues with regular employment and the literature reports constraints, including access to employment, resources, and professional learning opportunities. In addition, studies have described challenges such as developing relationships with colleagues, perceptions of differing status in the workplace, and managing student behaviour.

Access to employment

Casual teachers often experience difficulties accessing work and the very nature of casual work means teachers have little control over their work schedule (Bamberry, 2011; Brock & Ryan, 2016; L. A. Ewing, 2001; K. Jenkins et al., 2009). At times schools give short notice of available work and casual teachers can be contacted less than one hour before classes start. Bamberry (2011) reported that short notice of employment limited casual teachers’ ability to organise aspects of their life such as social commitments or child care arrangements. As well as a lack of control over scheduling, casual teachers sense that they are constantly having to prove themselves in a variety of school cultures in order to gain work (Charteris et al., 2015; Weems, 2003). L.A. Ewing (2001) noted that a key indicator of their effectiveness was being offered more work. In addition, Bamberry (2011) found that casual teachers who were flexible in their availability and willing to do extra work gained more regular employment. A lack of control of work hours means that casual teachers experience difficulty finding sufficient work for financial stability or effective financial planning (Junor, 2000). As well as difficulties accessing casual employment, some casual teachers experience difficulty moving to permanent work (Bamberry, 2011). In Australia, when applying for full-time work, the years spent working as a casual teacher can be listed as experience but do not contribute to years of service when attempting to become a “permanent teacher” (Bourke, 1993; L. A. Ewing, 2001). Non-casual teachers accrue “priority status points” through years of service, working in rural and remote locations or working in “difficult to staff schools” but Bamberry (2011) found these “points” were difficult to accrue for casual teachers. As years of service
also influence remuneration, extended casual work has an impact on long-term financial rewards. Difficulties accessing employment also results in a lack of job security for casual teachers.

Whilst the precarious nature of accessing employment is a common theme for all casual teachers, there are some particular constraints faced by ECCTs. Studies reported that an estimated 30% of early career teachers in Australia were looking for full-time work and were employed as casual teachers while they sought more permanent teaching employment (K. Jenkins et al., 2009; Mayer et al., 2014; McCormack & Thomas, 2005; Pietsch & Williamson, 2005). Despite these previous estimates, a recent report suggests that 75% of early career teachers were employed in either short-term contracts or casual work (AITSL, 2016c). These studies reinforce the findings from Gill and Hand’s 1992 survey of casual teachers in regional Victoria, Australia. Whilst the majority (85%) of casual teachers aged 21-30 years old sought permanent work, they worked fewer days in a year than their older casually employed colleagues (Gill & Hand, 1992). More recent research suggests that employment was particularly scarce for ECCTs at the beginning and end of the school year (K. Jenkins et al., 2009). The seasonal nature of casual employment may be the result of principals using casual teachers with previous engagement at the school (Crittenden, 1994). Some casual teachers feel they are “punished” or denied work if they refuse work (K. Jenkins et al., 2009). Work can also be denied if they are not perceived as competent, although feedback on ways to improve their teaching is not offered (Junor, 2000). Lack of employment opportunities appears to contribute to early career teacher attrition (Dupriez et al., 2015; Mayer et al., 2014). A quantitative study of 19,196 early career teachers in Belgium showed that ECCTs employed for less than seven months in their first year had a higher probability of leaving the profession. The probability of leaving was even greater if employed for less than four months in their first year (Dupriez et al., 2015). The constraints experienced by ECCTs in accessing employment position them at the periphery of school communities and the teaching profession. This is particularly concerning as ECCTs are still honing the professional skills required of teachers.
Access to resources

Research suggests casual teachers experience difficulties accessing resources (Bontempo & Deay, 1986; Crittenden, 1994; Lunay & Lock, 2006; McCormack & Thomas, 2005). For many casual teachers, gaining access to classroom keys, the photocopier number and schedules for the students is not always easy (Brace, 1990; Charteris et al., 2015; L. A. Ewing, 2001). Also there may not be access to a secure location in which to store personal belongings (Pollock, 2015; Webb, 1995). Casual teachers are often not provided with any induction, such as introduction to other staff and information about school policies and procedures (Crittenden, 1994; K. Jenkins, 2015; Trotter & Wragg, 1990; B. Young & Brooks, 2004). In addition, some casual teachers find there are no lesson plans provided or information about special needs of individual students (Bontempo & Deay, 1986; Lunay & Lock, 2006; Ryan & Graham, 2013). Some research reports that in cases where lesson plans are provided they are not necessarily meaningful or do not reflect the usual activities in the classroom (L. A. Ewing, 2001; Fielder, 1991). Lack of time is a common concern, as there is often limited time to carefully read the lesson plans or prepare for the day’s teaching (Brace, 1990; Duggleby & Badali, 2007; McCormack & Thomas, 2005). Time constraints are exacerbated for casual teachers, as they can be assigned extra duties during the day (Lunay & Lock, 2006; Williams, 1995). Charteris et al. (2015) found that problems incurred by casual teachers, such as not being able to access a classroom because keys were not provided, were often deemed the fault of the casual teacher.

For ECCTs, lack of access to resources may constrain their ability to manage their teaching. As they have limited teaching experience and are still building on their skills developed during their pre-service education, they may have fewer skills to be able to successfully teach without access to lesson plans. They may also have limited skills in recognising students with special needs and be less able to cater to their educational needs. If, as Charteris et al. (2015) suggests, casual teachers are held accountable for any problems that arise this can potentially lead to even more limited employment. When ECCTs are not provided with resources, particularly lesson plans and school policies and procedures, their ability to develop shared practices with other members of the school community may be constrained.
Access to professional learning

Despite the requirement of ongoing professional learning for continued teacher registration, as outlined in Chapter 1, research reports that access to professional learning is challenging for casual teachers (Bambery, 2011; Bourke, 1993; K. Jenkins, 2015; Lunay & Lock, 2006; Nicholas & Wells, 2016). Colcott’s study (2009), involving 532 casual teachers across Australia, identified the main reasons for not accessing professional learning as: lack of information about professional learning opportunities (74%); the need to fund their own training (72%); and lack of relevance of the professional learning to their role as casual teachers (71%). In addition, 68% of participants in the survey were required to cover classes to enable classroom teachers to attend professional learning and therefore a consequence of attending professional learning may be refusing employment (Duggleby & Badali, 2007). The requirement of funding their own professional learning contributed to financial pressure for casual teachers (Pietsch & Williamson, 2007).

Participation in professional learning is considered a necessary support for all early career teachers (Larsen & Allen, 2016; Le Cornu, 2013). Without access to professional learning opportunities, ECCTs may “regress” in relation to skills and knowledge (Pietsch & Williamson, 2010). Nicholas and Wells (2016) found that casual teachers demonstrated less confidence in meeting the requirements of particular AITSL standards, such as knowledge of policies and procedures, use of ICT, and standards related to indigenous students, which had implications for both skill maintenance and continuing skill development of casual teachers. Other forms of professional learning support such as mentors are rarely provided for ECCTs (K. Jenkins, 2015; McCormack & Thomas, 2005).

In summary, a lack of opportunities to discuss pedagogy, theoretical understandings and common practices limits opportunities for ECCTs to engage with and align their practices with the broad community of teachers. However, the high participation rate of ECCTs in the online forums during research by K. Jenkins et al. (2009) and Nicholas and Wells (2016) suggests a desire to engage with the professional community of teachers.
Building relationships with colleagues

Casual teachers face challenges in creating effective relationships with their non-casual colleagues. The literature reveals that in some cases, casual teachers feel they have no relationship with the school community (Cleeland, 2007; Lunay & Lock, 2006; Ryan & Graham, 2013). Some research suggests that casual teachers are treated poorly by their colleagues (Bamberry, 2011; K. Jenkins et al., 2009). Other studies report that there are few instances of welcome or support for casual teachers (Crittenden, 1994; Lunay & Lock, 2006; Trotter & Wragg, 1990). Lunay and Lock’s (2006) research suggests that when casual teachers did receive support, it was usually informal. Pietsch and Williamson’s (2009) study found that casual teachers were rarely invited to participate in the school community outside the classroom, making it difficult to develop relationships. Webb’s (1995) personal experiences of casual teaching highlighted how lack of free time to interact with other staff contributed to difficulties developing relationships with colleagues and Lunay and Lock (2006) found that many casual teachers felt marginalised or alienated from their colleagues.

Whilst difficulties in building relationships with the school community are common for some casual teachers, it may be exacerbated for ECCTs who may meet with resistance when attempting to engage with staff (Pietsch & Williamson, 2009) or experience a lack of rapport with school staff members (McCormack & Thomas, 2005). Relatively young teachers described experiencing difficulty communicating with older staff (K. Jenkins et al., 2009). Pietsch & Williamson’s (2009) study of early career teachers found that ECCTs rarely sought support or admitted that they needed help as they were attempting to appear “competent” in order to obtain subsequent employment. These studies highlight a range of reasons why ECCTs may find it particularly difficult to develop relationships with colleagues. However, Papatraianou and Le Cornu (2014) found that developing relationships created opportunities to establish strong personal and professional connections and assisted in developing resilience. Therefore, developing relationships with colleagues may help ECCTs enter into the social world of the school community.
Managing student behaviour

Managing student behaviour is deemed to be one of the most significant challenges faced by casual teachers in the USA, UK, Canada, and Australia (Bontempo & Deay, 1986; Duggleby & Badali, 2007; Lunay & Lock, 2006; Wood & Knight, 1989). Charteris et al. (2015) found that school staff and administrators identified management of student behaviour as an important task of casual teachers. Despite this expectation of casual teachers, other studies suggest that relevant information regarding students’ physical, social, psychological, or behavioural issues is not always provided (Crittenden, 1994; P. Young & Carrick, 1993). Some research indicates that students’ behaviour differs when taught by a casual teacher, often treating it as “free time” (K. Jenkins et al., 2009; Pietsch & Williamson, 2009; Wood & Knight, 1989). To counteract this perception, two studies highlighted the important role schools had in setting expectations for their students regarding their behaviour for casual teachers (L. A. Ewing, 2001; Rogers, 2002). Despite the challenges some casual teachers encounter with student behaviour, other casual teachers experience fewer difficulties.

Fielder’s (1991) research showed that what he termed “effective” casual teachers used “positive behaviour traits” such as clearly communicating behavioural expectations, constantly monitoring behaviour while keeping students on task, using positive reinforcement and personalised interactions with students by using their names. These traits reduced inappropriate behaviour. In contrast, casual teachers who used negativity and sarcasm experienced more challenging student behaviour (Fielder, 1991). Developing effective behaviour management strategies is therefore important for early career teachers, particularly as difficulties managing student behaviour has been reported as one of the contributors to early career teacher burnout (Friedman, 2000).

Although classroom management can be challenging for early career teachers, including ECCTs, a decrease in inappropriate behaviour may occur through developing relationships with students. Hirschkorn (2009) found that for early career teachers, positive student-teacher relationships assisted in lessening disruptive behaviour by students. However, Pietsch and Williamson’s (2009) study suggests that the nature of casual teaching means there may be limited time to develop relationships with students, as casual teachers often teach multiple classes in several schools. The limited research regarding ECCTs has not explored relationships between students and ECCTs and this needs further investigation.
**Status**

The status of casual teachers appears to differ from that of permanent teachers and this difference seems to persist across time and location (Brace, 1990; Kraft, 1980; Lunay & Lock, 2006). Studies conducted in New South Wales (Bourke, 1993) and more recently in Victoria (Cleeland, 2007) found that casual teachers were considered less qualified and were considered a “resource” rather than acknowledged professionals (Bourke, 1993; Cleeland, 2007). Of the 130 respondents in Bourke’s study, 91% considered they had less status than their full time colleagues, at both a school level and education departmental level (Bourke, 1993). Similarly, Cleeland’s study comparing 408 casual teachers with 670 permanent teachers, found that permanent teachers felt more positive about their status compared with casual teachers (Cleeland, 2007). Whilst casual teachers were perceived as having a lesser status, Zak (1999) considered that, “… one of the hardest things about being a supply [casual] teacher is that you need to be a superb teacher to do it justice” (p. 23).

The difference in status is reflected in some of the terminology used to describe casual teachers. The term “babysitter” is used in several studies to describe how casual teachers feel about their status (Brace, 1990; L. A. Ewing, 2001; Fielder, 1991; Kraft, 1980; McCormack, 2005; Pietsch & Williamson, 2007; Weems, 2003; Williams, 1995; P. Young & Carrick, 1993; Zak, 1999). The term “isolated” is also used by casual teachers when describing their position in schools (Duggleby & Badali, 2007; McCormack, 2005). In contrast, McPhee (2011) described herself as a “specialist relief [casual] teacher” (p.5), alluding to her experience and dedicated role as a casual teacher. Whilst this term may describe the role of experienced teachers who choose to work as casual teachers, it may not reflect the experience of early career teachers working as casuals.

**Benefits of casual teaching**

Although the literature identifies numerous challenges faced by ECCTs, there are positive aspects for casual teachers. For some, casual teaching offers flexibility in managing family commitments and provides the flexibility of working locally (Booth & Runge, 2005; McCormack & Thomas, 2005). Cleeland (2007) found that casual teachers reported less stress compared to their permanent colleagues, as they were not required to write reports,
attend meetings or complete other non-teaching duties (Cleeland, 2007). Similarly, Junor (2000) noted that casual teachers had a reduced workload. Another benefit of casual teaching is the broad range of teaching experienced by casual teachers as they work at multiple schools and across year levels or learning areas (Booth & Runge, 2005; Cleeland, 2007; Crittenden, 1994). Casual teaching also provides opportunities for teachers to take some risks, and expand their skills through trial and error (Booth & Runge, 2005). Schools that provide support to their early career casual teachers are more likely to find these teachers willing to continue to attend their school for work, as many teachers choose the schools they work at based on the amount of support they receive (K. Jenkins et al., 2009; McCormack & Thomas, 2005).

The benefits of casual teaching reported in the literature were limited, although not unexpected. A possible reason for this may be related to particular questions posed in the questionnaires and interviews. It appears there were only two research papers that specifically explored potential benefits of casual teaching. Booth and Runge (2005) investigated factors influencing the employment satisfaction of early career teachers, therefore conditions that provided satisfaction in casual teaching were recorded. Cleeland’s (2007) study investigated attitudes and perceptions of permanent and casual teachers, and identified some advantages of casual teaching. It is interesting to note the limited reporting of the benefits of casual teaching.

Whilst casual teaching can be a constructive experience, Pietsch and Williamson (2009) argue that casual work is not optimal for early career teachers. Their research showed that casual work exacerbated the challenges faced by early career teachers, such as knowing their students and developing positive relationships with them and their parents. Casual work also provided limited opportunities to resolve issues encountered in the classroom. In addition, ECCTs faced the particular challenge of “both building foundational professional skills and learning to navigate ‘casuality’” (Charteris et al., 2015, p. 14). McCormack and Thomas’s (2005) study suggested that ECCTs experienced confusion regarding their role in the school, whether it was teaching or managing student behaviour. It is possible that this role confusion could result in “fragile” teacher identities and less commitment to the profession.
Professional Identity

Professional identity plays an important role in helping teachers remain committed to the profession (Avalos & Aylwin, 2007; Day, 2011; Day & Gu, 2010; Morrison, 2013b; Pearce & Morrison, 2011). This occurs through developing a sense of “becoming” a teacher, with the concept of “becoming” being linked to identity formation (R. Jenkins, 1996; Wenger, 1998). Professional identity also contributes to teacher effectiveness by enhancing teachers’ self-efficacy and motivation (Alsup, 2006; Chong, 2011; Flores & Day, 2006). This section reviews the literature on formation of professional identity, specifically in the early years of teaching, making reference to ECCTs, but beginning with a discussion on the concept of “identity”.

Identity

Identity is a multifaceted concept (J. Brown, 2003; Clarke, 2009; Gee, 2000). Whilst identity has been conceptualised by psychologists, anthropologists, and philosophers, the perspective taken in this research is a more sociocultural perspective, situating identity negotiation and construction within a social context and through social interactions (Giddens, 1991; R. Jenkins, 1996). This perspective is relevant for teachers as being part of a community with shared practices and purpose contributes to their identity negotiation and construction (Kwan & Lopez-Real, 2010; Wenger, 1998). Identity can be considered “the way a person understands and views themselves and is often viewed by others” (Horn et al., 2008, p. 62). A similar view of identity suggested that “identity in practice is a way of being in the world” (Wenger, 2000, p. 151). Likewise, identity can be considered “being recognized as a certain kind of person in a given context” (Gee, 2000, p. 99). A common theme emerges of identity being negotiated and constructed within a social context, as although identity is constructed by an individual, the perceptions of others within an individual’s social world is part of the negotiation of the individual’s identity.

R. Jenkins’ (1996, pp. 21-22) seminal work on identity used the terms “primary identities” and “social identities” when describing aspects of identity construction. He considered that “primary identities” encompassed knowledge of self, such as being human, having gender, ethnicity, and a sense of kinship. These “primary identities” were established in childhood.
and were less likely to change in later life. “Social identities”, on the other hand, were considered to be constructed through the validation or non-validation by others with whom individuals interact (R. Jenkins, 1996). This validation or non-validation was influenced by power relations within social interactions, with opinions of those in power having a greater impact on the construction of identity (R. Jenkins, 1996). Identity was a process of “becoming” and was never “final or settled” (R. Jenkins, 1996, p. 18).

Situating identity construction within a social perspective was also explored by Wenger (1998) as professional identity construction was investigated through the lens of communities of practice. He considered that “building an identity consists of negotiating meanings of our experiences of memberships in social communities” (Wenger, 1998, p. 145). This social perspective of identity construction relied on members of a community of practice to develop shared understandings and meanings and led to a sense of belonging to the community. Wenger (1998) considered that professional identities were not just related to the community but “the position of our communities within broader social structures” (p. 148). Identity construction within communities of practice required negotiation and participation with and in the community.

The concept of identity has also been explored within educational settings. Gee’s (2000) conceptualisation of identity in relation to education distinguished four perspectives of identity construction, which were all interrelated. The “nature perspective” or “N-identities” were those which were assigned by our genes, for example, being tall or short, our skin colour, being a twin, and were outside the control of the individual or society (Gee, 2000, p. 101). An additional perspective was that of the “institutional perspective” or “I-identities”, where institutions, through their laws, rules, traditions and principles, provided an identity (Gee, 2000, p. 102). Teacher registration can be interpreted as an example of teachers being given the identity of “teacher” through their registration. Gee (2000, p. 103) also discussed the role of discourse in identity construction, labelling this the “discursive perspective” or “D-identities”. Through discourse others recognised identities, for example, being an empathetic person or a “competent” teacher. The final perspective, “affinity perspective” or “A-perspective”, highlighted the role of common allegiances as well as access to and
participation in specific practices of a group (Gee, 2000, p. 104). This perspective demonstrates the role of “belonging” to a group in the formation of identity, and from a teacher’s view being part of a school community that shares common practices contributed to a sense of identity as “teacher”.

Construction of a professional identity is complex as teachers negotiate and construct their professional identity through discourses with colleagues and when being considered a “teacher” by schools and members of the school community. This view was supported by Alsup (2006), who argues that teacher identity is inherently linked to personal identity, and also influenced by the cultural and societal expectations that others have of teachers. She described teacher identity development as taking place in the “borderlands” between various discourses inherent in social interactions and how these discourses assisted or created barriers to integration of personal self and professional self (Alsup, 2006). This view is supported by other research that indicates that the discourse of government policies and of society can alter the perception of what makes a “good” teacher, which in turn influences how teachers view themselves (Charteris et al., 2015; Chong, 2011; Day & Gu, 2007, 2010). Flores and Day (2006) also found that construction of a professional identity was influenced by the work environment, such as the socio-economic status of students, the support available in the school and the collegiality of colleagues. As MacLure (1993) argues, identity is a “device for justifying, explaining and making sense of one’s conduct, careers, values, and circumstances” (p. 316).

In summary, professional identity can be seen as “how teachers regard themselves in relation to the community of teachers to which they belong” (Day & Gu, 2014, p. 55). Professional identity is “formed and re-formed constantly over the course of a career and mediated by a complex interplay of personal, professional, and political dimensions of teachers’ lives” (Mockler, 2011, p. 518). Therefore from a sociocultural perspective, professional identity negotiation and construction does not happen in isolation from social interactions, and this next section will discuss some of the concepts that inform this process.
The nature of professional identity

There are three key ideas that assist in understanding the nature of teacher identity: the fluidity of identity (Day & Gu, 2007; Mockler, 2011), that identity is negotiated and constructed (Lortie, 1975; Nolen, Ward, & Horn, 2012), and the sites where identity negotiation and construction occurs (Alsop, 2006; Charteris et al., 2015; Morrison, 2013b; Pearce & Morrison, 2011). As the development of teacher identity for ECCTs has not featured in the literature, the discussion that follows is informed by research on the professional identity of early career teachers. Understanding professional identity negotiation and construction of early career teachers may assist conceptualisation of professional identity for ECCTs.

Fluidity of professional identity

Professional identity has been considered as changeable and adaptable rather than fixed (Adie, 2012; Chong & Low, 2009). Day and Gu (2007) suggest that the fluidity of professional identity is due to changeable circumstances both personal and professional over time. Pillen, den Brok and Beijaard’s (2013) research suggests that experiences encountered during early careers, including tensions that may have occurred between an individual’s perception of teaching and the reality of teaching, could bring about changes in professional identity. In addition, casual employment potentially changes how casual teachers conceptualise their professional identity (Latifoglu, 2014).

The change in professional identity over time can be viewed as a process of “becoming” a teacher (K. Jenkins et al., 2009; Wenger, 1998). Thus professional identities are negotiated and constructed, then, renegotiated and reconstructed over a career (Day & Gu, 2007; Hong, 2010; Mockler, 2011). Because professional identity is not static or settled it is influenced by negotiating practice with colleagues (Adie, 2012; Chong & Low, 2009; Horn et al., 2008; Nolen & Ward, 2008; Wenger, 1998). Similarly, changing roles within a school or changes in school expectations requires continued negotiation and construction of professional identity (O’Connor & Scanlon, 2006). Adie’s (2012) study showed that language used during online moderation activities with colleagues underscored the practice of negotiation within identity construction. Through online moderation, early career teachers’ use of language to state their
opinions changed over time and reflected a development of confidence in their opinion and status as a professional. Day and Gu’s (2007, 2010) longitudinal study conducted in the United Kingdom highlighted the changing identity of teachers across their careers, with personal (e.g. family responsibilities), professional (e.g. policy changes) and situational (e.g. school context) aspects impacting professional identity, which in turn reflected changes to commitment to the profession at all career stages.

Professional identity negotiation and construction is fluid and influenced by an individual’s own experience as a student, their pre-service teacher preparation, and teaching experiences (Graham & Phelps, 2003; Henry, 2016; Lortie, 1975; Maaranen, Heikki, & Krokfors, 2008). Pre-service teachers enter university with a sense of the type of teacher they do or do not want to become, based on their own schooling experiences (Lortie, 1975). During their pre-service education they learn more about what it is to be a teacher, as they reflect on their university and professional experience placements (Graham & Phelps, 2003; Maaranen et al., 2008). Henry (2016) noted that teacher identity was particularly fluid during professional placements, with one pre-service teacher oscillating between two competing teacher identities. This pre-service teacher oscillated between seeing herself as a teacher when planning and delivering the lesson, and feeling as though she was just an extra person in the classroom when assisting her mentor teacher. Then as early career teachers move into the workforce and attempt to “become” a teacher, they appear to be engaged in developing a sense of competency as part of their identity construction (Day & Gu, 2007). In their first few years of teaching they reflect on what they learnt at university and attempt to align that with their school experiences (Pillen, den Brok, et al., 2013). Early career teachers may also look to the future about the “possible teacher” they would like to become (Cross & Hong, 2009; Hamman, Gosselin, Romano, & Bunuan, 2010).

Changing societal expectations of teachers appear to influence teachers’ professional identity negotiation and construction. Delaney (2015) reported on one teacher’s change in identity as policies altered the focus of early childhood education from one of “learning through play” to a focus on testing. With the change in focus the participant moved from a professional identity as “knowledgeable Kindergarten teacher” to “novice pre-K practitioner” despite her
ten years’ teaching experience. Likewise Mockler (2013) highlighted the impact of mandated professional learning requirements on teachers’ perceptions of competency. She argued that the model of professional learning based on skills acquisition limited teacher identity to that of developing competence rather than developing a community of learners, negotiating and constructing an identity as teacher. These studies of experienced teachers show that even experienced teachers’ professional identity can be challenged by external expectations and policy decisions.

For career changers (teachers who learn to teach after pursuing other career paths), professional identity as teacher, is also influenced by previous professional identities. Early career teachers may enter the teaching profession after working in other industries, and in such cases may bring their professional identity from their previous profession into their new teacher identity (Green, 2014). Additionally, some specialist teachers’ identities can be influenced by their other identities, such as musician (Paise; Randles, 2009), artist (Berwager, 2013), scientist (Fox & Wilson, 2009; Grier & Johnston, 2012; House, Varelas, & Wenzel, 2005), or language speaker (Gu, 2013; Kastelan-Sikora, 2013). As they begin to develop their identity as “teacher” some continue to hold their “other self” as a strong professional identity. These different conceptualisations of “self as musician” and “self as teacher” do not move in a linear fashion, but instead ebb and flow depending on circumstances (Fox & Wilson, 2009; Green, 2014; Paise, 2010). Integrating prior professional identities is consistent with a fluid conceptualisation of identity and contributes to development of an expansive view of their teacher self.

Fluidity of professional identity negotiation and construction is particularly complex for ECCTs. Latifoglu’s (2014) study of early career teachers in Victoria reported that some ECCTs worked at many different schools, in many different classes and also worked in other careers. Their complex working lives at times resulted in particularly fluid professional identities due to the variety of social interactions they encountered across their multiple working situations. They potentially needed additional employment due to the economic instability of their work as a teacher, so combined their teaching with other work, which sometimes resulted in multiple professional identities (Latifoglu, 2014). As noted in the
review of challenges faced by casual teachers, they experience difficulty accessing professional learning, lack opportunities to implement their learning and do not “belong” to any particular school. Pietsch and Williamson (2005) highlighted the inter-relatedness of employment conditions, socialisation, professional identity formation and skills development, with ECCTs having a more fragile professional identity.

In summary, the literature shows that professional identity negotiation and construction is fluid and changes over time (Day & Gu, 2007; Lortie, 1975). For early career teachers, professional identity is particularly fluid, as they negotiate their space in their new school community (Pillen, den Brok, et al., 2013). Likewise for ECCTs, their complex working lives can result in particularly fluid professional identities (Latifoglu, 2014).

**Negotiation and construction of professional identity**

The process of negotiation and construction of a professional identity can be considered as developing a sense of what it means to be a teacher. Lortie (1975) argued that pre-service teachers enter university with a professional identity constructed through their experiences as a student in a process he labelled an “apprenticeship of observation”, but did not have a clear understanding of the “inner world of teaching” (p. 65). Brandenburg and Gervasoni’s (2016) study supported this view as they found pre-service teachers often portrayed teachers in quite a stereotypical manner, such as a transmitter of knowledge, and with characteristics such as being charismatic and caring. However, there were certain images that were absent from this discourse, such as interactions with parents, teachers with body adornments, and ethnic diversity. In contrast, Cook’s (2009) study found that for early career teachers who were still exploring possible teacher identities, prior experiences as a student assisted their understanding of what it meant to be a teacher. For early career teachers, the process of professional identity negotiation and construction continued through interactions with colleagues, students and parents within the school community (Barkhuizen, 2016; M. L. McKenzie, 2005; Patrick, 2008; Pearce & Morrison, 2011). However, challenges faced during this construction/reconstruction process at times led to unstable or multiple professional identities (Ruohotie-Lyhty, 2013).
There appear to be two key times of identity negotiation and construction for early career teachers: pre-service education and early experiences of teaching. Johnston (2015) found that some pre-service teachers had problematic placements as there was an absence of shared practices with the mentor teacher. Other research suggests that at times, pre-service teachers’ initial experiences of teaching differ from their ideas of “possible selves” as teacher (Cook, 2009; Hamman et al., 2010; Schaefer, 2013). The dissonance between expectations and realities possibly requires a renegotiation and reconstruction of professional identity.

Ruohotie-Lyhty (2013) concluded that pre-service education had a role to play in professional identity construction by helping pre-service teachers create a more realistic teacher identity. Pre-service education could also assist pre-service teachers reconceptualise the concept of “teacher” from their early experiences as a student. The negotiation and construction of professional identity continues after graduation, through social interactions between early career teachers and colleagues, students and other members of the school community (Barkhuizen, 2016; Kuteyi, 2013; M. L. McKenzie, 2005; Overton, 2008; Patrick, 2008; Pearce & Morrison, 2011). Such interactions are crucial for teachers attempting to find a way to “fit in” with the culture of the school (Anderson & Cohen, 2015; Chong, 2011; Wilkins, Busher, Kakos, Mohamed, & Smith, 2012). Not all interactions and attempts to develop relationships are positive experiences, and this adds to the complexities of negotiating and constructing a professional identity. However, Saka, Southerland, Kittleson and Hunter (2013) suggest that continued support by the pre-service community of learners assisted early career teachers in their negotiation and construction of a professional identity during the first few years of teaching.

There is an emotional component of professional identity negotiation and construction, according to the literature. Nichols, Schutz, Rodgers and Bilica (2016) found that interactions with students, colleagues or administrators often included an emotional reaction. What they term critical emotional events, both positive and negative, seemed to result in negotiation of professional identity. These emotional episodes appear to either confirm or disprove early career teachers’ perceptions of themselves as teachers. Sutton and Wheatley (2003) suggest that a major source of positive emotion expressed by teachers related to student success and progress whereas negative emotions were experienced when students behaved inappropriately. This emotional work of teachers influenced their perception of self as teacher.
and not only relates to interactions within school communities, but is influenced by educational reforms (Day, Elliot, & Kington, 2005; Nicholas & Wells, 2016). Zembylas (2003) considers that it is the dynamic and fluid nature of professional identity negotiation and construction that creates an emotive response and is linked to perceptions of agency.

Negotiation and construction of a professional identity is particularly challenging for early career teachers. Morrison (2013a), for example, identified the challenge of isolation experienced by early career teachers working in remote locations (possibly hundreds of kilometres from any large towns) in Australia. In these instances, early career teachers are away from personal support networks and there may be few colleagues to provide support, professional learning, and help in the negotiation and construction of their professional identity. For some, this resulted in a more tenuous construction of a professional identity (Morrison, 2013b). Likewise, Latifoglu (2014) found that some early career teachers in secondary schools worked out-of-field, resulting in a more tenuous professional identity as they attempted to situate their professional identity within an unfamiliar learning area.

For some early career teachers, multiple teacher identities may be constructed due to a disparity between expectations and reality (Ruohotie-Lyhty, 2013). A study of early career special needs teachers found that some constructed dual identities; collegial and isolated, shifting between these depending on whether or not they were able to engage with their colleagues, and the different identities were used as ways of managing their environment (Smith, 2001). With the crowded curriculum and hard economic times, some specialist teachers feel they have to justify the retention of their subject and feel marginalised, with “serious” subjects such as Mathematics and English given higher status (Berwager, 2013; Kastelan-Sikora, 2013). Berwager (2013) found art teachers struggled with their professional identity as their choice to study art education was questioned by family as well as university professors, and once teaching was often the only art teacher in a school. Similarly, Kastelan-Sikora’s (2013) research suggested that there was a disparity between expectations and reality for early career language teachers, who felt that their subject was given a low status. Therefore some early career language teachers developed an advocacy identity as well as their language teacher identity. Likewise, a study by Kitchen, Cherubini, Trudeau and
Hodson (2009) showed that for some Canadian Aboriginal teachers there was a disparity between expectations and reality. These Aboriginal teachers attempted to balance personal and cultural identity with that of their professional identity, and the expectation of Eurocentric practices within education conflicted with their indigenous cultural ways of learning. These experiences of disparity between expectation and reality may contribute to a tenuous construction of professional identity.

Another cohort of teachers who constantly renegotiated and reconstructed their professional identity is casual teachers. K. Jenkins et al.’s (2009) study reported that ECCTs constantly reframed themselves due to their multiple work sites, as well as the possibility of teaching out-of-field. In addition, ECCTs were constructing their professional identity as teacher, but at the same time negotiating their professional identity as a casual teacher (Charteris et al., 2015). Therefore, the fragmented nature of casual teaching might result in teacher identity being constrained for ECCTs (Pietsch & Williamson, 2007).

Teachers’ professional identities are negotiated and constructed through observations of and interactions with other teachers, students, and the school community, as discussed in this section. The following section will situate identity negotiation and construction within three sites: classroom, school community, and the teaching profession.

**Sites of professional identity negotiation and construction**

Teacher identities “embody how teachers view themselves in their instructional role and how they portray themselves to their students and colleagues” (Cross & Hong, 2009, p. 278). Therefore, the classroom and the broader school community are obvious sites where professional identity negotiation and construction occurs for teachers. The introduction of teacher registration and professional teacher standards (AITSL, 2012; TRBWA, 2012, 2016) adds another site of teacher identity construction, namely professional communities.
A key site of teacher identity negotiation and construction for early career teachers is the classroom, in particular student-teacher interactions. Avalos and Aylwin’s (2007) interviews with early career teachers showed that managing the different abilities of students, engaging students in their learning, and motivating their students were the greatest influences on their professional identity construction. Similarly, Shuck, Aubusson, Buchanan and Russell (2012) reported that the relational component of early career teacher work led to feelings of success and satisfaction. In addition, Cross and Hong’s (2009) study showed that student-teacher interactions had an emotional impact on early career teachers that also influenced how they perceived themselves as teachers. These student-teacher relationships were not static and could change on a daily basis (Le Cornu, 2013). In addition, McNally and Blake (2012) reported that students contributed to the construction of their teachers’ professional identity by affording them the status of “teacher”.

Despite the importance of student-teacher relationships in the negotiation and construction of professional identity, for ECCTs there are limited opportunities to develop these relationships. In part this is due to short periods of time spent with an individual class (Trotter & Wragg, 1990). As previously noted, the majority of literature regarding casual teachers, including ECCTs, highlighted difficulties encountered managing student behaviour, and there was little discussion on developing meaningful relationships with students. As developing relationships with students appears to impact on construction of professional teacher identity the relationships between students and ECCTs needs further investigation, as these relationships appear to impact on ECCTs’ trajectory of belonging to a school community and the broader professional community of teachers.

Professional identity negotiation and construction of early career teachers is also situated in the broader school community. As early career teachers transition from pre-service teachers to teachers, they are required to move from the discourse of university to the discourse of the profession (Pearce & Morrison, 2011). Discourses between early career teachers and more experienced teachers provide affordances or constraints in the conceptualisation and
negotiation of roles and identities (Haddy, 2009; Hsieh, 2010; Morrison, 2013b; J. Thompson, Windschitl, & Braaten, 2013). Kuteyi (2013) discussed the role of discourse in early career teachers taking on the persona of “teacher”, including tacit concepts such as dress and attitude. The tacit understandings developed in a school community could position the early career teacher either as part of the school community or marginalised from the school community. Teacher identity literature affirms the important role of mentors in assisting early career teachers’ negotiation and construction of a professional identity (Pillen & Beijaard, 2009; Urzua & Vasquez, 2008). Mentors may be available to early career teachers although they may not be offered to ECCTs due to their fragmented employment. Access for ECCTs to formal mentoring has yet to be explored in the literature.

Early career casual teachers are often employed at multiple schools, therefore professional identity negotiation and construction can be particularly challenging. Their fragmented employment situation provide few opportunities for continued engagement with colleagues (Lunay & Lock, 2006). Therefore, lack of consistent employment at one school site may contribute to difficulty forming relationships with their colleagues (Lunay & Lock, 2006; McCormack & Thomas, 2005). School communities are shaped as they develop their own norms, values and discursive practices (Kuteyi, 2013). However, ECCTs employed at multiple schools are trying to negotiate their teacher identity in a constantly changing landscape. Their success in obtaining future employment may be reliant on their adhering to the acceptable school practices. Charteris et al. (2015) found that casual teachers needed to conform to school practices such as positioning of desks and effective management of student behaviour, and they were required to be competent and compliant in order to secure employment.

In summary, ECCTs are situated in a more challenging environment in which to negotiate and construct their professional identity. The fragmented nature of casual employment means that ECCTs are potentially on the periphery of several school communities, each with their own practices. There is little research focused on how ECCTs move from the periphery of school communities to become more connected to a school community and effectively enter the social world of the school community.
Professional community

Professional identity negotiation and construction also occurs within the wider community of teachers. Professional learning made available through professional bodies as well as online professional communities contribute to professional identity negotiation and construction, as do labels assigned to early career teachers by the professional community.

Professional learning has become a mandated component of teacher registration, with participation in professional learning linked to the professionalism of teachers (TRBWA, 2014). Mockler (2013) argued that mandated hours of professional learning and linking professional learning to standards for registration could be considered mere measurement and accountability of teachers. Professional learning linked to registration places the emphasis on acquisition of knowledge rather than professional identity construction. In contrast, early career teachers value informal professional learning opportunities where they are able to discuss practices and share challenges in a collegiate atmosphere (McCormack, Gore, & Thomas, 2006). For ECCTs though, access to any form of professional learning is challenging. Due to their fragmented employment there are few opportunities to engage in informal professional learning (Pietsch & Williamson, 2007). In addition, access to more formal modes of professional learning often incur a cost, such as the joining fees for professional associations (Professional Teaching Council of Western Australia, 2010). However, research indicated that cost is one of the factors that constrained casual teachers from engaging with professional learning (Colcott, 2009). Therefore, there is often limited engagement with the broader professional community.

There is some evidence that ECCTs want to engage with the professional community and use online communities as a form of engagement. When K. Jenkins et al. (2009) created an online community for early career teachers in order to investigate their experiences, they found that there was high engagement by ECCTs. Likewise, Jones (2012) reported that online communities were relatively easy to access and could provide support and feedback for casual teachers. However, some research suggests online supports focus more on practical concerns rather than critical reflection and pedagogical discussions (Kelly & Antonio, 2016). Whilst online communities appear to provide an avenue for ECCTs to participate in a teacher
community, some research suggests that newcomers seem to be peripheral participants and initially do not fully engage (Lu & Curwood, 2015). Therefore, despite the availability of online communities, ECCTs may not engage fully with these professional communities.

Gee (2008) suggested that labels and titles were a way of identifying people and groups of people and assigning roles although the labels assigned might constrain identity negotiation and construction. Early career teachers are often assigned titles such as “probationary teacher” (Rippon & Martin, 2006), “provisional teacher” (TRBWA, 2016) or “novice” (Olsher & Kantor, 2012; Saka et al., 2013). These titles suggest the early career teacher is “not quite” a teacher. Rippon and Martin (2006) suggested that being given such a label created an environment where the early career teacher felt they were still proving themselves. Casual teachers also have certain titles provided by the teaching profession, such as “relief”, “substitute”, “supply” or “occasional” teacher. When considering titles provided for ECCTs, they are given titles that suggest they differ from other teachers who have regular ongoing employment, therefore situating them at the periphery of not only school communities but on the periphery of the larger community of teachers.

**Methodological Considerations**

Acknowledging that the methodology used in specific studies was driven by the focus of the research, this section discusses the methodology used in the studies concerning casual teachers and those concerning professional identity.

Research on casual teachers using quantitative methodology primarily utilised surveys (Booth & Runge, 2005; Bourke, 1993; Cleeland, 2007; Crittenden, 1994; Gill & Hand, 1992), although across the studies surveys had different participants (for example; casual teachers, principals, permanent teachers, and students). The quantitative nature of these studies provided a broad understanding of the topics being investigated; however, a quantitative approach was unable to provide a nuanced understanding of the issues faced by casual teachers. Without access to the surveys used during data collection, it was unclear whether participants responded relative to their current experiences, or whether diversity in experiences over time was explored. Only three studies (Charteris et al., 2015; K. Jenkins et
al., 2009; Junor, 2000) specifically mentioned ECCTs as participants, which might be a reflection of the demographic details provided by the participants. Whilst the findings of these studies added to the literature regarding casual teachers the lack of specific findings related to ECCTs limits any generalisation of the results.

Qualitative and mixed-method studies regarding casual teachers provided a more nuanced understanding of their experiences. However, in the qualitative studies participants were only interviewed once, and their responses reflected their memories at the time of the interview (Bamberry, 2011; Crittenden, 1994). The mixed-method studies, despite multiple forms of data, also elicited participants’ memories at the time of the surveys and interviews, typically at one time point. Once again only three of these qualitative and mixed-methods studies specifically noted ECCTs as participants (McCormack & Thomas, 2005; Pietsch & Williamson, 2007, 2009); therefore, research explicitly focussed on the experiences of ECCTs is timely.

In contrast, studies related to professional identity predominantly used a longitudinal design, such as repeated surveys (Chong & Low, 2009; Pillen, den Brok, et al., 2013) and multiple interviews (Gu, 2013; Horn et al., 2008; House et al., 2005; Nolen & Ward, 2008; Randles, 2009). Some mixed-method research repeated interviews and observations (Adie, 2012; Berwager, 2013; Fox & Wilson, 2009; Green, 2014; Grier & Johnston, 2012; O'Connor & Scanlon, 2006; Paise, 2010). Others used a survey followed by an in-depth interview (Hong, 2010). Only two studies consisted of a single interview with participants (Kastelan-Sikora, 2013; Latifoglu, 2014). The predominance of longitudinal studies may characterise professional identity research and may have allowed identification of the fluid nature of identity negotiation and construction. Therefore when investigating the experiences of ECCTs and in particular, their negotiation and construction of professional identity a longitudinal method may offer additional and unique insights not yet reported in ECCTs research.
**Research Questions**

Considering the importance of professional identity for early career teachers and the relative paucity of research conducted with early career casual teachers, the following research questions were developed.

1. How do early career casual teachers in Western Australia experience their work in their first three years of teaching?

2. What are early career casual teachers’ experiences of membership of multiple teaching communities?

3. What professional identities are made possible by the experience of being a casual teacher?

4. How are professional identities of early career casual teachers negotiated and constructed?

**Summary**

The literature reviewed in this chapter highlights challenges faced by ECCTs and the fluid nature of professional identity negotiation and construction, as well as the multiple sites in which professional identity construction occurs. It appears that access to employment, resources and professional learning is challenging for casual teachers. Furthermore, opportunities to develop relationships with students and colleagues are constrained for casual teachers and the literature suggests that casual teachers’ status differs from that of their colleagues with regular part-time or full-time employment. Due to the limited amount of research specifically focused on ECCTs, more needs to be known about how these newcomers to the teaching profession engage with school communities and professional communities. In addition, more research is required regarding the opportunities and barriers experienced by ECCTs as they attempt to develop relationships with students and colleagues.

Professional identity is negotiated and constructed through the experiences that take place during social interactions and is subject to change depending on personal, professional and situational circumstances. A professional identity is fluid and for ECCTs this fluidity is
particularly profound as experiences of teaching vary greatly due to their fragmented employment. They may teach at numerous schools, across multiple year levels and subject areas, and have little stability. In addition, professional identity construction is a process of negotiating the transition from pre-service teacher to in-service teacher as they engage in the reality of casual teaching, which may differ from their expectations of teaching their own class. Career-change ECCTs and specialist ECCTs may need to integrate their prior professional identity with that of their teacher professional identity. Furthermore, ECCTs are constructing and negotiating their professional identity along with negotiating their identity as a casual worker. There are three key sites of negotiation and construction of ECCTs’ professional identity. Firstly, their interactions with students within the classroom, including the status afforded them by the students, impacts on their possible professional identity. The broader school community contributes to the construction of ECCTs’ teacher identity as they negotiate the different practices encountered at the multiple schools in which they obtain employment. They often exist on the periphery of school communities due to their fragmented employment. Finally, professional identity construction occurs within the wider professional teacher communities as ECCTs negotiate their role within employment bodies, including their access to opportunities to engage with other teachers in professional learning. Online social teacher communities are increasingly sites where ECCTs engage with other teachers but as newcomers to these communities ECCTs often exist on the periphery of these communities as well.

Professional identity negotiation and construction for ECCTs incorporates both personal and professional identity and requires opportunities to interact with other members of the teaching profession. As newcomers to the teaching profession, ECCTs may require some form of assistance or brokerage to enable access to school communities. The casual nature of their employment may result in professional identity being particularly fluid as they negotiate the classroom, school and professional communities where professional identity is negotiated and constructed. The following chapter outlines the conceptual framework used in this study, which encompasses the concepts of identity construction and negotiation within communities and the peripherality experienced by ECCTs.
CHAPTER 3

CONCEPTUAL FRAMEWORK
**Introduction**

The conceptual framework for this study is informed by both the research questions and the literature review. The research questions focus on ECCTs’ professional identity negotiation and construction within multiple communities, including schools and the broader teaching community. As discussed in the previous chapter, professional identity is negotiated and constructed through experiences within school communities (Barkhuizen, 2016; Kuteyi, 2013; Pearce & Morrison, 2011). This negotiation and construction of professional identity is fluid (Adie, 2012; Chong & Low, 2009), particularly as ECCTs may find employment in multiple school communities.

When considering a conceptual framework in which to explore the experiences of ECCTs and in particular their development of professional identity, the framework ought to include the communities in which professional identity negotiation and construction occurs. As professional identity is negotiated and constructed through interactions with members of school and professional communities, it can be considered that professional identity construction is situated within communities of practice. As highlighted by Day and Gu (2010), professional identity is socially constructed and culturally embedded and therefore, the tacit understandings present in the multiple communities in which ECCTs may be employed require consideration. In addition, the concept of peripherality is an essential component of the conceptual framework as ECCTs are situated at the periphery of school and professional communities. Therefore, a perspective which situates identity construction within communities, such as Wenger’s (1998) Communities of Practice, with its focus on learning and the legitimacy of peripheral participation in a community of practice as part of identity negotiation and construction, is an appropriate starting point.

Communities of Practice (CoP) is a framework developed by Jean Lave and Etienne Wenger in the late 1980s and emphasises that, “the development of identity is central to the careers of newcomers in communities of practice” (Lave & Wenger, 1991, p. 115). They assert that “sociocultural transformations” are connected “with the changing relations between newcomers and old-timers in the context of a changing shared practice” (Lave & Wenger, 1991, p. 49). For newcomers becoming part of the CoP occurs initially through a process
called legitimate peripheral participation (Lave & Wenger, 1991; Wenger, 1998). Early
career casual teachers are newcomers to school and professional communities, beginning at
the periphery of these communities. The legitimacy of peripheral participation as a mode of
learning to belong to a community and learning to become a teacher is incorporated in the
CoP framework.

In terms of identity construction and learning, the CoP framework has been used to explore
these concepts in a variety of educational settings. Kwan and Lopez-Real (2010) used the
CoP framework to analyse identity negotiation and construction between teachers and
mentors. This framework was also used when investigating pre-service teacher and school
partnerships (Sutherland, Scanlon, & Sperring, 2005). Similarly Hodkinson and Hodkinson
(2004) analysed the complex learning context of secondary school teachers using CoP.
Likewise the CoP framework was used when investigating the creation of research
communities in higher education (Hill & Haigh, 2012). This broad and diverse use of the CoP
framework in educational settings to analyse identity negotiation and construction provides
additional justification for its use in this study.

**Community of Practice**

Wenger’s CoP framework encompasses four components: meaning, practice, community, and
identity (Figure 3.1). *Practice* (learning as doing) embodies a shared social and cultural
perspective, through explicit and tacit components within the social practice. *Meaning*
(learning as experience) is obtained through discussing how the world is experienced in a
relevant and meaningful way and is negotiated through interactions between members of the
community. Members of a *community* (learning as belonging) need to be engaged in joint
tasks, willing to try new things and reflect on new ideas and practices as well possess a
convergence of commonalities of interest, focus or cause. *Identity* (learning as becoming) is
developed and negotiated through sharing theories and ways of understanding through active
and social participation in a learning environment. Identity is formed through the interactions
within the community including shared experiences and social practices. These four
components are interrelated, with shared practices and negotiation of meanings occurring
within communities helping to shape the communities as well as identities.
Identity construction, within CoP, is interpreted as “belonging” within a community of practice, and “consists of negotiating the meanings of our experience of membership in social communities” (Wenger, 1998, p. 145). Therefore, identity is negotiated through development of shared practices, negotiation of shared meanings, and active participation in social communities, and both individuals and communities are shaped by the interactions (Wenger, 1998).

![Community of Practice Framework](image)

*Figure 3.1 Community of Practice Framework (Wenger, 1998, p. 5)*

The following sections present the components of practice, meaning, community and identity as explained by Wenger (1998) and make links to these components in relation to ECCTs.

**Practice**

Practices developed within CoP are a reflection of not only commonly shared practices but are influenced by historical and social contexts, and include both explicit and tacit practices (Wenger, 1998). The components of shared practice include explicit practices, such as language, tools, images, symbols, and regulations, but also include tacit practices. Tacit practices encompass embodied understandings, subtle cues, and underlying assumptions (Wenger, 1998). These explicit and tacit understandings are negotiated through social interactions between members of the community of practice, highlighting the sociocultural nature of CoPs. Therefore, newcomers and old-timers have to negotiate practices to find alignment.
For ECCTs, developing shared practices can be challenging when employed in more than one school (Latifoglu, 2014). Employment at multiple schools means being a newcomer whenever entering a new school or classroom. Consequently, ECCTs have to negotiate practices with the old-timers, their new colleagues and new students, at each new school and this negotiation of practice contributes to the construction of their professional teacher identity. In addition, ECCTs need to adapt the practices developed during pre-service teaching experiences to those of the school communities in which they are employed.

**Meaning**

The second component of Wenger’s (1998) community of practice framework, meaning, is also influenced by historical and social contexts where meaning is negotiated with other members of CoP. Negotiating meaning occurs through active participation in social communities. This participation may be harmonious or conflictual, competitive or collaborative, but nevertheless the participation helps shape the practices of the communities. The ability or inability to help shape the practices of communities through active participation are important aspects contributing to feelings of belonging to the community (Wenger, 1998).

Negotiating meaning through active participation can be challenging for ECCTs, as they may have limited opportunities to actively participate in school or professional communities (Pietsch & Williamson, 2009). Whilst active participation may be necessary for negotiation of meaning to occur, this may not always be possible. Therefore, if active participation is not available, the question arises, how do ECCTs negotiate meaning in their fragmented employment context?

**Community**

Wenger highlights three characteristics of belonging to a *community*: mutual engagement, joint enterprise and shared repertoire (Wenger, 1998). Mutual engagement includes developing relationships within the community and actively doing things together as a community. Joint enterprise is a result of collectively negotiating what it means to be part of...
the community and how each member of the community is accountable to the community. Shared repertoire includes resources used to negotiate meaning for the community, such as discourses, stories, artefacts and historical events. Negotiating practices and meanings contributes to feelings of belonging to a community of practice.

Membership of a community often begins through legitimate peripheral participation (Lave & Wenger, 1991). Legitimate peripheral participation is achieved when the community provides enough legitimacy to be considered a member of the community and provides newcomers an approximation of full participation in the community. With employment in multiple schools, ECCTs have legitimate peripheral participation in multiple school communities, but may also have peripheral participation in professional communities such as teacher professional societies and online teacher communities. Are there circumstances or opportunities that allow ECCTs to move from peripheral participation towards full participation?

Identity

Wenger states that identity cannot be separated from practice, meaning and community (Wenger, 1998, p. 154). Viewing identity from this perspective highlights the social component of identity construction, as identity is a negotiated experience through community membership. Within a community of practice there are three modes of belonging (Wenger, 1998, 2000), or, as later redefined, modes of identification (Wenger, 2010): engagement, imagination and alignment. Wenger posits that membership of multiple communities and negotiating the boundaries of these communities requires a strong identity characterised by the qualities of connectedness, expansiveness and effectiveness (Wenger, 2000).

Engagement contributes to a sense of identity through discourse, creating artefacts, and socialising. It is through engagement with a community that an individual develops relationships with others in the community. Identity is constructed and negotiated through engagement as individuals develop a sense of competency and negotiate practices with other members of the community. Through engagement a trajectory of belonging to a community is
negotiated, resulting in a potential range of participation with the community. The first challenge for ECCTs is obtaining employment (Bamberry, 2011) in order to engage with the school community. Once ECCTs obtain employment, this employment is not necessarily at the one school, and ECCTs may be employed at a variety of schools (K. Jenkins et al., 2009; Pietsch & Williamson, 2010). Therefore, engaging with CoPs is more challenging for ECCTs as their fragmented employment results in a lack of continued engagement with individual communities. When employed in many schools, engagement and participation with the community may be sporadic, leading to continued peripheral participation with the community. In contrast, regular employment may provide opportunities for more sustained engagement, potentially leading to greater participation in the community.

*Imagination* relates to constructing a perception of self, community, and the world so as to position oneself within the world, reflect on experiences, and explore possible selves. It is through imagination that labels assigned by the CoP provide links to an individual’s position within the broader profession. Imagination can provide association with a community or, in contrast, distance an individual from the community. Furthermore, an imagined self can provide an affinity with the community and therefore lead to further participation. However, the imagined self can also result in disassociation from the community leading to non-participation. Early career casual teachers’ perception of self as “teacher” may be compromised by their fragmented employment. Their position as “provisional teacher” and the particular challenges faced by ECCTs in fulfilling registration requirements situates them in a precarious position within the community of teachers (TRBWA, 2014). In addition, the status of casual teachers, including ECCTs, is sometimes that of “babysitter” (L. A. Ewing, 2001; McCormack & Thomas, 2005; Pietsch & Williamson, 2007), which differs from the identity of “teacher”. The situations that afford ECCTs opportunities to develop a strong imagined self as teacher require further investigation.

*Alignment* is developing a shared purpose with the community, exploring accountability, and aligning local practices with other processes. It is through alignment that the identity of the communities becomes the identity of the participants in the community. The mode of alignment is one where power is implied, as alignment requires acceptance of practices and
compliance with the practices of the community. Whilst there may be opportunities for teachers to develop individuality within a school community, ECCTs face particular challenges. This fragmented employment may result in ECCTs negotiating their practices with a variety of practices encountered at different schools, although they may seldom receive feedback (Junor, 2000) in order to assist this alignment. In addition to the practices of “teaching”, there are also the expected practices of casual teachers being compliant, competent and able to manage student behaviour (Charteris et al., 2015). In addition, ECCTs, as early career teachers, are attempting to align practices developed during pre-service training with those encountered during employment (Pillen, Beijaard, & den Brok, 2013b). Therefore, ECCTs’ opportunities to align practices with a school community are complex.

*Connectedness* involves creating deep connections with others in the community through shared histories and experiences, affection, and mutual commitments. Connectedness highlights the importance of relationships within a community. It is relationships that encourage connectedness to a community and a strong identity is constructed through deep connectedness to a community (Wenger, 2000). However, ECCTs experience difficulties developing relationships with colleagues (Pietsch & Williamson, 2009), as they may work at many schools and extra supervisory duties often limit their time to engage with their colleagues. Developing strong connections to their students has been linked to early career teachers’ self-worth (Le Cornu, 2013), although the fragmented employment of ECCTs constrains their opportunities to develop strong connections to their students.

*Expansiveness* incorporates identifying with the broader community through multi-memberships and crossing multiple boundaries, including a wide variety of experiences. Wenger (2000, p. 240) states, “a healthy identity will not be exclusively locally defined”. From this perspective, expansiveness is a quality of a healthy identity that is afforded to ECCTs. Their fragmented employment provides opportunities to experience a wide range of school communities. These varied experiences may contribute to an expanded view of themselves as teachers, although the limited research concerning ECCTs does not provide evidence of this expanded view.
Effectiveness denotes the ability to enable action and to participate in the community. Identity is a “vehicle for participating in the social world, but it can also lead to non-participation” (Wenger, 2000, p. 240). As previously noted, ECCTs have difficulties developing relationships within school communities (Pietsch & Williamson, 2009), which may impact on their construction of a healthy professional teacher identity. More needs to be known about the conditions which allow or constrain ECCTs’ opportunities to develop relationships within school communities, which may provide links to participation or non-participation.

Trajectories of Belonging
An important component of situating identity, in particular professional teacher identity, within a community of practice is the role of the trajectory of participation with the community. Wenger (1998) argues that there are five possible trajectories of participation or membership of the community of practice: peripheral, inbound, insider, boundary, and outbound. Becoming a member of a community of practice begins by being on the periphery of a community and then, depending on levels of engagement with the community of practice, the trajectory of membership can be considered to be peripheral, inbound, insider, boundary or outbound.

Trajectories of belonging within CoP shape the connection with the community. A peripheral trajectory may be a choice or may be imposed and in some cases, a peripheral trajectory may never lead to full participation. However, a peripheral trajectory may give some access to a community and the interactions and negotiated meanings developed within the community may therefore contribute to identity construction. An inbound trajectory, on the other hand, brings with it the opportunity of full membership, even if the initial participation is at the periphery, and in this instance identities are negotiated and constructed through all phases of the participation in the community. Furthermore, an insider trajectory goes beyond full participation, with new expectations or demands creating further renegotiation of identity, such as being given a role in a sub-committee or a leadership role. In addition, an individual may span the boundaries of several communities, finding ways to link the multiple communities, which is considered a boundary trajectory. The final trajectory, outbound, leads out of a community, although this does not have to be a negative experience. For example,
children growing up and forging their own place in the world may be “outbound” from their family. When considering communities of practice, people may be members of multiple communities. Reconciling the different identities and trajectories within these communities is all part of constructing a professional identity. Trajectories of belonging lead to a range of identities of participation or non-participation.

Early career casual teachers’ trajectories of belonging are influenced by their fragmented employment. Irregular employment may lead to an outbound trajectory as ECCTs do not obtain enough work to be financially secure (Duggleby & Badali, 2007; Junor, 2000). On the other hand, ECCTs may work at a variety of schools, finding links between these different employment sites, therefore having a boundary trajectory. However, if links are not made between the communities, the trajectory may be peripheral, as they have some access to school communities affording them access to engage with the community and align practices. In contrast, regular employment at one or two schools affords opportunities to begin an inbound trajectory as they develop strong connectedness and begin to effectively enter the social world of the school. As little is known about the experiences of ECCTs their opportunities for participation or non-participation are unclear.

**Construction of identities through participation or non-participation**

Identity construction inside CoP is negotiated through participation or non-participation within the CoP (Wenger, 1998). Wenger argues that identities are constructed “through the practices we engage in, but we also define ourselves through practices we do not engage in” (Wenger, 1998, p. 164). People belong to many different CoP and may not want to have full participation in all communities. In this sense, it can be considered that there is a range of participation, with four main relations of participation or non-participation possible, as illustrated in Figure 3.2 (Wenger, 1998). An insider is when there is full participation in the community of practice and an outsider is when there is full non-participation. Peripherality may occur when first entering a community of practice, but with an inbound trajectory, full membership may be achieved. Conversely, marginality occurs when participation is restricted and may lead to non-membership of the CoP or marginalisation within the CoP. In some instances, participation may remain peripheral by choice, for example when full participation
is not the goal. Peripheral participation in CoP is a common way for newcomers to enter a community, and is considered a legitimate position for new members of a community (Lave & Wenger, 1991).

![Diagram showing relations of participation and non-participation within CoP](image)

*Figure 3.2* Relations of participation and non-participation within CoP (Wenger, 1998, p. 167)

ECCTs’ participation in school communities differs from their full-time colleagues, including opportunities to develop relationships with colleagues (Cleeland, 2007), as well as opportunities to engage in professional learning (Bamberry, 2011; K. Jenkins, 2015). These differences in participation mean that it is more difficult for ECCTs to move from a position of peripheral participation. The particular difficulties faced by ECCTs could result in marginal participation or non-membership, presented as outside in Figure 3.2.

Trajectories of participation for early career teachers was explored by Morrison (2013b), and although CoP was not used to analyse the results, there are some similarities evident. Three main trajectories of participation are evident for early career teachers; emergent, tenuous and distressed (Morrison, 2013b, p. 97). Early career teachers with an “emergent” trajectory feel they are capable, are experiencing success and are looking forward to their future as teachers (Morrison, 2013b), which is consistent with Wenger’s idea of identity as effectiveness as well as the notion of an inbound trajectory (Wenger, 1998). On the other hand, a “distressed” teacher identity develops when early career teachers are isolated either professionally or socially and are not able to engage with their colleagues, leading to feelings of isolation and
insecurity, and doubts about whether they can continue in the profession (Morrison, 2013b). This is similar to the concept of “marginalisation” when the experience of participation is restricted, therefore leading to marginalisation within the community or in some cases being excluded from the community (Wenger, 1998, p. 167). A “tenuous” trajectory is described by Morrison (2013b) as one where early career teachers oscillate between emergent and distressed trajectories and their possible outcome is either retention or attrition. This idea of a tenuous trajectory links to the fluid nature of identity and demonstrates the role of the community in accepting early career teachers into the community.

Adapting CoP for this Study
Wenger’s CoP framework (1998) has been adapted for this study, to take account of the aims of the research and in part to address criticisms of the framework. An adapted framework was necessary due to criticisms of the CoP framework, such as inconsistency of terms as well as ambiguities and absences from the framework. Despite these criticisms, aspects of the CoP framework, such as legitimate peripheral participation, belonging to a community, and teacher identity are important aspects of this study. Therefore, criticisms of the framework will be discussed and then the adapted framework explained.

The CoP framework has received criticism for the inconsistency of terms used in the different iterations (Cox, 2005). The initial iteration, Situated Learning: Legitimate Peripheral Participation (Lave & Wenger, 1991), focuses on the concept of legitimate peripheral participation, with meaning being locally and socially constructed, and with the assumption that communities are static (Cox, 2005). This early iteration is then expanded in the book Communities of Practice: Learning, Meaning and Identity (Wenger, 1998), producing a more detailed and comprehensive explanation of CoP. The focus of this iteration is on learning, with identity construction occurring within communities of practice, introducing terms such as trajectories, multi-membership, and boundaries. Whilst this iteration provides a comprehensive explanation of all components of the framework, Cox (2005) suggests that the impact of the structure of work and work context as created by management is not included in this iteration. A further iteration, called Cultivating Communities of Practice: A Guide to Managing Knowledge (Wenger, McDermott, & Snyder, 2002), is a manual for facilitating
groups as a managerial tool (Cox, 2005). These inconsistencies are acknowledged by Wenger in an interview in 2016, where he justifies the different iterations as being the result of using the theory to inform practice, which in turn changes the theory (Farnsworth, Kleanthous, & Wenger-Trayner, 2016).

Additional criticisms of CoP highlight ambiguities and absences from the framework (Fuller, Hodkinson, Hodkinson, & Unwin, 2005; Handley, Sturdy, Fincham, & Clark, 2006). An ambiguity is the use of the term “participation” as it does not seem to reflect the different forms of participation individuals use to negotiate their engagement with a community (Handley et al., 2006). In addition, the use of the term “legitimate peripheral participation” by Lave and Wenger appears to have been stretched to encompass all workers rather than just to explain the experiences of newcomers to a community of practice (Fuller et al., 2005). As well as these ambiguities, Fuller et al. (2005) highlight ideas perceived to be important that are absent from the framework. Firstly, the explicit role of “teaching” in the workplace and learning in off-site settings is not considered. Furthermore, CoP does not acknowledge the identity that individuals bring to the community. Finally, whilst power relations are acknowledged they are not fully explored (Fuller et al., 2005). Whilst Wenger has not answered all of these criticisms, the role of power within communities of practice has been explained in more recent publications. Wenger (2010) acknowledges power is exhibited in social systems, mainly through defining what is considered competence, as membership of CoP exists through demonstrating competence. However, the efficacy of power within CoP depends on the degree of identification with the community and its practices by the individual. Furthermore, it was not the intention that the term community indicated harmony and homogeneity, as conflict and disagreement can exist and is one product of power relations (Wenger, 2010).

Whilst these limitations are acknowledged, CoP is a relevant conceptual framework for this study. Firstly, ECCTs are newcomers each time they enter a new classroom or school, so “legitimate peripheral participation” is relevant for this cohort of early career teachers. In addition, construction of a professional identity of ECCTs occurs through experiences within school communities. In order to mitigate the criticisms outlined previously, ideas such as off-
site learning and power relations will be discussed if they emerge as relevant issues for ECCTs. Furthermore, Wenger’s (1998) CoP framework has been adapted to include some concepts such as peripheral participation within the model. In addition some features require reimagining and these features will be discussed in the following section.

The adapted framework based on Wenger’s (1998) CoP framework

An adaptation of Wenger’s (1998) CoP framework is presented to reflect the context of ECCTs and their professional teacher identity construction and negotiation within communities of practice. The focus of this research is the experiences of ECCTs, particularly related to their membership of CoP, the possible identities afforded them and how their identities are constructed and negotiated. Therefore, the adapted framework explained in this section emphasises the two components of community and identity (see Figure 3.3). Identity construction occurs within communities via learning and through sharing practices and developing meaning within each community; therefore, Wenger’s components of learning, practice, and meaning are subsumed within the communities of practice, with identity placed at the centre of the framework. Although the CoP framework (see Figure 3.1) places learning as the central component, Wenger (1998) considers that any of the components can be placed in the centre and the framework remains sound. Furthermore, Wenger’s (2010) more recent discussion of CoP views identity as a central element of the framework. As shown in Figure 3.3, this adapted framework includes three communities: personal, school and professional. The justification for including these three communities is outlined in the following section.
Other professional teacher identity frameworks have included three interconnected contexts: personal, school, and professional. Although the frameworks include these three contexts, each framework uses different terminology. The terminology when focusing on pedagogy and professionalism includes personal pedagogy, school-wide pedagogy and authoritative pedagogy (Andrews & Crowther, 2003). The framework that focuses on identity factors influencing resilience use the terminology personal, situated, or professional (Day & Gu, 2010). Meanwhile, the formation and mediation of identity framework uses personal experiences, professional context, and external political environment (Mockler, 2011).

Including personal communities aligns with the original framework as identities are “living relations between persons and their place and participation in communities of practice” (Lave,
& Wenger, 1991, p. 53). The inclusion of both school and professional communities acknowledges the identity construction and negotiation that occurs within schools as well as professional bodies. Therefore the framework presented in Figure 3.3 includes three communities: personal, school, and professional.

Personal communities at a basic level include family members, friends and acquaintances. Whilst family and friends could be considered inner members of the personal community, acquaintances are more peripheral members. Therefore relationships developed with mentor teachers and administrators during final professional experience, potentially positions them at the periphery of ECCTs personal communities.

School communities encompass students, teachers, administrators, parents, and potentially other groups of people. Whilst the school community could be considered part of the broader professional community, students and parents are not part of the broader professional communities of teachers. Within the school community, the classroom is a key site of professional identity negotiation and construction and this is evident in the importance ECCTs in this study placed on student–teacher interactions. The importance of student–teacher interactions in professional identity construction has also been recognised by Avalos and Aylwin (2007), McNally and Blake (2012), and Schuck, Aubusson, Buchanan and Russell (2012). Parents are also an important part of the school community, evidenced by the inclusion of Standard 7.3 related to engaging with parents (AITSL, 2012). Whilst colleagues and principals are also members of the broader professional community of teachers, it is within school communities that they interact with ECCTs and may provide brokerage into broader professional communities.

There are many possible professional communities of teachers and as such professional communities within the ACoP model are complex. Within professional communities the construction and negotiation of ECCTs’ professional teacher identity occurs within both formal and informal professional communities. Formal professional communities include
regulatory bodies such as Teachers’ Registration Boards (TRBWA, 2016) and employment bodies such as the Department of Education. Professional identity negotiation and construction may also occur within informal professional communities, such as social networks and other online teacher communities (Hur, Brush, & Bonk, 2012; Kelly & Antonio, 2016; Lu & Curwood, 2015). However, professional communities of teachers may also include non-school-based communities of teachers, such as adult educators, early childhood educators, education officers at institutes such as art galleries, the zoo and museums, and university education. A teacher identity is potentially made possible in these different contexts.

The three communities within the framework, as explained above, represent the different communities where ECCT identity is constructed and negotiated. Firstly, personal communities include family, friends, and other people ECCTs interact with outside of the teaching profession. School communities, as expected, include students, colleagues, administrators, and parents within a school community. For ECCTs, school communities may be multiple school communities in which they are employed. Finally, professional communities include, but are not limited to, registration bodies, employment bodies, professional teacher associations and online teacher communities. These three communities surround the identity component, with the dotted line around identity signifying the fluidity of professional teacher identity construction for ECCTs.

When discussing identity construction Wenger (1998) highlights three modes of belonging and three qualities of a strong identity. As previously mentioned, Wenger (1998, 2000) suggests that identity is negotiated by belonging to communities through engagement, imagination, and alignment and the qualities of a strong identity are connectedness, expansiveness, and effectiveness. These modes of belonging and qualities of a strong identity are not included in Wenger’s (1998) framework, although these terms are used to describe identity construction. The modified CoP framework presented in this section includes these key terms in order to assist understanding of ECCTs construction of a teacher identity within the various communities outlined in the framework. The modes of belonging are positioned at the outer section of the identity component to demonstrate that the modes of belonging are
the link between identity and communities. The qualities are positioned at the centre of the identity component as they are essential for construction of a strong teacher identity.

The final component of this modified framework includes trajectories of belonging. Wenger (1998) uses the term “trajectory” to indicate that construction of identity is ongoing, and not necessarily linear. Whilst there are five trajectories presented by Wenger (1998), as previously explained, these trajectories are not included within his framework. Including the three key trajectories relevant to ECCTs—peripheral, inbound and outbound—provides a focus for discussion of ECCTs’ experiences, which lead to different trajectories within the CoP.

Inclusion of these trajectories within the identity construction of ECCTs framework acknowledges that peripheral participation is a legitimate method of engaging with school and professional communities. ECCTs are not employed in either short- or long-term capacities in schools; therefore, their participation is one of peripherality. Furthermore, as “provisional teachers” according to the registration body (as explained in Chapter 1), they are on the periphery of professional communities as well. Experiences within these communities can then lead to either an inbound trajectory of participation or an outbound trajectory of non-participation. Trajectories of belonging are not included in personal communities, as it is assumed that individuals are “insiders” in their own personal communities.

Summary
This chapter began by highlighting specific issues and context related to ECCTs that needed to be considered when choosing a conceptual framework for this research. An in-depth discussion of Wenger’s Communities of Practice framework (1998) was presented, with major components of the framework explained, including their relevance for ECCTs. A justification for adapting Wenger’s CoP (1998) framework was offered, in response to the aims of this study and criticism of the CoP framework. Finally, an adapted CoP framework was presented with the main components explained. This explanation provided justification
for the use of this conceptual framework within this research. The chapter that follows explains the methodological approach used in this research.
CHAPTER 4

METHODOLOGY
**Introduction**

The theoretical and methodological considerations underpinning this research are examined in this chapter. The first section discusses social constructivism and its relevance as a way of understanding the participants’ interactions within both the research and in their lives as casual teachers. In addition, as social constructivism highlights the importance of researchers reflecting on their position in relation to the phenomenon being researched, the assumptions and prior experiences of the researcher are presented. The second section examines case study methodology as defined by theorists and researchers and the relevance of case study methodology to this research is explored. Finally, the third section describes the research design, methods, participant recruitment and selection. Data collection strategies and data analysis decisions are also discussed.

**Theoretical Considerations**

Early career casual teachers are in the process of beginning their teaching career and the aim of this research is to investigate their experiences of casual teacher employment, becoming part of a community of practice and constructing a teacher identity. The experiences of early career casual teachers are diverse and complex, and using a social constructivist paradigm assists in developing an understanding of not only what reality is constructed by individual ECCTs, but how their particular reality is constructed (Patton, 2015). Social constructivism includes research concerning interactions between people and the social and cultural dimensions of the situations in which these interactions take place. People are active in the construction of their realities as they attempt to make sense of their experiences (Lincoln & Guba, 2013; Patton, 2015), and their experiences are embedded within social contexts and influenced by social and cultural conditions (Patton, 2015; Reich, 2009). The multiple realities constructed have implications for the those who have constructed the realities and their interactions with others (Patton, 2015).

Social constructivism is based on ontological relativism (Lincoln & Guba, 2013; Patton, 2015). People may live in the same empirical world, but experience this world in different ways. Exploring these different experiences, “… honors the idea of multiple realities” (Patton, 2015, p. 122). The diversity and complexity of experiences for ECCTs encompasses
personal, situational, and institutional aspects. Personal aspects of the lived experience of ECCTs includes their personal circumstances, for example, they may be single, married, and/or with children. In addition, they may progress directly from school to university or they may be changing careers. For ECCTs, the situational aspect includes their employment experiences. They may be employed at many different schools or find regular work in one school. Furthermore, fragmented employment suggests they encounter students in many year levels and classes, and different colleagues, administrators and parents at each workplace, providing varied situational experiences. The institutional aspect for ECCTs in Western Australia includes the employer bodies and regulatory bodies as described in Chapter 1. A social constructivist approach encompasses the multiple realities which individuals construct and the way in which these constructions of reality influence their lives and their interactions with other people (Patton, 2015). Possible teacher identities of ECCTs are constructed and reconstructed through personal, situational, institutional and social experiences; therefore, a social constructivist approach is pertinent.

Myself as Researcher: Reflecting on my Position

Research within social constructivism cannot ignore the interpretivist axiology, which highlights the beliefs, values, assumptions, and prior experience the researcher brings to the research (Lincoln & Guba, 2013). Hermeneutic researchers establish the context and meaning of those researched and acknowledge that the interpretations of the data are a construction by the researcher with the assistance of the participants (Patton, 2015). This section focuses on reflecting on myself as the researcher and the assumptions and beliefs I bring to this research.

I believe that individuals’ interpretations of their reality are constructed through interactions with others and are influenced by their cultural understandings of the world in which they live and as I research their experiences, I too bring my own cultural, social, historical, and political assumptions to the research (Lincoln & Guba, 1985, 2013). Despite varied teaching roles—including classroom teacher, specialist teacher and casual teacher—I have maintained an identity as teacher, although my teacher identity was constructed and reconstructed through my experiences of teaching. However, frequent re-locations, both interstate and overseas, resulted in recurrent newcomer status. As a newcomer I often began on the
periphery, contributing to an impression of being an outsider as I negotiated the social and political environment and expectations of the school as well as attempting to form relationships with new colleagues, students, and parents. It was only after repeated engagement with a school that I was able to feel a sense of belonging to the school community. My experiences of peripherality and casual teaching provided me with an understanding of the experiences of casual teachers, which assisted in gaining the trust of my participants and aided my understanding of their experiences. To ensure I was not misinterpreting the participants’ experiences or making assumptions regarding their experiences, I used clarifying questions and reviewed comments with participants to facilitate co-construction of meaning.

My research aims were informed by my own experiences of casual teaching and beginning my journey as “researcher”. Firstly, my experiences of casual teaching were mainly positive, although I was an experienced teacher before working as a casual teacher. I was aware that many early career teachers were beginning their teaching career as casual teachers and I wondered how they experienced this reality, as I believed the lived experience of casual teaching for early career casual teachers differed from that of experienced teachers. Secondly, as an early career researcher, I experienced being “new” again as I developed research skills and engaged in discussion with other more experienced researchers. Travelling into this new environment and reflecting on my identity, I developed an interest in how early career casual teachers construct their identity. A review of literature relevant to construction of identity uncovered a paucity of research specifically related to early career casual teachers. In addition, my experiences of “belonging” to a community of researchers, negotiating the social and political aspects, and uncovering the tacit understandings of the learning community led me to believe in the importance of community membership. Finally, I consider the voice of casual teachers, in particular early career casual teachers, has not been heard in either the research or the teaching community and I strive to help their voice be heard.

Social constructivism highlights the “multiple realities constructed by different groups of people and the implications of those constructions for their lives and interactions with others”
Therefore, individual ECCTs’ experiences of casual teaching and their experiences within learning communities will impact their lives in different ways. I believe the learning communities of early career casual teachers encompass personal, school or situational, and professional or institutional communities and include interactions experienced within these different communities. I chose to use Community of Practice (Wenger, 1998) as the starting point of developing a theoretical framework to assist understanding of the experiences of my participants. The concept of situated learning as part of a community of practice, and in particular the idea of peripheral participation as a legitimate way in which to enter communities of practice (Lave & Wenger, 1991) seemed an ideal lens through which to discuss the experiences of early career casual teachers. In addition, an exploration of the experiences of ECCTs was best undertaken using qualitative methodology in order to develop a deep understanding of their realities and I used a case study method.

**Case Study Method**

Research undertaken within a constructivist paradigm is generally associated with qualitative methods (Lincoln & Guba, 2013; Walter, 2006) and case study methods are situated within qualitative research methodology. A case study method provides opportunities for investigation of early career casual teachers as, through case studies, the scope and depth of their experiences and their personal construction and interpretation of these experiences can be investigated (Creswell, 1998; Lincoln & Guba, 2013). Furthermore, case study research is particularly pertinent when attempting to answer descriptive (what) questions and explanatory (how) questions (Yin, 2012). This research is concerned with exploring how early career casual teachers experience their work, become part of a community of practice and construct a professional identity. These experiences will differ as individuals will not only have diverse experiences, but will construct understanding of these experiences in a variety of ways. Case study methodology is therefore relevant in attempting to answer these descriptive and explanatory questions within a constructivist paradigm.

Case study methodology as described by Yin (2009) can take the form of either single-case design or multiple-case design with either a holistic (single-unit) or an embedded (multiple-
units) analysis. A single-case design can be justified if the case represents “a) a critical test of existing theory, b) a rare or unique circumstance, or c) a representative or typical case, or where case serves a d) revelatory or e) longitudinal purpose” (Yin, 2009, p. 52). A multiple-case design on the other hand, uses multiple cases to “examine a complementary facet of the main research question” (Yin, 2012, p. 8). The purpose of this research was to explore the experiences of early career casual teachers, the types of communities of practice to which they belong, the diversity of professional identities formed, and how these identities were formed. The communities of practice to which they belong include their personal community, school communities (situational) and professional (institutional) communities. In order to capture the diversity of experiences, a single-case design with embedded units for analysis was used. Decisions related to the number of embedded units in the case, data collection, and data analysis are explained in the section on research design.

**Research Design**

This section of the methodology chapter details the decisions made in regards to the research design. Information regarding the timeline of the research and ethical considerations is presented. The research was conducted in two phases, which are elaborated upon with discussion of participant recruitment and participant details, as well as data collection methods included in each phase. Data analysis methodology is also discussed.

The research was designed to address the following research questions:

1. How do early career casual teachers in Western Australia experience their work in their first three years of teaching?
2. What are early career casual teachers’ experiences of membership of multiple teaching communities?
3. What professional identities are made possible by the experience of being a casual teacher?
4. How are professional identities of early career casual teachers negotiated and constructed?
The research design involved two phases: Phase One: Exploring Views and Phase Two: Individual Journeys. The purpose of Phase One: Exploring Views, was to gather data related to the experiences of early career casual teachers. This exploratory phase of the research was designed to generate a wide range of insights and opinions, therefore the method of gathering data was through focus groups (Puchta & Potter, 2004). Additionally, the first phase acted as an adjunct to the second phase of this research, as it assisted in generating themes to be further explored. The purpose of Phase Two: Individual Journeys was to gain a deeper understanding of the experiences of individuals. During this phase individual participants were interviewed three times and were asked to complete a series of eight reflective tasks. Participants in both Phase One and Phase Two completed a short questionnaire that included questions regarding access to employment and professional learning (see Appendix B). A summary of how each phase answered the research questions is presented in Table 4.1.

<table>
<thead>
<tr>
<th>Research question</th>
<th>Phase One</th>
<th>Phase Two</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Focus group</td>
<td>Individual interview</td>
</tr>
<tr>
<td>1</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

**Timeline of research**

This research was conducted over a period of two years in two phases. The first phase consisted of seven focus group interviews. The first focus group was held in September 2013 and the final focus group was held June 2014, therefore Phase One took fifteen months to complete. Recruiting participants was a challenge and these challenges are explained in detail in the section on recruitment of participants. The second phase consisted of three individual interviews and eight reflective tasks. Each participant was interviewed and then asked to complete four reflective tasks before the second interview, and then complete another four tasks before the final interview. Details of the interviews and reflective tasks will be discussed in the section detailing Phase Two. Tasks were sent to the participants via email and were sent at a rate of one every two weeks. Scheduling of interviews varied due to...
commitments of the participants; with the total time from interview one to interview three ranging from four to six months.

**Ethics**

Research involving humans requires ethical permissions to ensure no harm comes to participants in the research. This section discusses the process of providing information about the research, obtaining consent and ensuring anonymity. Information regarding confidentiality and access to data will be presented.

An important aspect of ethical research is providing information so that participants can give informed consent (Patton, 2015). Information sheets for both Phase One (see Appendix C) and Phase Two (Appendix D) were developed and participants were given the opportunity to read the information sheets and ask questions about the research before signing the consent forms (see Appendices E and F). In addition, participants were reminded that they could withdraw from the study at any time. The research project was given ethics approval from Murdoch University and this document is included as Appendix G.

Ensuring anonymity for all participants was important (Patton, 2015). Both the focus groups and the in-depth interviews were transcribed and pseudonyms used for all participants. If particular schools were mentioned during the recordings these were given a capital letter so as to provide anonymity for both participants and individual schools. Consent forms, completed questionnaires, and data from the research were stored in a locked filing cabinet in a locked office at Murdoch University. Data were managed according to the rules and regulations pertinent to data storage.

Finally, participant access to data was considered as part of ethical considerations (Patton, 2015). Participants in the Phase One focus groups were provided with an executive summary once this was completed which gave them an overview of the findings. Participants in Phase Two were provided with a transcript of each interview and were given an opportunity to 
provide feedback. Once completed, an executive summary of the Phase Two results was sent to all participants of this phase of the research. The findings have been presented at conferences and will also be able available to other interested parties through published papers.

**Case definition**

This research was focused on the experiences of early career teachers working in a casual capacity in Western Australia. All participants therefore needed to be early career teachers (by my definition in their first three years after graduation), and only employed in a casual teaching capacity (by my definition, day-to-day casual or short-term contracts). Both primary and secondary teachers were included in order to identify commonalities and differences in their experiences. Recruitment strategies and participant details are presented in the relevant sections.

**Phase One: Exploring Views**

Focus group interviews were used to begin the exploration of the experiences of early career casual teachers. The questions discussed during the focus groups were designed to provide information that assisted in answering the first three questions of this research.

Sampling size was designed to provide a depth and breadth of experiences. The original research design included 24 participants in the focus group stage. Focus group recordings were transcribed as completed and after seven focus groups, with a total of eighteen participants, the decision was made that no further focus groups were required. No new information was being generated and therefore redundancy had been reached (Patton, 2015).

Participants were selected to provide a broad range of experiences. They included primary and secondary teachers, males and females, those working in government and private sector schools, and working in both urban and rural settings. An advantage of using focus groups was that participants were able to give their opinions but also hear opinions of others, which
provided additional ideas triggered by comments (Patton, 2015). Whilst focus groups restrained the time individuals could take to elaborate on ideas, the themes that emerged were explored through Phase Two.

Recruitment for Phase One

Recruitment of participants was challenging, as this cohort of teachers was difficult to contact through usual avenues such as education department mailing lists. A range of strategies was used to recruit participants.

An initial strategy used was approaching final-year students at Murdoch University. In 2012, after their final professional placement Murdoch University students attended an information session and my research was presented at this forum. Expressions of interest forms were provided to students and potential participants were then contacted between March and April the following year. This strategy resulted in only two participants; therefore, other strategies were employed. However, as participants were still being sought in 2013, this strategy was repeated.

Broadening my recruitment efforts, attempts were made to recruit directly from schools. Ethics approval was obtained from both the Education Department of Western Australia and the Catholic Education Office of Western Australia. In total, 291 primary schools, 69 secondary schools, 50 education support centres and 9 composite schools were emailed an information letter and a request that the letter be provided to any ECCTs employed at the school. Three participants were recruited through this strategy.

Another strategy used to find potential participants was to use contacts within the School of Education at Murdoch University. Academics were emailed and asked about their personal contacts at schools who might be able to assist. These contacts were then approached personally and given information about the research. Potential participants identified by these school contacts were given my email details. If they responded they were sent an information
letter. This personal contact resulted in three potential participants, although due to other commitments there was only one participant from this strategy.

Some schools use agencies for their casual teachers and recruitment was attempted through these agencies. All agencies used by Western Australian schools were emailed. They were given information about the research and asked to send information letters to early career teachers on their lists. This method resulted in one participant.

Personal contacts were used in an attempt to recruit participants. The information sheet was sent to personal contacts to forward to early career casual teachers known to them who might be interested in participating. This resulted in three participants.

These attempts to contact early career casual teachers produced a total of ten participants so alternative recruitment strategies were investigated. A search on social media for early career teaching and casual teaching groups was undertaken, and permission sought to join the groups. Three social media groups were identified and the following information was posted on the social media pages; ECU K-7, Early Childhood Relief Teaching and New Educator’s Network.

I am a PhD candidate at Murdoch University and I am researching the experiences of beginning teachers (the first 3 years) who are working as relief teachers. I am recruiting people to participate in a focus group where you will have the opportunity to share your experiences. This cohort of teachers is rather under-researched but they are also particularly difficult to contact. I am conducting all my focus groups after school hours and on the weekend as these are the only times casual teachers are available.

Contact through social networking was the most successful recruitment process, resulting in eleven potential participants. The breakdown of potential and actual participants is displayed in Table 4.2.
Table 4.2 Potential and Actual Focus Group Participants

<table>
<thead>
<tr>
<th>Participants</th>
<th>University graduate presentations</th>
<th>Emails to schools</th>
<th>Individual school contacts</th>
<th>Casual teacher agencies</th>
<th>Personal contacts</th>
<th>Social media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Actual</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

There were several challenges encountered during this recruitment phase. Firstly, the difficulty in contacting potential participants was a significant challenge as there were limited opportunities to engage with potential participants on a personal level. The majority of contact made with potential participants was through email, and occasions where personal contact was made were not particularly successful. Work prospects for graduating students were unknown and although expressions of interest were given, few resulted in actual participants. Some potential participants managed to obtain full-time employment between expressing interest and being contacted, and others were not yet working. Another challenge during recruitment for Phase One was organising times for focus group participation. To maximise participants’ employment opportunities, focus groups were scheduled for after school hours. However, other commitments, such as family, work and sport resulted in difficulties arranging times that suited several people. Some people who expressed interest in being involved in the research did not eventually participate for a variety of reasons, such as family issues, time constraints, or change of mind.

**Initial questionnaire**

A questionnaire was used to collect data regarding general information about participants as well as details regarding employment (see Appendix B). Information relating to gender and school setting was collected (see Table 4.3) as well as information about age of participants (see Table 4.4). In addition, information was collected concerning number of days worked per week, number of schools where participants had been employed, and whether they had another paying job. This information will be discussed in the results section, along with other
discussion from the focus groups. To ensure anonymity, pseudonyms to be used in the research discussions were chosen by participants when completing the questionnaire. A summary of the questionnaire results is included in the appendices (see Appendix H). The breakdown of gender, school setting, and age are presented below.

Table 4.3 Participant Gender and School Setting

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Secondary</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4.4 Participant Age

<table>
<thead>
<tr>
<th>Age</th>
<th>20-25</th>
<th>25-30</th>
<th>30-40</th>
<th>40-50</th>
<th>50+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Focus group topics for discussion

Topics for discussion during the focus groups were developed for the purpose of exploring themes from both the literature and theory of Community of Practice (Wenger, 1998). Themes presented in the literature concerning casual teachers included the challenges of accessing work (Bamberry, 2011), access to resources (L. A. Ewing, 2001), accessing professional learning (Colcott, 2009), developing relationships (Bamberry, 2011; L. A. Ewing, 2001), behaviour management (L. A. Ewing, 2001; K. Jenkins et al., 2009; Lunay & Lock, 2006), and status (Cleeland, 2007). Information was gathered on these themes through both the questionnaire and during the focus group and is presented in Table 4.5. Themes presented in Wenger’s (1998) theory of Community of Practice (CoP) include having shared “practice”, developing shared “meaning”, belonging to a “community”, and developing an “identity”. The alignment of research questions, CoP, literature, and focus groups questions is presented in Table 4.6, on page 79. Due to the limited research directly related to early career casual teachers, this phase of the research was an exploratory phase and an interview guide was used (see Appendix I) to ensure the group conversations remained focused while still allowing emergence of individual experiences and perspectives (Patton, 2015).
As discussed in Chapter 2, research suggests that there are particular challenges associated with being a casual teacher. Question one of this research focused on the experiences of early career casual teachers in order to ascertain whether the challenges they encounter are similar to those of casual teachers in general, as identified in the literature. Participants were asked to describe a “typical day” as well as a “good” day teaching. Additionally, they were asked about their experiences “accessing work”, including how they had managed to find work, the number of schools worked at and the frequency of their work. Information about access to professional learning was explored, including types of professional learning accessed, strategies for accessing and reasons for not accessing professional learning. These questions were designed to provide information about their experiences as well as the concepts of practice and meaning within CoP.

The research questions related to community and identity were explored through questions that focussed on experiences contributing to feelings of belonging to a community and identity construction. Status of casual teachers was explored through discussion about their “role as a teacher”. Questioning their understanding of their role as a teacher was utilised rather than using the term “status”, in order to uncover information about their identity as a teacher and gain some understanding of their feeling of belonging as described within a community of practice (Lave & Wenger, 1991). Discussion related to membership of a community of practice was explored through questions related to relationships. Participants were asked about the types of relationships they had with colleagues. Being mindful of the fragmented nature of casual work and possible diverse communities to which casual teachers

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Questionnaire</th>
<th>Focus Group Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing work</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Accessing resources</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Accessing professional learning</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Developing relationships</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Behaviour Management</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Status</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

Table 4.5 Source of Information on Challenges Faced by Early Career Casual Teachers
may belong, participants were also asked about their relationships with colleagues from university and other friends who were teachers. This was explored through asking about their support networks in relation to teaching. The purpose of these questions was to discover if they felt they were part of different communities of practice. Discussion in the literature related to relationships with students seemed to focus on behaviour management (L. A. Ewing, 2001; K. Jenkins et al., 2009; Lunay & Lock, 2006). During the focus groups, the discussion focused on the types of relationships they had with students. The focus on “types of relationships”, was used as a means of exploring the range of relationships they experience, rather than confining the discussion to managing student behaviour. Additionally, participants were asked about their relationships with parents. These questions were designed to provide information related to the research questions on memberships of communities of practice and identity and incorporating all components of COP.

**Summary of Phase One: Exploring Views**

The focus groups were used to explore the experiences of early career casual teachers. They were designed to answer questions related to their experiences of working as a casual teacher, their experiences of being part of a community and their construction of a professional identity.

The insights and opinions generated in the focus group discussions were used to fine tune in-depth individual interviews and also acted as a reference point for individual experiences as explored through individual interviews. Participants in the focus group were asked if they would like to participate in further research and in this sense the focus group also assisted in selection of participants for individual interviews.

**Phase Two: Individual Journeys**

Individual interviews and reflective tasks were used to gain a deeper understanding of the experiences of individual early career casual teachers. Participants were interviewed three times, with each interview lasting approximately one hour. In addition, they completed eight reflective tasks, with each task needing approximately ten to fifteen minutes to complete.
Questions asked were designed to explore the variety of experiences of work in more depth and to provide information related to their experiences of being members of multiple communities of practice. Participants were asked questions related to professional identities that had been constructed and additional questions were focused on exploring critical incidents in the construction of their professional identities. Phase Two was designed to provide an expanded understanding of the three research questions discussed in the section describing the focus groups. Additionally, this phase examined the fourth question about how the identities of early career teachers are created. Detailed information of the interviews and reflective tasks is presented in the relevant sections. The alignment of research questions, CoP components, focus of questions and Phase Two component is presented in Table 4.9 on page 82.
Table 4.6 Links between Research Questions, conceptual Framework, Literature Review and Focus Group Questions

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Conceptual Framework: Community of Practice</th>
<th>Concepts from Literature</th>
<th>Focus Group Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practice, Meaning</td>
<td>Access to resources</td>
<td>Describe a “typical day”. Describe a “good” day. How have you managed to find work?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access to work</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Practice, Meaning, Community</td>
<td>Developing relationships</td>
<td>Tell me about your relationships with colleagues and administration (e.g. Principals, Deputies, office staff).</td>
</tr>
<tr>
<td>2</td>
<td>Community</td>
<td>Developing relationships</td>
<td>Who do you go to for support in your teaching?</td>
</tr>
<tr>
<td>2, 3</td>
<td>Community, Identity</td>
<td>Behaviour management</td>
<td>Tell me about your relationships with students and parents.</td>
</tr>
<tr>
<td>2, 3</td>
<td>Community, Identity</td>
<td>Status</td>
<td>What is your perceived role as a teacher?</td>
</tr>
</tbody>
</table>
Recruitment for Phase Two

The purpose of phase two was to gain an in-depth understanding of the experiences of early career casual teachers. Purposeful sampling was used to ensure a variety of circumstances in order to maximise opportunities to find convergent themes as well as uncover inconsistencies and contradictions. The initial plan was to recruit participants for Phase Two from participants in the focus groups and three participants were identified through the focus groups. In order to recruit additional participants for Phase Two, expressions of interest from the 2014 cohort of Murdoch University teaching graduates were obtained and the final three participants were recruited. In order to gain information from a range of experiences, participants were chosen from both primary and secondary education, males and females, those wanting full-time work, and those happy to be working in a casual capacity.

Participant information

Three participants had been teaching for between one and three years and three were in their first year of teaching. The participants with more than one year’s teaching experience included two primary school teachers and one secondary school teacher. Participants in their first year of teaching included one primary school teacher, one secondary school teacher and one who taught in both primary and secondary schools. Whilst the secondary teacher did not complete all three interviews as he was no longer teaching, he agreed to a follow-up interview exploring reasons for leaving the profession and gave permission to include his experiences. A summary of the gender and school setting of the participants is presented in Table 4.7 and participant age is presented in Table 4.8.

<table>
<thead>
<tr>
<th>School Setting</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (P)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Secondary (S)</td>
<td>1 (incomplete)</td>
<td>1</td>
</tr>
<tr>
<td>Years 4-9 (M)</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.7 Phase Two Participant Information – Gender and School Setting
Table 4.8 Participant Age

<table>
<thead>
<tr>
<th>Age</th>
<th>20-25</th>
<th>25-30</th>
<th>30-40</th>
<th>40-50</th>
<th>50+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1 (P)</td>
<td>1 (P)</td>
<td>0</td>
<td>1 (P)</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1 (S)</td>
<td>1 (S)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 (M)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Individual interviews*

Interviews can be structured in a variety of ways and these variations have both strengths and weaknesses. Patton (2015) discusses the differences between informal conversational interviews, an interview guide approach and standardised open-ended interviews. Informal conversational interviews increase the relevance of questions and the questions can be matched to the individuals, although this can be less systematic and comprehensive, making data analysis difficult. Using an interview guide increases comprehensiveness and is more systematic in its data collection although different wording of questions can result in substantially different results, thereby reducing comparability. Standardised open-ended interviews use the same questions with the exact working and sequence of questions. Whilst this increases the comparability of responses and reduces interviewer effects, there is little flexibility and can constrain naturalness and limit the relevance of questions for individuals.

This phase of the research used a two-fold approach. Initially a set of open-ended interview questions was developed to ensure the topics for discussion were aligned to the research questions as well as covering all aspects of the conceptual framework, and were used during the ethics approval stage. During the actual interviews, an interview guide approach was used to enable issues of specific importance to the participant to be explored (Patton, 2015), although these issues were only explored with other participants if instigated by them. This assisted in a natural flow of questions and could be adapted to follow the flow of ideas generated by participants, with the questions acting as a guide. The set of open-ended questions are included in Appendix J. All interviews were recorded and transcribed before the subsequent interview, with notes being taken on topics that emerged that needed further exploration with an individual or all participants. The alignment of research questions, CoP components, Phase Two component and questions is presented in Table 4.9. These questions were designed in the development phase and link to Wenger’s (1998) community of practice.
framework as meaning, practice, community and identity are central to each community of practice in the ACoP framework explained in Chapter 3.

### Table 4.9 Alignment of Research Questions, CoP Components, Focus of Questions and Phase Two Component

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Conceptual Framework: CoP Component</th>
<th>Focus of Questions</th>
<th>Phase Two Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Meaning, Practice, Community</td>
<td>Experiences of work, professional learning, relationships</td>
<td>Interview 1</td>
</tr>
<tr>
<td>1</td>
<td>Meaning, Practice</td>
<td>Experiences of work</td>
<td>Task 1</td>
</tr>
<tr>
<td>1</td>
<td>Meaning, Practice</td>
<td>Professional learning</td>
<td>Task 3</td>
</tr>
<tr>
<td>2</td>
<td>Community</td>
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<td>People discuss teaching</td>
<td>Task 4</td>
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<td>Community, Identity</td>
<td>Tasks teachers do, perceptions of casual teachers,</td>
<td>Interview 2</td>
</tr>
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<td>Perceptions of community</td>
<td>Task 5</td>
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<td>Perceptions of self as teacher</td>
<td>Task 6</td>
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<tr>
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<td>Colleagues’ perceptions of casual teachers</td>
<td>Task 7</td>
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<td>Future as teacher</td>
<td>Task 8</td>
</tr>
<tr>
<td>4</td>
<td>Identity</td>
<td>Perceptions of self as teacher, journey as teacher</td>
<td>Interview 3</td>
</tr>
</tbody>
</table>
Interview one

Interview one was designed to gain an understanding of the participants’ experiences in relation to the CoP components of meaning, practice and community. Questions were asked about their personal experiences of working as a casual teacher, their ability to access professional learning and the relationships they developed with colleagues and students. Whilst some of this information had been discussed in focus groups, during the individual interviews these topics were explored in-depth. The three participants who had previously discussed these topics were able to reflect on their feelings in a different time and space and those who had not participated in a focus group were able to provide information about how their experiences contributed to making, or not making, shared meaning and practice with other teachers.

Interview two

Interview two was designed to gain an understanding of participants’ feelings of belonging and identity, which correspond to the CoP components of community and identity. Aspects of “teachers’ work” were used to explore the participants’ perceptions of the work they do as a casual teacher and the work in which they believe classroom teachers are engaged. They were asked to rank the following practices in order of what they felt they did during a working day: developing relationships with students, managing the class, preparing relevant and meaningful work, developing relationships with colleagues, using assessment to plan learning, reporting on student learning, collaborating with colleagues, engaging with students, engaging with the community, and engaging in professional learning. After participants discussed the reasons behind ranking these aspects of teaching in a particular order they were then asked to rank them again in order of what they felt classroom teachers did in their work. Participants were then asked to explain the similarities and differences in their ranking. The same technique was used when identity was explored using the following key words: babysitter, teacher, specialist relief teacher, valued member of the team, on the periphery of the profession, “just” a relief, isolated, sense of belonging.
Interview three

The final interview was designed to explore the CoP component identity in depth. Images of teachers were used as a method of generating discussion (see Figures 4.1, 4.2, 4.3, 4.4, 4.5).

Figure 4.2 Teacher image 1: Teacher and students with hands raised. From Zurijeta (Zurijeta, 2014). Retrieved from www.shutterstock.com.

Figure 4.3 Teacher image 2: Teacher sitting with students. From Iofoto (Iofoto, 2014). Retrieved from www.shutterstock.com.

The participants were asked to talk about the images and reflect on the images that related to their perception of themselves as “teacher”. Additionally, key ideas identified through their reflective tasks were explored, and participants were asked to reflect on the feelings expressed in their reflections. The participants had the opportunity to explain how their ideas or feelings had changed over time. This was particularly relevant for the concept of identity, as identity is perceived in the literature as fluid and negotiated through experiences (Day & Gu, 2007; Hong, 2010).

**Reflective tasks**

Participants in Phase Two were asked to complete journal tasks, which were used to elicit data about their learning journey. Concepts from Community of Practice (CoP) were used to develop the reflective questions. Tasks purposefully did not progress from one CoP concept to another, in order for participants to have an opportunity to demonstrate changes in
perceptions over time (see Appendix K for details of tasks). Participants were able to complete the reflective tasks through a variety of mediums, depending on what felt the most natural for them, including writing, drawing, and spoken word.

Community of Practice identifies shared meaning and practice as being important components in learning that contribute to feelings of belonging to a community and developing a professional identity (Wenger, 1998). Meaning is described as “learning as experience” and practice as “learning as doing”. Two tasks were designed to explore meaning and practice. In Task 1, participants were asked to choose a day and record all the things that happened that day. Although this was just a snapshot of one day, it was used to reflect on their experiences in the final interview, especially when considering how their experiences had changed over time. Task 3 focused on professional learning as a way of developing shared meaning with others in the profession and was identified through the literature as a challenge for casual teachers. Participants were asked the professional learning they had engaged in since qualification and whether it was relevant for their practice. They were then asked to reflect on the type of professional learning that would benefit them as a casual teacher.

Wenger (1998) discusses community as “learning by belonging” and three tasks were designed to elicit information about the participants’ experiences of being part of a community. Task 2 asked them to think about the people in their life who provided them with support. They were then asked if these were the same people who they used for support in their professional lives and if not, who provided this support. This theme was continued in Task 4, where participants were asked to reflect on who they talk to about teaching and what aspects of teaching were discussed. Finally, in Task 5, the participants were asked to reflect on the term community. They were asked to define what they considered a community and then were given a definition of a Community of Practice. They were then asked if, using this definition, they felt they were part of a Community of Practice.

Creation of professional identity was a major component of this research. In Task 6, participants were asked to consider what they thought teachers did. They were then asked
whether they thought they were a teacher and, if so, what made them a teacher or, if not, why not. Task 7 required participants to reflect on the perceived perceptions of casual teachers by colleagues, parents, students, and society. These questions were designed to elicit information about how the participants viewed themselves as teachers in the wider community.

Professional identity has been linked to commitment to the teaching profession (Day, 2011; Day & Gu, 2010; Pearce & Morrison, 2011). To explore how the experiences of early career casual teachers influenced their attitudes toward remaining in the profession, participants were asked where they saw themselves in five years. Task 8 required participants to reflect on what they thought they would be doing and the experiences that had influenced them in these decisions.

**Summary of Phase Two**

Phase Two of this research was designed to explore the components of CoP in depth. The CoP components were the focus of questions during the individual interviews as well as in the reflective tasks. As Phase Two was conducted over several months, the purpose of repeating questions was to investigate whether perceptions of identity changed over time.

**Trustworthiness**

This section discusses trustworthiness to ensure the quality and credibility of the research. Qualitative research investigates issues in depth and detail and describes and interprets something with the researcher observing activities and interactions first hand (Patton, 2015). The focus of ensuring quality and creditability in quantitative research is careful construction of the measurement instrument; however, qualitative research relies on credibility, transferability, dependability and confirmability (Lincoln & Guba, 2013). Strategies to ensure trustworthiness include triangulation of data, critical reflection and providing rich descriptions (Lincoln & Guba, 2013; Patton, 2015). The following sections provide information regarding the strategies used in this research.
Triangulation of data

The use of focus groups, individual interviews and reflective tasks was designed to not only provide a broad and deep understanding of the experiences of early career casual teachers, but to strengthen the study through triangulation. Researchers have argued that triangulation of data is important to improve validity, eliminate bias and to test for consistency (Miles & Huberman, 1994; Patton, 2015). Triangulation can therefore be seen as a method for converging on the truth about a specific social phenomenon. In contrast, Mathison (1988) has presented an alternative view of triangulation. She has suggested that triangulation of data produces convergence, inconsistency or contradiction and it is the explanation of the results which provides a more holistic understanding of the research (Mathison, 1988). The diversity and complexity of experiences of the early career casual teachers being researched is likely to produce data that have some convergent themes, some inconsistencies and some contradictions. Provision of rich descriptions of both the contexts and results assisted in development of a holistic understanding of early career casual teacher experiences and assists in providing credibility, transferability and confirmability.

Influences of critical reflection

Participants were engaged in reflecting on their practice and experiences, which needs to be discussed in relation to how this may have changed their understanding of their practice, sense of belonging and identity. Patton (2015) suggests that the process of reflection can change the person being interviewed. Reflection can be described as a “process of turning experience into learning” (Boud, 2001, p. 2). Whilst change can occur, there are different views about whether change happens. Kotzee (2012) argues that if the reflection is “individualistic” change may not occur, but instead the reflection needs to be social in nature (Kotzee, 2012). The process of dialogue with others can be viewed then as part of the social nature of reflection using a collaborative approach, with the researcher as a facilitator while the participants reflect on their lives (Patton, 2015).

Critical reflection has been linked to learning by several researchers who discuss this process in a variety of ways. It can be interpreted as “reflection in action” as they reflect on their feelings, actions and thinking at that moment in time as well as “reflection on action” as they
reflect on actions in the past (Boud, 2001; Hickson, 2011). Another interpretation of critical reflection is self-analysis utilising a professional knowledge base, ensuring actions are consistent with this professional knowledge and providing opportunities for development and learning through the reflection; or in other words, being reflexive (N. Thompson & Pascal, 2012).

Participants in Phase Two were engaged in critical reflection as they reflected on questions posed through the tasks and subsequently during the interviews reflected on their feelings, practices and actions in both the present and the past. The process of critical reflection can lead to new practices as assumptions and practices are challenged and relationships between new and old ideas are sought (Boud, 2001). Consequently, critical reflection can shape identity (Larrivee, 2000). Therefore, it is possible that involvement in this research may have changed the practices and assumptions of the participants, and this needs to be acknowledged.

**Rich descriptions**

Providing rich or thick descriptions of the context enables others to determine whether the findings of this research apply to their context (Lincoln & Guba, 2013). Chapter 1 included rich descriptions of the specific context of the casualisation of teaching and increased accountability of the teaching profession. Furthermore, specific issues affecting ECCTs in Western Australia were described, such as government policies, employment access to professional learning, and teacher registration. In addition, the case being studied was clearly defined, with particular emphasis on the specific selection criteria of participants. When considering the participants in Phase One of the research, contextual information was provided, including information regarding other employment, schooling context for example primary or secondary as well as information regarding employment opportunities. In Phase Two, a more in depth description of participants was presented to contextualise their experiences.
Data analysis

This section discusses the decisions made in organising and analysing data collected during this research. Data analysis was conducted in a similar way in both Phase One and Phase Two. Information concerning collection and transformation of data is discussed and decisions related to coding are explained and elaborated upon.

The initial phase of data analysis was organising data and for this study qualitative analysis software was used as a tool to assist data management (Bazeley & Jackson, 2008), and as a tool to enhance data analysis (Patton, 2015). Interviews from focus groups and individual interviews were collected in the form of audio recordings and these recordings were uploaded to the NVivo 10 (QSR International, 2012) qualitative analysis software. These interviews were transcribed by the researcher within the NVivo program, which provided an opportunity for the researcher to be immersed in the data. Transcribing the data assisted in building a deeper knowledge of the data and assisted in generating emergent insights (Bazeley & Jackson, 2008; Patton, 2015). During transcribing pauses, incomplete sentences, comments when there were general agreements and interruptions were included. As key themes or interesting insights emerged these were annotated and recorded, in order to create a rich understanding of the conversations (Bazeley & Jackson, 2008; Creswell, 1998). In addition, information from the questionnaires and the journal task responses documented by participants in Phase Two were collected and added to NVivo10 in order to be coded.

Coding of Phase One utilised both inductive and deductive methods and followed Saldaña’s code to theory model (Saldaña, 2013) as shown in Figure 4.6. Initial responses from all focus groups to a particular question were examined and an inductive coding method was used, highlighting themes that emerged from the data. This was followed by deductive coding using key ideas from the literature and the conceptual framework. All phases of coding were discussed with the supervisors of this research and these discussions assisted in developing categories and themes in order to progress to a more theoretical or abstract phase of analysis as espoused by Saldaña (2013).
Various coding strategies may be used during coding; therefore, the specific coding strategies used in this research will now be explained. An initial coding trial used descriptive coding (Saldaña, 2013), with words or short phrases used to identify the topic of the selected data from individual questions asked in the focus groups. This resulted in one hundred and sixty-seven codes, although many codes had only one source or reference and others were repeated under different questions. For example comments regarding managing behaviour of students were recorded in several questions, despite only one specific question related to this topic. Therefore a merging of nodes was undertaken and the initial coding attempt was retained with a copy made for re-coding (see Appendix L). The second coding process used structural coding (Saldaña, 2013), initially inductively and then deductively, drawing on topics or themes identified during the review of literature as well as the theoretical framework. A detailed description of the codes developed through this process is included in Appendix M. From these codes, categories were developed as shown in Figure 4.8, which formed the basis of the analysis of results in Chapter 5.
**Figure 4.8 Coding nodes for Phase One**

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<th>Sources</th>
<th>References</th>
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<th>Created On</th>
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<td>13/06/2015 9:30 AM</td>
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<td>13/06/2015 9:35 AM</td>
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</tbody>
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Data analysis in Phase Two utilised similar strategies to Phase One, although the process differed slightly. Coding in Phase Two was based on the categories developed during Phase One coding, although an inductive approach was also utilised to ensure any new themes that emerged were included. Data from Phase Two were obtained from six individual participants and the data from each participant were coded separately, including interviews, questionnaire and journal tasks. Data from each individual were analysed using the theoretical framework explained in Chapter 3 and presented as a separate chapter. The discussion of results incorporates analysis from both Phase One and Phase Two, highlighting common and recurrent themes as well as divergent themes.

**Summary**

The methodology explained in this chapter includes the theoretical considerations, researcher position, case study methods and research design. The theoretical considerations outlined the use of a social constructivist paradigm and ontological relativism. As an interpretivist axiology was used, the position taken by the research was explored. The use of a case study method was justified and explained, including identifying the case being investigated. Finally the research design was described including ethical considerations, participant recruitment, and data collection methods, including topics discussed in focus groups and interviews. In addition, the trustworthiness of the study and data analysis decisions were justified. The results and analysis will be presented in the following chapters.
CHAPTER 5

RESULTS FROM PHASE ONE: EXPLORING VIEWS
Introduction

Results from Phase One: Exploring Views are presented in this chapter and provide a broad exploration of the experiences of ECCTs. Eighteen participants, from both urban and rural areas, government and non-government schools, joined in one of seven focus groups and completed a questionnaire (see Appendix B). The participants discussed strategies used to access employment and their experiences in schools, as well as their involvements in professional communities. Data from the focus groups were analysed using themes generated from a review of literature and the conceptual framework as described in Chapter 4.

Participants were asked to nominate a pseudonym when completing their questionnaire and these pseudonyms were used for direct quotes. For clarity, additional identifiers were used to indicate Primary (P) or Secondary (S) teacher and a number that recorded the focus group attended. For example, Alexis P7 indicated Alexis was a primary school teacher who participated in focus group seven.

Accessing employment

Participants described a variety of strategies used to access employment. The questionnaire provided information regarding these strategies, as well as the number of schools where employment was found and the average number of days worked per week. Additionally, during the focus group participants were questioned about access to employment to explore this in more depth. The results from the questions are presented in the following section.

Questionnaire results showed five main strategies participants used to obtain employment, as shown in Table 5.1, with more than one strategy used by all participants, as a way to maximise employment chances.
Table 5.1 Summary of Strategies Used to Obtain Employment

<table>
<thead>
<tr>
<th>Strategies used to obtain employment</th>
<th>Number of participants (n=18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing Curriculum Vitae (CV)</td>
<td>15</td>
</tr>
<tr>
<td>Through professional experience schools</td>
<td>6</td>
</tr>
<tr>
<td>Personal recommendations</td>
<td>5</td>
</tr>
<tr>
<td>Employment agencies</td>
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<tr>
<td>Department of Education pool</td>
<td>1</td>
</tr>
</tbody>
</table>

The main strategy used to obtain employment was approaching schools and leaving contact details and a curriculum vitae. However, participants suggested personal connections were a more successful strategy. Personal connections included prior connections made during professional placements or personal contacts at a school. For instance, Amy P1 worked at two schools, one of which was the school her children attended and the other, a school where she completed some professional placements. Fran P6, on the other hand, had a friend who was a deputy principal and recommended her to deputies at other schools. In this way, prior connections provided entry into school communities.

Although participants chose where to pursue employment by providing schools with their details, actual employment was reliant on school needs. As indicated in Table 5.2, the majority of participants (12 out of 18) worked at between one and three schools. In contrast, four participants worked at up to seven schools and an additional two participants worked at over eight schools. Regularity of employment varied from one to five days per week (see Table 5.3). The majority of participants (61%) were employed either two or three days per week. Only 17% of participants (3 of 18) regularly found employment every day, although for one participant this was the result of her proactive efforts:

“I am with three different agencies this term and have sent out my CV to 57 schools.”
[Lulu P4]
Table 5.2 *Summary of the Number of Schools where Participants Found Employment*

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<td>1</td>
<td>1</td>
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<tr>
<td>Secondary</td>
<td>6*</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

*One secondary teacher was employed at 1–3 schools in 2013 but 0 schools in Term 1 2014

However, three participants were employed only one day per week and one participant, whilst employed regularly in 2013, had not worked at all in the first six weeks of 2014.

Table 5.3 *Summary of the Average Number of Days Worked per Week*

<table>
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<th>3</th>
<th>4</th>
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<td>2</td>
<td>4</td>
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<tr>
<td>Secondary</td>
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<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*This participant worked regularly in 2013 but no employment in Term 1 2014

Lack of regular employment resulted in thirteen participants seeking additional work outside of the teaching profession. Infrequent teaching work meant participants felt obliged to respond in the affirmative to any offers, demonstrated by the following statements:

“When you get a call you don’t ask where it’s from, you just take it.” [Lexi P2]

“I take work [at what she called a ‘ghetto school’] because I need the money.”

[Lulu P4]

Employment offers were also unpredictable and seasonal. For instance, one participant noted there were few work opportunities at the beginning of the school year; however, as the year progressed more regular work occurred. In addition to the unpredictability of obtaining work, the amount of notice received varied considerably. At times participants were booked weeks in advance but at other times were telephoned the day they were required.

“I get calls from a few weeks before to a day or two before and on that morning.” [Jaz P1]
Schools contacted casual teachers from as early as quarter past six in the morning through to after commencement of the school day, depending on circumstances that arose.

Participants identified several barriers to obtaining work, including school processes, prior commitments and personal circumstances. Schools appeared to use a variety of processes to obtain casual teachers. Some schools required teachers to find their own casual teacher:

“Teachers are actually responsible for getting their own relief [casual teacher] and they normally get relief [casuals] from people they know.” [Fran P6]

By comparison, other schools relied on a small pool of regular casual teachers:

“I have found schools like to have a number of relief [casual teachers] that they get to know well and the kids get to know well.” [Amy P1]

Participants noted that schools said: “They would just put me on their list, but they had a long list” [Olivia S1], and there was a perception that schools had “50 to 60 people on their list” [Alex S3]. The list of potential casual teachers varied throughout the school year and in the second semester there appeared to be fewer casual teachers available:

“I don’t know why but for whatever reason they disappear … there are only a few of us left on the list.” [Amy P1]

With the possibility of being on several “lists”, there were times when participants were unable to accept offers. Refusing work as they “had another job” [Betsie S2] was perceived to have negative implications for future work opportunities.

“Out of the blue I got a call from a school but I was already working that day and I couldn’t work for them and never have.” [Lexi P2]

One rural participant limited travel distance to 50 kilometres, due to family commitments [Betsie S2]. Whilst experiences varied between participants, they could be summed up as:

“We are graduates and that’s life, we are at the bottom of the pecking order.” [Amy P1]
These results appeared to indicate that early career casual teachers had little control over their employment.

Full-time teaching positions for teachers in Western Australia between 2012 and 2014 appeared to be affected by economic and policy changes, as outlined in Chapter 1. The economic downturn seemed to have resulted in fewer teachers retiring from the profession.

“Everyone’s Super [superannuation] got dipped into or something, the economic downfall or I don’t know, so teachers, not just teachers, people had to put off retiring for a few years.” [Lexi P2]

Additionally, from 2015, year seven students previously in primary school became part of the secondary cohort of students. This resulted in less demand for primary school teachers.

“I knew it was really hard to get positions because of the year 7 thing that is happening [Year 7 moving to high school] … And with the Department of Education freeze [on employment].” [Alexis P7]

This demonstrated that casual teachers were impacted by economic conditions and decisions made at government levels.

Although some participants seemed resigned to the difficulty of gaining work, some were quite angry about the limited employment opportunities.

“I never once heard anything from them [the Department of Education], from when I first graduated, never anything.” [Betsie S2]

“They tell you that they need these people in these jobs and then there is nothing available.” [Lulu P4]

Casual teaching also had implications for obtaining future full-time or contract work as participants perceived schools considered casual teaching did not provide relevant experience.
“They [Schools] want you to have experience but how are you going to get experience if you won’t give it to me?” [Jane P6]

Furthermore, lack of employment limited their ability to obtain references:

“How do you get references when you haven’t done much?” [Fran P6]

There was an impression that casual teaching was similar to a job interview and they needed to demonstrate competency to be considered for more permanent work.

“If you’re a relief [casual] teacher and you want a full-time job, if you don’t give a good impression, do the right thing at the school … they are not even going to look at your resume.” [Lulu P4]

Clearly, early career casual teachers encounter a range of experiences when attempting to access employment.

School Employment Experiences
Early career casual teachers reported diverse experiences within school communities. Challenges were evident as they navigated tacit knowledge and interactions with colleagues in school communities. Access to policy documents and resources varied between schools and interactions with students differed, dependent on employment context. These experiences within school communities produced an emotional response.

Navigating the school community
School communities develop tacit understandings and assumptions, although these may not be obvious to casual teachers. Participants highlighted several examples of tacit understandings they found challenging, particularly on their first encounter with a school. They were unsure of expectations regarding parking:

“I am very conscious of where I park.” [Fran P6]

In addition, staffroom etiquette concerning seating arrangements and access to tea and coffee proved particularly challenging:
“If I sit down am I sitting in someone’s seat?” [Lexi P2]

These difficulties comprehending tacit practices were exacerbated by irregular employment at many schools, as the casual teachers were constantly “newcomers” to a school community.

Consistent with challenges faced in comprehending tacit practices, employment on a day-to-day basis resulted in difficulties developing relationships with colleagues. For instance, initiating conversations was challenging, as “it is a bit intimidating when you don't know anybody” [Jade P5]. At times casual teachers were required to “do duty or had to get things prepared” [Lulu P4], therefore, had limited “time to go and talk to teachers” [Jaz P1]. Furthermore, casual employment meant that they were not in one location “long enough to feel part of the community” [Trixie P5]. Developing relationships began with being acknowledged; however, this varied between schools. Participants discovered that sometimes “every single staff member smiled at me and said hello” [Catherine S3], whereas at other schools, “they don’t want to know you” [Alexis P7]. Whilst opportunities to engage with colleagues varied, participants developed an understanding of “how different schools work and the culture of the schools” [Jane P6].

By comparison, regular employment or prior connections to a school provided opportunities to develop relationships. Participants stated that employment at professional placement schools, felt “like going home” [Betsie S2] as they “knew all the teachers and knew [their] way around the school, [and] felt comfortable” [Lexi P2]. When employed at her children’s schools, one commented, “they were all familiar with me before, most of the teachers, but in my role as a parent” however being regarded “as a teacher that [had] developed over the year” [Amy P1]. Additionally, regular employment resulted in “know[ing] all [of the teachers] reasonably well to talk to and ask things” [Chloe S1] and assisted with relationship development. Opportunities existed for conversations to change from a “personal level” to professional discussions. Developing relationships resulted in chances to share resources, and collaborate. In particular, participation in professional learning contributed to a sense of efficacy, as:

“You feel like you are contributing as well, instead of being the graduate who needs help.” [Jade P5]
Attempting to develop relationships was an emotional experience. Employment at schools with prior connections was described as being “familiar” and when specifically requested they felt “trusted”. Consistent with these positive emotions, there were occasions when participants felt “comfortable” and “valued” by colleagues. By comparison, when experiencing difficulty developing relationships with colleagues they felt “alienated”, “intimidated” and “a bit of an outsider” [Jane P6]. One participant stated:

“They didn’t engage, they didn’t ask if I had worked elsewhere, what was my expertise. There you were completely alienated.” (Alex S3)

Concerns regarding potential future employment resulted in feelings of “being terrified of making a mistake” and “worrying about everything” (Fran P6).

Participants reported diverse experiences in their interaction with administrators. Some administrators welcomed them and escorted them “to [their] classroom and showed [them] around the school, because [they] had never been there before” [Lexi P2]. Likewise, some administrators “[came] into the staffroom with [them] and introduced [them] to the staff… and showed [them] where the tea and coffee [was]” [Alexis P7]. Some participants, however, experienced administrators who were “condescending” [Rocky P3], and limited conversation to comments such as “there’s your room” [Lexi P2]. There was an impression that administrators were responsible for employment of casual teachers, therefore, participants did not want to unnecessarily “bother” them. Additionally, if experiencing difficulties with student behaviour they only referred students to administrators, if the “issue [had] to be dealt with by the deputy” [Chloe S1] as they did not want to appear to be “struggling”. Some participants considered they could not complain if given extra student supervision or lessons otherwise they “probably won’t be called for work” [Alex S3].

Obtaining feedback proved difficult for early career casual teachers. When a mentor is assigned to an early career teacher, the mentor provides feedback, although 89% of the participants did not have a mentor (see Table 5.4 on page 111). Therefore opportunities to receive feedback varied depending on individual schools. When employment consisted of an
isolated casual day of work, participants felt there were limited opportunities to receive feedback.

“I don’t get lots of feedback. I just reflect and write my own notes.” [Jaz P1]

By comparison, regular employment occasionally resulted in feedback being provided by the regular classroom teacher.

“She gave me feedback on my marking.” [Alexis P7]

In addition, when relationships were developed, feedback could be requested.

“I've got a good relationship with the deputies. I quite often have a chat with them as I walk out the door—good or bad. It's good to get some feedback from them as well. But they're quite supportive like that and really happy to give you feedback, which helps.” [Amy P1]

Opportunities to obtain feedback appeared to correspond with regular employment or when relationships had developed.

Participants perceived parents to be an integral part of the school community, although they appeared to have little interaction with the parents. When employed in early childhood classes, there were some interactions with parents as they brought their children into the classroom. However, employment in the upper grades of primary school resulted in quite limited interactions with parents, and in secondary school, interactions with parents were mostly non-existent. In other words, the temporary nature of casual teaching resulted in a tenuous position with parents.

“I'd definitely speak if people spoke to me but I didn't approach parents because I think in my mind I'm not here, I'm just here for today.” [Betsie S2]

By comparison, developing relationships with parents contributed to a sense of belonging.

“When you get to know the parents that is when you feel you are part of the community. It is not just you and the children.” [Fran P6]
The nature of casual work meant that there was little continuity in any aspect of their work:  

“Last year it was every day of the week however with different teachers, classes every day. Everything [was] different, every lesson [was] different from one day to the next.” [Alex S3]  

However, regular employment contributed to a sense of belonging to a school community, although this sense of belonging was limited to the regular school day. As such, early career casual teachers existed on the periphery of the school community.

Access to policies, procedures and resources  

School policies and procedures are typically provided to new staff as part of orientation or induction to the school process, but for casual teachers this was not always the case. Employment at several schools resulted in difficulties remembering specific school policies, particularly if there was insufficient time to read the documentation. One participant commented that only two of the ten schools provided this information, even when requested.

“I usually ask for at the front desk, I usually ask for the times of schools, because so many schools I have found in my experience have different timings of when they start recess and lunch and all that jazz. So that’s another thing that I find really important to understand. Probably maybe two, where they have gone here’s a map, someone will take me to my class and give me duty and all that stuff.” (Alexis P7)  

By comparison, participants employed at only a couple of schools felt they had developed an understanding of the schools’ policies and procedures. For example:

“No that I work between two schools, I know all the stuff, all the whole school behaviour management type thing and the policies and all that.” [Jade P5]  

One particular procedural concern was information regarding supervision of students during recess and lunch times. At times, information concerning areas and times of supervision was difficult to find and occasionally information provided was incorrect. Furthermore, several participants commented that casual teachers were assigned extra supervision, but they felt that they could not protest as this could compromise securing additional employment.
Access to lesson plans varied between schools. Several participants stated that lesson plans were provided.

“Generally they will have everything set out in a file with what classes I am going to do during the day and the lesson plans.” [Chloe S1]

“Most of the schools I have been to have everything planned out in a lot of detail.” [Jade P5]

By comparison, others rarely had lesson plans provided.

“99% of the time when I have done relief [casual work] there [was] no work left.” [Lulu P4]

Even though lesson plans were not provided, some participants were “excited” by the prospect of planning lessons, as they felt they were engaged in “real” teacher work.

Although in general lesson plans were provided, challenges implementing them were encountered. At times participants experienced difficulties accessing resources to accompany the lesson as resources were: “around the room and [they had] to try and find [them]” [Alexis P7]. Additionally, implementing the lesson plans was problematic as:

“Sometimes [they didn’t] suit your teaching style and it can seem a bit wooden.” [Fran P6]

“It was really hard to understand what they are trying to ask you to teach.” [Alexis P7].

Furthermore, some lesson plans assumed access to technology, which was not available.

“The worst part for me was not being able to have my own log on, especially if there was a smart board.” [Trixie P5]

Regardless of difficulties encountered, there was little alternative to following the lesson plan as:

“It is hard to do anything else if you don’t know what they are supposed to be doing or how it fits into the whole program.” [Keryn P4]
In contrast, pre-arranged employment provided opportunities for casual teachers to discuss the planned lesson with the classroom teacher.

“If you know you are going to be there the next day you can talk to the teachers, yeah it helps a lot. When they’ve got a programme they’ve got their assignments that they are working on they want, they have what they want to focus on and they go through that with you beforehand, it makes a huge difference.” [Alex S3]

Secondary teachers, working within their curriculum area and at a familiar school, found lesson plans more closely aligned to teachers’ usual lessons:

“If the teachers know who is going to be their relief [casual teacher] it impacts on the work that they leave.” [Catherine S3]

Teaching within their curriculum area also meant they had an understanding of how individual lessons fitted within the broader program.

Whilst lesson plans were often provided, participants brought their own resources. They wanted to be prepared “just in case” nothing was provided and to ensure “back up” if there were gaps in the planning. Primary teachers brought resources relevant to “almost every year level”. By comparison, secondary teachers brought more general resources.

“I always carry lined paper and blank paper with me into classrooms so you can always do something.” [Catherine S3]

More detailed planning occurred when provided with advanced notice of employment; however, the arrangement could be changed without notice, resulting in resources being unsuitable:

“We’ve changed you around and you’re year 2 and there is nothing planned. None of my year 7 stuff was suitable for year 2.” [Betsie S2]

Participants’ experiences in accessing policy documents and lesson plans positioned them either at the periphery of the school or provided a sense of belonging to the community.
**Interactions with students**

When discussing interactions within classroom communities two themes emerged: behaviour management and forming relationships.

Managing student behaviour was mentioned by all participants, with both positive and negative experiences reported. When discussing behaviour management in a positive light, five of the participants equated a “good day” to one where there were no difficulties with behaviour management. Regular employment contributed to positive student behaviour.

> “I don’t have to deal with so much behaviour management because they see me that regularly they think I am just another teacher inside the school anyway.” [Catherine S3]

Additionally, regular employment resulted in in-depth knowledge of behaviour management expectations and procedures.

> “Now that I work between two schools, I know all the stuff, all the whole school behaviour management type thing.” [Jade P5]

All participants mentioned difficulties managing student behaviour, although some participants encountered extremely difficult behaviour:

> “That day was literally managing minute by minute what was happening … it was just chaos.” [Betsie S2]

A primary teacher’s first encounter with teaching high school students provoked the following response:

> “This is shocking. They are absolutely disgusting … They put their feet up on the desk and their mobile phones out … totally ignore you. Tell you to ‘get f**d’ [sic].” [Lulu P4].

Experiencing particularly challenging behaviour influenced employment decisions when possible. For instance: “I thought I am not coming back here because that was not fun” [Trixie P5]. Difficulties managing student behaviour also led one participant to question her abilities: “I went home and I think I cried because I thought maybe I can’t do this” [Jade P5].
Several strategies were used to manage student behaviour. Extrinsic motivators (such as rewards and stickers) were used by four participants, and other strategies included:

“Use your sense of humour.” [Jaz P1]

“Always have something for those kids who finish first because they are going to be the ones who get up, wander around and annoy everyone else.” [Amy P1]

In secondary schools where attendance is recorded each lesson, one participant commented:

“I thought it was better to just get them straight down, this is the work you have and then walk around. And it was easier for me to get their names and talk to them a bit.” [Chloe S1]

It was considered that casual teachers had limited authority and therefore “staying calm”, “being patient” and “consistent” were considered important characteristics of successful casual teaching.

Developing relationships with students was identified as critical by all participants and many commented that developing relationships with students improved student behaviour. Several strategies were utilised to develop positive relationships with students, including talking to students during supervision:

“Especially when you do yard duty [student supervision], you watch them play and then you can say hello again and talk to them.” [Jaz P1]

Furthermore, exploring common interests and finding methods to connect with individual students was helpful:

“If they can engage with someone who is interested in them and their interests more importantly, it gives them a reason to want to be in that classroom.” [Alex S4]

Participants specifically mentioned the importance of learning students’ names in order to begin developing relationships, and it was noted that:

“They do get a bit hurt if you don’t remember them.” [Chloe S1]
Regular employment contributed positively to relationship building, as students treated them as a “teacher” rather than “just a casual teacher”. Although building relationships was deemed important it was recognised that it was a “daily relationship”, and for some casual teachers developing relationships was particularly difficult.

“I think it is quite hard to build relationships with them. You spend most of the day trying to figure out who is who and their names and everything.” [Jane P6]

“You have lots of different classes in a day and so you only have one period to try and make connections with the students.” [Michelle S7]

Moreover, developing relationships with students was more challenging with sporadic employment.

Although not directly questioned about their emotional responses to student behaviour, both positive and negative emotions were reported. The term “horrified” was used when recalling problematic student behaviour. Additionally, they felt “frustrated” that student misbehaviour was not managed by the school system. Extreme negative behaviour resulted in Jade [P5] feeling “defeated” and questioning her career choice. By comparison, successful days provoked emotional responses such as “satisfied” the day had gone well and “hopeful” they had made a difference for the students.

Experiences within Professional Communities

Access to professional learning was identified as a major challenge for these casual teachers. Several barriers were encountered, such as: locating professional learning opportunities, cost, time requirements and a lack of motivation to attend professional learning. A poignant comment by one participant summed up her experiences:

“[I was] not considered someone to invest in as I am only there once in a while.”

[Alexis P7]

Despite these challenges, the majority of participants (61%) accessed some form of professional learning (see Table 5.4). Modules within the GTPLP outlined in Chapter 1 were accessed through the Department of Education and the Catholic Education Office (7
participants). Additionally, professional learning opportunities were provided by professional societies, such as the State School Teachers’ Association of Western Australia (3 participants) and the Science Teachers’ Association (1 participant).

Table 5.4 Summary of Responses Regarding Access to Professional Learning, Professional Societies, Online Networks, and Mentors

<table>
<thead>
<tr>
<th>Response</th>
<th>Accessed professional learning</th>
<th>Member of professional society</th>
<th>Online teaching networks</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11</td>
<td>8</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>10</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>

Teacher online communities were seen as providing opportunities for casual teachers to connect with the wider community of teachers. Several participants were members of online communities, which provided them with alternative and safe spaces to share ideas and pose questions.

“Sometimes you might have a question and you think ‘Oh that's a bit silly’, everyone will know that and then someone else asks it and you feel like validated in your worries because you are not the only one.” [Trixie P5]

In addition, online communities assisted some participants obtain employment.

“One school where I did my prac. [professional placement] I feel that I have a lot of friends, I’ve got them on Facebook, usually they Facebook me if they want a day of relief [casual teaching].” [Jade P5]

By comparison, membership of online communities also contributed to feelings of isolation, and frustration.

“Sometimes I do. I think some of the materials that people put are useful but sometimes I just get frustrated if I am honest because I think why haven't I got work. When you see people with good jobs you think what is going on this is ridiculous. So it is starting to get me down now, not having work.” [Fran P6]
Teacher online communities were accessed by the majority of participants (72%), with the majority being closed Facebook pages. Whilst this indicated early career casual teachers had high engagement with online communities, caution must be taken, as this sample of early career teachers may be skewed due to the success of recruitment through online communities.

Whilst only two participants noted that they had been officially given a mentor teacher, several participants had friends and family members who were teachers. It was these members of the participants’ personal communities who acted as mentors, rather than mentors being provided in a school community.

Identity
Two key identities emerged: teacher and babysitter. Participants used these terms and described the incidents that contributed to development of these identities.

Experiences contributing to a “teacher” identity
A “teacher” identity developed when the regular classroom teacher appeared to treat them as a teacher. Participants mentioned feeling “trusted” if work provided was “directly related to what [the students] would be doing” [Betsie S2] or appeared to be a usual lesson. When employed at their professional placement school, they sensed there was “trust and faith” [Betsie S2] in them and they were given more autonomy “to do what [they] liked” [Jade P5]. Likewise, regular employment resulted in being a “valued member of the team” [Rocky P3] and these experiences resulted in participants viewing themselves as “teacher”.

Progressing student learning and developing relationships with students also contributed to an identity as “teacher”. When participants sensed they had continued the students’ learning rather than handing out worksheets, they identified as being a “teacher … not there as a babysitter” [Lexi P2]. Regular employment assisted casual teachers to “know the teachers’ programmes … and what was expected of them” [Trixie P5]. For secondary teachers, working within their curriculum area, they felt their curriculum knowledge helped them
“continue their [the students’] education” [Michelle S7], rather than just manage student behaviour. Opportunities to develop relationships with students contributed to “a sense of belonging” [Alex S3] and being a “teacher”. Furthermore, a “teacher” identity equated the role of casual teacher with that of the regular classroom teacher. For example:

“I treat it like my own class.” [Alexis P7]

“I expect[ed] them to work even though their usual teacher [was] not there.” [Olivia S1]

Experiences contributing to a “babysitter” or peripheral identity
In contrast, a “babysitter” identity occurred when participants felt their presence was to ensure student safety rather than continue student learning. Occasions when participants were simply handing out worksheets for the students to complete, or students were finishing projects contributed to a sense that:

“It could be anyone watching over them.” [Olivia S1]

“It was just a matter of keeping [students] on task, rather than really progressing their learning.” [Jasper S4]

Similarly, secondary teachers given classes outside their curriculum content area, particularly music, foreign language, and art felt they could not assist student learning, as they had:

“No idea of what [the students] were doing … and there [was] no pretending otherwise.” [Chloe S1]

Furthermore, seasonal differences were observed.

“Term 4 weeks 8, 9, and 10, you’re just babysitting.” [Alex S3]

The primary role of the casual teacher was perceived to be “duty of care” demonstrated by the participant who was told to “just try and get through the day” [Fran P6].

Although, as mentioned previously, there were few interactions between parents and casual teachers, parent attitude contributed to participants feeling on the periphery of the community. A result of irregular employment was that parents were not familiar with the casual teacher. Therefore when they encountered a casual teacher, the “parents would sort of do a double take” [Amy P1] or “just sit[ting] there looking at you like ‘Who are you?’” [Lexi
P2]. Whilst the participants understood this parental concern, it reinforced the impression of being peripheral.

Early childhood casual teachers mentioned the challenge of negotiating their “teacher” role with the education assistants. It was perceived that the relationship between education assistant and casual teacher differed to that of the regular classroom teacher. Whilst “they obviously [knew] how the class [ran]” [Jade P5], which could be helpful, at times the casual teacher was positioned as “helper” rather than “teacher”.

“She felt because she knew the children, she knew the class, it just gave her free rein to step in.” [Trixie P5]

Participants felt they could not challenge the situation as they were “just visiting” [Betsie S2] and they had learnt “not to rock the boat” [Trixie P5] if they wanted more work. This lack of power contributed to feeling on the periphery.

**Personal Community**

Participants’ personal community contributed to their identity construction and support networks. Family commitments left some participants with conflicting priorities.

“Being a full-time mum and wife and relief teacher [casual teacher] if you work full time you don’t get enough time to be around the house and do what you need to catch up on.” [Jaz P1]

While for others providing financial security meant they needed additional employment.

“I think it is just as hard for us young ones. I am not living at home and sometimes it is really hard to pay all the bills. I have another job as well that I am not prepared to give up.” [Keryn S4]

Personal communities also provided support, with some participants remaining connected to university colleagues.

“I formed quite a good small group of friends and we stay in touch.” [Amy P1]
Whereas others had friends or family who were teachers and whilst part of the profession were accessible due to the personal connection.

“It is nice to talk to my friend who is a teacher and discuss what is going on.” [Lexi P2]

“My Mum used to be an EA, my mother-in-law to be is a Year 7 teacher, one of my good friends is teaching her first year as well, so I talk to them about it. I might say, ‘I had a horrible day today, this is what happened and I don't know what to do’.” [Alexis P7]

“I sometimes talk to my cousin who is a teacher as well.” [Jasper S4]

Whilst the personal community of participants was not explored in-depth, these comments indicate that ECCTs’ personal communities may contribute to identity construction and negotiation.

Summary

Results of the focus groups highlighted some key areas of discussion. Participants were concerned with access to employment. Additionally, their experiences within school and professional communities influenced their development of a professional identity. These experiences had an emotional component for the participants.

Access to employment varied for participants with seasonal differences and variances in notice of employment. Whilst participants were able to choose possible sites of employment, they had little control over their actual employment and were reliant on schools to contact them. Consequently, some participants sought additional alternative employment due to lack of financial stability.

Experiences within school communities differed depending on whether they were employed at a regular or an unknown school. Participants’ perceptions of individual school environments varied from welcoming to isolating, with student behaviour a contributing
factor. Similarly, schools differed in provision of school policies and lesson plans. Regular employment however, appeared to assist relationship development with both colleagues and students. The experiences within school communities influenced the participants’ professional identity, with both “babysitter” and “teacher” identities being evident.

Participants appeared to have little engagement with professional communities. Access to professional learning was difficult due to cost and availability of professional learning opportunities. In contrast, participation in online communities was evident, particularly social media groups.

The personal community of participants appeared to contribute to identity construction and negotiation. Multiple roles due to family commitments and financial considerations may lead to multiple identities. Furthermore, support from teachers within their personal community may provide opportunities for feedback and reflection.

Casual teaching for these early career teachers was an emotional experience. Both positive and negative emotions were reported in relation to accessing employment, and interacting with colleagues and students.

The focus groups provided some insights into the experiences of early career casual teachers. To further explore these experiences, six participants were recruited for a long-term investigation. The results of that investigation are presented in the following chapters.
INTRODUCTION TO

CHAPTERS 6–11
The following chapters present the results from six case studies completed in Phase Two. The first three chapters show the journeys of Michael, Briana and Hugh, three ECCTs in their first few months after graduation. The following two chapters explore the journeys of Lexi and Amy, who were in their second year after graduation. Finally, Chloe’s journey as a teacher in her third year after graduation is discussed. The results from interviews and reflective tasks (for details see Chapter 4) are interpreted in light of the Adapted Communities of Practice (ACoP) conceptual framework and using the following structure.

The first two sections of each chapter contextualise the individual case studies. Firstly personal contexts are explored, including information related to qualifications, age, relationships status and other employment. This is followed by a section related to employment including details regarding methods of obtaining work as well details concerning the number of schools where participants found employment.

The following three sections present the participants’ school employment experiences, engagement with professional communities and professional identity. School employment experiences include participants’ interactions with students and implementations of learning experiences for students, as well as encounters with colleagues. This section also includes the participants’ arrangement of statements regarding their work as a casual teacher. Engagements with professional communities consist of interactions with professional bodies such as the Department of Education and Teacher Registration Board, and access to both formal and informal professional learning. Additionally, encounters with online communities are included if accessed. The professional identity section includes experiences related to professional identity negotiation and construction, such as feeling like a “babysitter” or “teacher”. This section also includes a figure showing their arrangement of identity statements.

The summary of each participant’s experiences includes a discussion of brokerage into school and professional communities and includes a representation of the ACoP for each participant, highlighting their modes of belonging to school and professional communities and the characteristics of a strong professional identity as they relate to these communities. The
discussion focuses on the modes of belonging: engagement, alignment, and imagination, and the characteristics of a strong professional identity: connectedness, expansiveness, and effectiveness (as explained in Chapter 3). As the experiences may differ in the school and professional communities, emphasis was included on the words in the model for each participant to indicate the relevance to each community. If the modes of belonging or strong professional identities related to the school community, the concept words are highlighted in **bold**. In contrast, if the concept words related to the professional community they are highlighted by *underlining*. Words written in grey indicate modes of belonging and strong professional identity characteristics that have limited presence, and if a concept is not present, the word is *struckthrough*. It is assumed that the participants belong to their personal community therefore the modes of belonging and characteristics of a strong identity are not discussed in relation to personal communities. There is also discussion on trajectories of belonging to school and professional communities.

*Figure Introduction Phase 2 Example of ACoP framework positioning for participants of Phase 2*
CHAPTER 6

PHASE TWO: MICHAEL’S JOURNEY
Introduction

The story of Michael’s journey is organised in six sections beginning with his personal context. Results related to accessing employment and negotiating and constructing a professional identity are presented in chronological order of interviews and reflective tasks. The school experience section presents results according to Michael’s arrangement of core activity statements from Interview 2, but using data from all interviews and reflective tasks. Michael’s comments regarding professional communities are organised into four professional communities: formal professional learning, online communities, university colleagues, and the teacher registration process. The final section is a summary of Michael’s journey within the Adapted Community of Practice (ACoP) framework.

Personal Context

Michael completed a one-year Graduate Diploma in Education (Primary) course in 2014. Prior to enrolling in the Graduate Diploma he was employed as an education assistant at a Montessori school. At the time of this study, he was aged in his late 20s and was in a permanent relationship. While completing his course he worked as a barista and continued this while he sought employment as a teacher. His limited employment as a casual teacher, and desire to purchase a home, resulted in Michael increasing this additional employment outside of teaching. Michael participated in this research during the first year after graduation. Interviews and reflective tasks were completed over the course of four months, from the beginning of 2015, and offered an insight into his experiences as an early career casual teacher.

When asked about his personal support networks, Michael mentioned the important role of both his partner and his extended family. Throughout his study his partner, an education assistant (EA), provided him with information regarding the current teaching context in Western Australia and understood the difficulties faced by teachers.

“My partner is an EA and works in schools, [and] has a good understanding of what it is like and is a great support.” (Int.1)

Michael’s extended family was also an important source of positive emotional support.
“So I have got that family support which is positive and enduring and reaffirming and all that lovely stuff you need to get you out of that slump and get you going to get you motivated.” (Int. 3)

Accessing Employment

When Michael completed his Primary teaching qualification, he was offered full-time employment at a secondary school, which he declined.

“I was offered a full-time position teaching in a secondary school but I turned that down as I did not feel comfortable teaching in secondary.” (Int. 1)

Instead, he chose to work as a casual teacher and during the first interview he stated that, “when I had finished my degree I felt as though I was not ready to have a class of my own” (Int.1). However, Michael provided more information regarding choosing to be a casual teacher.

“If I got a teaching job straight out of that prac [final Professional Experience] I would have been fine because everything was fresh and in your mind and I had played around with things and my confidence was quite high and you know I was just ready to go. And then waiting for your confirmation and then waiting for the TRB—all that waiting kind of maybe knocked it out of me.” (Int. 2)

It appeared that the time taken for the processes of confirmation of degree and then registration, led to Michael questioning his readiness to teach.

Michael gained employment at two schools where he had prior connections: the school where he had previously worked as an education assistant and the school where he completed his final Professional Experience. Whilst these prior connections provided him with access to work, he did not acquire regular employment. Michael was only employed on 30 of a possible 104 days (28%) and he found that work habitually came as several consecutive days, although not necessarily at the same school or with the same class. He was “not surprised at the lack of work” (Int. 1) as he knew of several teachers who had not had their teaching contracts renewed in 2014. He interpreted difficulties gaining regular employment within the broader economic climate. “I am struggling to find work because schools had been calling
back the temporary teachers that they had lost from the year before” (Int.2). He had little control over work opportunities, and observed that casual teaching often occurred at “the end of term, the beginning of term that is where it all comes, and then I will get five days straight and then nothing” (Int. 3). As a newcomer to the teaching profession, he was reliant on a school to invite him to participate in their community. He felt schools primarily relied on their regular casual teachers, who already had strong connections to the school.

Due to insufficient employment as a casual teacher, he attempted to gain full-time employment for greater financial security. However, there were “no primary school jobs [advertised] on the government website” (Int. 2). He sought additional work outside of teaching due to financial difficulties. He stated:

“Very recently I have had to pick up work that is just separate from teaching and I have had to knock back [decline] relief [casual teaching] work when it comes up because I now have to support myself. So it is back to barista work which I am happy with but it means that [teaching] gets sacrificed for the time being. For the time being it has to work that way. I hope that fingers crossed next year I will get something that is permanent.” (Int. 2)

Difficulties obtaining work had an emotional impact for Michael. He felt “guilty” not working full-time when his partner was, even though regular casual employment was difficult to access. Although Michael wished he had more regular employment, he felt “selfish” for feeling this way as he knew many colleagues who had not found work even as a casual teacher.

It appeared that Michael felt he had some choice in accessing employment. As explained previously he had declined a full-time secondary position in favour of casual primary teaching. After four months though, he felt prepared for full-time primary teaching; however, there were no positions available. Nevertheless, he hoped that he would gain full-time employment in a classroom the following year.
School Employment Experiences

The following section describes Michael’s experiences of casual teaching using data gathered during the three interviews and reflective tasks. These are presented framed by the sorting activity during Interview 2.

![Diagram of Michael's perception of his work as a casual teacher]

**Figure 6.1** Michael’s perception of his work as a casual teacher

Michael was provided with core activity statements generated from focus groups and asked to arrange them to reflect his experiences of casual teaching. Figure 6.1 shows Michael’s arrangement of the activity statements along with his explanations for the positioning of the statements. Responding to this activity, Michael arranged a cluster of core activities, all related to students, ringed by the remaining opportunistic and incidental activities.
When describing his classroom experiences, Michael spoke mainly about managing student behaviours (“controlling the class”) and engaging students in learning (“engaging with students”). Michael saw his role as progressing student learning and felt this was only possible if he was able to manage student behaviour and engage students in the learning process. Michael stated:

“I am there to manage the class/control it and engage the students and I find that regardless of what the teacher leaves behind and if I don’t have that happening I don’t really get anything out of the students. So that is kind of my focus.” (Int. 2)

Michael considered that the students “tested” casual teachers [through challenging behaviour], as they tried to ascertain what they could “get away with” (Int. 2) and students needed “to know that you mean business, otherwise you just get run all over [lose control of the class]” (Int. 2). Behaviour management continued to be a concern for Michael and he deemed it important to “remain consistent” so that students “know what was expected of them” (Int. 3). When there were no behavioural concerns Michael considered he had a “good day” teaching.

Whilst Michael considered “developing relationships with students” as important, as shown in by the placement of this statement in Figure 6.1, as a casual teacher this was difficult at times.

“You don’t get to form a relationship because you are there for such a short time.”

(Int. 1)

He considered relationship-building as closely related to managing a classroom and that it was fundamental to a successful classroom. He commented:

“Developing relationships with the students needs to happen very early on in the year because without those relationships I won't know how, that students will learn the best to their ability and I might not be able to get the most out of them. The bond between the teacher and the student needs to be positive and reassuring so that they can work in a safe environment.” (Int. 2)

Michael considered that students responded well to casual teachers who remembered their names and showed an interest in them, which is what he tried to do. Although he considered
he was “pretty good at remembering names” (Int. 2) this was challenging as he did not necessarily return to a particular school “for another week or another month and so much could change in that time” (Int. 2).

Although Michael placed “using assessment to plan learning” with the cluster of core activities, assessment was mainly observing students working which he considered a “form of assessment” (Int. 2). He used these observations to adjusting his teaching depending on student responses, rather than planning the next lesson.

Michael considered that opportunities to “prepare meaningful work” were rare, hence the placement of this statement to the side in Figure 6.1. Most of his employment was on a day-by-day basis and he considered his role was to follow the instruction provided by the classroom teacher. He felt he “had to do what the teacher has said as that is what she needs me to do” (Int. 2). However, there were two occasions where he was able to plan the lessons. In one instance:

“The teacher did not leave any set work, however I was already familiar with the Montessori Cycle so I was able to maintain the routine and make slight adaptions that I thought I needed to make.” (Task 1)

On another occasion, when employed for three consecutive days:

“I was able to start finding their interests and knowing the students and implement different strategies. And by day three it sort of went like clockwork and I was so pleased with all of them. Then I got some satisfaction out of the day and I was able to leave the teacher with some decent information on how the three days went.” (Int. 2)

Occasions where it was possible to engage with colleagues (“developing relationships with colleagues”; “collaborating with colleagues”) were limited to non-teaching periods during the day. As such these were opportunistic activities, shown by the position of these statements in Figure 6.1. As a newcomer, he felt that many of his interactions with the school staff or “old timers” were really “time promoting [himself] and getting to know them” (Int. 2), and
ensuring he appeared “competent”. His primary purpose was to gain further employment, rather than develop relationships. He observed that some staffrooms were “quite cliquey” (Int. 2); however, with repeated employment, he discovered that he had “things in common with other teachers” and they “helped each other” (Int. 2). Michael described participating in small talk as a way to develop relationships, even though he was not particularly comfortable doing this. As he began to develop relationships with colleagues, he was able to participate in professional discussion and seek support and guidance.

“Talking to actual teachers they sort of put things into perspective for you and the support you get from the teachers is when you are in the classroom having troubles in certain scenarios or you need help understanding certain concepts and you can go to them to get a better perspective.” (Int. 3)

Michael considered that he “had to invest a lot at the school to feel part of it” (Int. 3) and it was because he was employed by the school several times that he had been “able to make connections” (Int. 3). As a newcomer, he found that he was required to make the effort to engage with the “old timers”.

“Engaging with the community” was an incidental activity for Michael, indicated by his placement of this statement in Figure 6.1. Although he did “engage with the parents” (Int. 2), his perception of community engagement was broader than just parents. He saw this as:

“Being part of not just my students’ parents but with the wider community because you might get students from other year groups that help out and also if you are part of after-school activities you get better known in the community and they find it easier to approach whenever possible.” (Int. 2)

However, comments in the final interview showed that at one school, he had begun to:

“Feel more part of the community because I have been called upon more and I am starting to see familiar faces with parents … and about 60% of the students.” (Int. 3)

This comment indicated that due to repeated employment at that school, Michael was beginning to feel a sense of belonging with that particular school community. This contrasted with his experiences at another school.
“When I worked there as an education assistant I did not question what was being done. Now that I am a qualified teacher and have worked there, I see things differently and feel that there are other ways of teaching students. I am not sure my philosophy fits in with the Montessori [sic] anymore.” (Int. 1)

It was not only his philosophy that had changed, but also the community itself. He commented:

“The community had changed because a lot of the students and parents had moved on so it is forming new bonds and there are new teachers there.” (Int. 2)

Michael considered that both “reporting on student learning” and “engaging with professional learning” were incidental activities and as such were placed at the bottom of Figure 6.1. The only reporting he did was providing “a note for the teacher on how it went, who struggles, who did okay and if the class got the concept or not” (Int. 2). Opportunities for formal reporting were not available to him in his role as casual teacher. He considered he had not completed any professional learning despite being a member of some online professional teacher communities.

Michael’s experiences had an emotional impact. The early months of Michael’s teaching were a particularly emotional time and he commented that he felt “panicked” on his way to his first day teaching. Although he no longer panicked when called for work, he continued to feel “anxious” and was concerned about his teaching abilities.

“Really scared. Scared of the unknown. I don’t know how it is going to go. If I can handle it and I don’t know if I am going to go into a job and then fizzle out and think I am a crappy [sic] teacher.” (Int. 2)

Even though Michael had limited teaching opportunities over the four months, by the final interview he was more confident in his abilities to manage the classroom environment.

“Looking back I am kind of chuffed that I have come so far. I don’t go into the room panicked. I go into the room and think oh well if that doesn’t happen we will do something else.” (Int. 3)
Engagement with Professional Communities

Michael sought engagement with three main professional communities: professional learning (where available), online communities, and university colleagues. This section also highlights the challenges he faced in negotiating the official teacher registration process.

Although Michael deemed ongoing professional learning to be important, he had difficulty accessing relevant professional learning. Whilst he discovered some free professional learning opportunities, he had not pursued these, as he was “unsure as to what would be relevant professional development to attend” (Task 3) to enhance his learning. Additionally, due to his limited employment he found it difficult to “justify spending the money” (Int. 3) on professional learning.

Informal, online teacher communities, such as social media groups, were occasionally accessed. These groups posted information about “different theories, methods and discussion points as well as posting professional development days” (Int. 3). Michael did not actively engage in these communities, as he was concerned about the impression he would make.

“I just sit and look. I am a bit worried about writing something and other people thinking it is a foolish comment. I am not confident enough yet to contribute. I am a bit of a ‘lurker’ at the moment.” (Int. 3)

Michael continued to meet with colleagues he met at university, although he did not view “chatting about teaching” as either professional learning or “reflecting on my practice” (Int. 1). However, he found the contact valuable in order to “share strategies or to compare other teachers’ experiences with [his] own and to reflect on [his] practices” (Task 4).

Although Michael was a member of the broad professional community of teachers through his provisional teacher registration (as discussed in Chapter 1), he seemed unsure how he could transition to full registration.

“I have started to look at [teacher registration] a little bit. What I have to cover and what I have to achieve. I don’t think I can achieve it just yet. I think I have been able
to get a few things. If I sat down and started writing notes and things I would probably be, could knock out a few of the things. I am just so blank right now.” (Int. 2)

Michael experienced challenges trying to negotiate his way through the regulations and requirements and felt that with full-time employment there would have been regular updates and more support in managing the transition.

“I would probably be more into it if I had had a year of complete work, I’d already be on that. I have saved all the AITSL [teacher standards] requirements and all the newsletters and the changes so I am aware of all the changes but I haven’t found out what I need to do to update or get over the provisional registration.” (Int. 3)

When asked whether he considered he was part of the larger professional community he stated:

“The reason I don’t feel like I am there is because I don’t feel like I have had a big enough taste. So I don’t think I have had enough experience or relief work [casual work] to actually decide on whether I am part of the teaching community. I still feel like I am at university to be honest. I haven’t quite graduated, just waiting for one final assessment. It is a bit bizarre.” (Int. 2)

Michael appeared to be on the periphery of the broader community of teachers as he was tentative in his engagement with online communities and had little guidance or support in managing his teacher registration.

**Negotiation and Construction of Professional Identity**

Michael’s professional identity could be described as “fluid” and was affected by his experiences within school and professional communities. At times, he felt like a “babysitter”, whereas at other times he felt like a teacher. These differences in identity resulted from his experiences and are explored in more detail within this section. He had a strong imagined self as teacher, although his early days teaching had been an emotional time.

Michael stated that it seemed like he was “a babysitter” when there was no “real teaching to do” (Int. 1). Concern about continued employment resulted in him doing “exactly what the
teacher has left” (Int. 1), regardless of whether he thought there was a better way to teach the concept. He was also concerned that his ideas were, “not going to work” (Int. 1), although this was partially due to a “lack of confidence” (Int. 1). At the school where he was employed as an education assistant previously, he initially found difficulty identifying as “teacher rather than education assistant” (Int. 1).

When exploring identity during Interview 2, Michael was presented with words and phrases regarding identity generated from literature, and asked to arrange them. Figure 6.2 shows Michael’s arrangement of these as well as his explanation for the positioning of the statements. Responding to this activity Michael used a linear arrangement for many of the statements, with a large gap to three key words or phrases, including “teacher”.

Figure 6.2 Michael’s arrangement of identity statements
Michael considered he was “on the periphery of the profession” and had “no identity” and felt “stuck at the moment”, as very few experiences made him “feel like a teacher” (Int. 2). Although Michael arranged the term “babysitter” below “just a relief teacher”, when talking about these two statements, he equated both with being present in the classroom rather than actually teaching. He mentioned an occasion where he perceived the reason the day progressed in a well-ordered manner was “because of the direction of the education assistant” and he “did not need to be there” (Int. 2). Due to his limited teaching employment, he often felt “isolated”, especially when employed at a new school. Michael equated “specialist relief teacher” with teaching specialist classes, rather than casual teaching being a specialist occupation. This arrangement of identity statements appeared to be connected to lack of employment and limited experience teaching. After this close grouping of identity statements, Michael left a significant gap to “valued member of the team”, “teacher” and “sense of belonging”.

Regarding a professional identity as “teacher”, Michael commented:

“Not much to be quite honest makes me feel like a teacher” (Int. 2)

This is reflected in the low placement of this word in Figure 6.2. Identifying as “teacher” seemed to relate to times when he was engaged in “teacher work” and he felt he had contributed to student learning. When asked specifically when he felt like a teacher, he responded:

“When I am actually teaching. When I have lessons to give and situations to handle, for example, controlling the class, behaviour management, then I feel a little bit more like a teacher.” (Int. 2)

Additionally, when given the opportunity to plan lessons:

“I guess it feels different because I have more responsibility when I am creating the lessons. I feel that the lessons are more the backbone of what the students will take away at the end of the day and you are implementing to them. You are adding to their learning experiences. When you are given an opportunity to provide lessons for students you don’t want them to be a waste of time, even if you are the relief [casual]
teacher. I mean, yes you have no idea of what they know, what they have done before, but you still want to leave something behind.” (Int. 2)

These comments indicated that Michael identified as a teacher when he was engaged in teaching and taking on multiple roles such as planning and implementing lessons, managing student behaviour and engaging students in their learning. However, lack of teaching employment meant that Michael did not feel like a “valued member of the team” and did not have a “sense of belonging”.

In the final interview, Michael had a strong sense of the teacher he perceived himself to be and connected with the following image of a teacher presented in the final interview.

*Figure 6.3 Teacher image 1. From Zurijeta (2015). Retrieved from www.shutterstock.com*

“The one with the gentleman with all the hands raised and to me when I look at that picture I see someone who is taking a very hands on approach to teaching and is trying to get all of his students motivated and thinking about things and that is when I am in a class, whether I am relief [casual] teaching or whether I have got them for a while that is what I like to do. Get everybody engaged, whether they are on the same page or not, I try very hard to get everyone to participate and it is also very different from the sit down at your desk worksheet. Even though that is important for getting that, I feel they are getting meaningful experiences by interacting with each other and conversing.” (Int. 3)
By the third interview, Michael’s professional identity was beginning to be that of “teacher” rather than “babysitter”. He considered this was partly due to increased confidence, but also opportunities to interact with parents.

“I’m a lot more confident and happier in myself and I think that has a huge impact on where I see myself. So yeah I definitely feel a lot more as a teacher than I have before and I think things that do that is when—being part of the community has helped. Having parents come and tell me they have had a lovely day today and you are doing a great job, or [the students] walk in say, “Oh Mr V. is back”, and there are smiles on their faces. And you think ‘Oh Wow, you make a difference’ … it is slowly coming together.” (Int. 3)

His professional identity was also influenced by his perception that he had contributed to student learning.

“Coming up to me and they were telling what they learnt for the day … and that is when I think, ‘Oh Wow, they got something from that’. And you feel so chuffed. It is just the best feeling ever and that is when I guess are the moments when I think I am a teacher here. They bring so much to me and that is … where I am able to see the difference in what I do. That is where I am able to look at myself and reflect that I am a teacher and I make a difference and relief [casual] teacher or not I am still there.” (Int. 3)

Despite Michael’s ongoing difficulty accessing employment, he continued to perceive himself as a teacher into the future. He imagined himself in five years:

“Hopefully teaching confidently in my own classroom, with a good relationship in the community and being a key member of the community.” (Task 8)

“I feel that teaching is really where I want to be. The more I experience teaching the more I feel that this is what I want to be doing in 10 years time, 20 years time. It has been a real rollercoaster but it just makes me want it more.” (Int. 3)

Michael’s professional identity was fluid and changed through his experiences within school communities. In the first few days of casual teaching, he saw himself as a “babysitter”, following the directions of the regular classroom teacher. Within four months, he transformed
into “teacher”, through engaging in “teacher work” such as planning lessons and engaging students in their learning. Furthermore, recognition by both students and parents within the school communities contributed to a sense of belonging and confidence.

**Summary of Michael’s Development of Identity within the ACoP Framework**

Michael’s negotiation and construction of a professional identity was influenced by his experiences at two schools and the challenges in accessing professional communities during the time of this study. The summary of his professional identity will be presented through the ACoP framework, as shown in Figure 6.4. There were people who assisted Michael gain access to school and professional communities, and therefore provided brokerage into these communities. Within modes of belonging (engagement, alignment and imagination), Michael appeared to have engaged with both school and professional communities, and had a strong imagined self as teacher within school communities, but had limited opportunities to align his practices with either school or professional communities. Lack of regular employment resulted in limited connectedness to school or professional communities, making it difficult to effectively enter the social world of these communities, although there was some social interaction with colleagues from university. Michael did not appear to have an expanded view of himself as “teacher” despite his variety of experiences. His experiences within school and professional communities influenced his trajectories of belonging, which resulted in a slight inbound trajectory into both school and professional communities.

**Brokerage into school and professional communities**

Michael’s personal connections provided access to employment at two schools and therefore brokerage into school communities, as shown in Figure 6.4 by the word “brokerage” between personal and school communities. Prior work as an education assistant provided entry to one school community and contacts he had developed during his final Professional Experience provided entry to another school community. Whilst these prior connections provided access to these two school communities they did not guarantee regular work. Michael’s personal connections provided him with access to professional communities as shown by the word “brokerage” between personal and professional communities. As an education assistant, Michael’s partner provided him with some insights into policies of the regulatory bodies,
although this did not include specific information regarding teacher registration. In addition, he met with colleagues from university and was a member of online communities. As a provisionally registered teacher, Michael was provided membership of the broader professional community but had yet to undertake any formal professional learning. His limited employment meant that school communities had not provided brokerage into professional communities, as indicated by the strikethrough effect on the word “brokerage” between school and professional communities.

**Engagement**

For Michael, there was engagement with both school and professional communities, as shown by the bold and underlining emphasis on the word “engagement” in Figure 6.4. Engagement with school communities varied depending on employment context, and was one of the major influences on his development of professional identity. Sporadic employment meant that engagement with school communities was intermittent. This meant that interactions with colleagues were limited. Repeated employment, on the other hand, provided opportunities to discuss pedagogy rather than incidental social exchanges. Michael considered engaging with students was critical for their learning, although it was only with repeated employment that he was to engage students in learning rather than managing their behaviour. Employment on consecutive days afforded Michael the opportunity to focus on the students rather than his teaching. Michael had engaged with professional communities through his provisional registration, membership of online teacher communities, and meeting with colleagues from university although this was peripheral participation in professional communities. He had yet to complete any professional learning and monitored online communities without contributing. He did not consider his “chatting” with university colleagues as engaging with the profession.
Figure 6.4 Representation of the ACoP for Michael
Imagination

Michael’s imagined self as “teacher” was modified as he engaged with school communities. His prior employment as an education assistant in a Montessori school initially provided Michael with an imagined self as a Montessori teacher. Pre-service teacher experiences, including professional experience, provided him with an alternative imagined self, situated within the government education system, which he considered being due to a change in his philosophy of teaching. Despite difficulties accessing regular employment, Michael appeared to have a strong imagined self as teacher and saw himself with his own class, as shown by the bold emphasis on the “imagination” in Figure 6.4. He saw himself as a teacher who listened to his students and engaged them in their learning through providing meaningful experiences. In contrast, professional communities appeared to have little influence on his imagined self as “teacher” and he was unsure how to fulfil the regulatory requirements or the possibility of being excluded from the profession without full registration.

Alignment

There seemed to be limited alignment with the practices of either school or professional communities, as indicated by the word “alignment” written in grey in Figure 6.4. Michael considered that his daily work as a casual teacher differed to that of a classroom teacher. He had limited opportunities to develop lesson plans, assess student learning or report on student learning, although when provided opportunities to plan lessons he felt his actions resembled that of a teacher. Michael perceived developing relationships with students to be a fundamental role of a teacher; however, as a casual teacher these relationships were sporadic. Michael found managing student behaviour was different for casual teachers, particularly the first encounter with a class. This resulted in dissonance between his imagined self as teacher and the reality of casual teaching. Whilst he wanted to be able to align his practice with other members of the teaching profession, he had limited opportunities to attend professional learning and was unsure if he could fulfill the requirements of teacher registration.
\textit{Connectedness}

Michael did not appear to have strong connections to school or professional communities, as shown by the word “connected” written in grey in Figure 6.4. He acknowledged that making connections takes time and as he was rarely in the same class or school on consecutive days the relationships he made with students and colleagues were superficial. When employed on successive days, he felt he was able to begin developing relationships with the students in the classroom where he worked and with more regular work he was beginning to make connections with parents in the school communities. Although prior to his graduation he felt he had a strong connection to a Montessori school, he found he needed to reconnect to this community as a teacher rather than education assistant. He also thought that the school community had changed as teachers, students, and parents had left the school. Michael had developed strong connections to university colleagues but his other connections to the broader professional community of teachers, such as online teacher communities, were more peripheral.

\textit{Effectiveness}

There were limited opportunities for Michael to effectively enter the social world of school or professional communities, as shown by the word “effective” written in grey in Figure 6.4. With irregular employment, Michael found social interactions challenging, as he found it intimidating when attempting to initiate conversations in the staffroom. Although he was beginning to develop relationships with students and parents at the two schools, there was limited participation outside of individual days of employment and he did not really consider himself a member of a school community. For Michael, there was some participation with professional communities, mainly through his social encounters with colleagues from university. However, fully entering the social world of professional communities was more challenging as he had limited opportunities to engage in formal professional learning and his participation in online communities was peripheral.
Expansiveness

Michael did not appear to have an expanded view of himself as teacher in either school or professional communities, as shown by the strikethrough effect on the word “expansiveness” in Figure 6.4. Although Michael worked at two different schools, he perceived their practices as quite different rather than inter-related. Similarly, he appeared to separate his experiences with his colleagues from university and online teacher communities and did not seem to consider that he was a member of multiple professional communities.

Trajectories of belonging

Michael’s trajectories of belonging within school communities varied depending on experiences, as shown by both peripheral and inbound trajectories in Figure 6.4. Limited access to employment positioned Michael at the periphery of school communities, as there was a lack of opportunities to align his practices with those of school communities. This was compounded by his difficulties developing meaningful relationships with colleagues and engaging in professional discussions. Repeat employment, however, provided experiences that contributed to a slight inbound trajectory, as he began to develop relationships with students and colleagues. However, financial instability led Michael to seek additional employment, affecting his availability for casual teaching. Regarding professional communities, Michael’s trajectory was both peripheral and slightly inbound. He was a member of the teaching profession through his teacher registration and engaged with colleagues from university and online communities. On occasions when he planned lessons or felt he had provided meaningful feedback to the classroom teacher Michael considered that he was a teacher. These experiences contributed to a slight inbound trajectory into professional communities. However, he had been unable to access formal professional learning and was unsure of ongoing registration requirements, therefore positioning him on the periphery of professional communities.

Summary

A key finding from Michael’s journey was that irregular and sporadic employment positioned him at the periphery of school communities, although he had a slight inbound trajectory when
he obtained employment on consecutive days at a school. He had a slight inbound trajectory in professional communities though his personal contacts and efforts, but difficulties accessing formal professional learning and information regarding continued registration positioned him at the periphery of professional communities. Michael’s professional identity was fluid and ranged from “babysitter” to “teacher” depending on experiences.
CHAPTER 7

PHASE TWO: BRIANA’S JOURNEY
**Introduction**

The story of Briana’s journey is organised in six sections beginning with her personal context. Results related to accessing employment, engaging with professional communities and negotiating and constructing her professional identity are presented in chronological order. Her school employment experiences are presented according to her arrangement of core teacher activity statements from Interview 2, using data gathered in all interviews and reflective tasks. The final section is a summary of Briana’s journey as depicted within the Adapted Community of Practice (ACoP) framework.

**Personal Context**

Briana completed a one-year Graduate Diploma in Education (Middle Years) course in 2014. Prior to enrolling in the Graduate Diploma she worked as a Botanist, however after the birth of her first child she found the extensive fieldwork required as a Botanist was not conducive to family life. She was a mature-aged student in her early 30s and was in a permanent relationship, with one pre-school aged child and another due in late 2015. Briana participated in this research during the first year of teaching after graduation, and interviews and reflective tasks were completed over the course of seven months from the beginning of 2015.

Casual teaching, for Briana, was a way to manage her family responsibilities while gaining teaching experience.

“...I don't feel deeply passionate or committed to it. It suits my lifestyle at the moment, suits where I am with my family and maybe it is going to be growing soon, so it, I am not fussed about permanency. I like doing a range of different things. I have got a scientific background and did that for ten years and this is my life at the moment and I hope that things change again later on … I thought having my own class I would be bogged down with preparation until 11 o’clock at night whereas at the moment, I can get a taste of teaching and get some skills but I don't have to do that … Because I think back to my prac [final professional experience] last year when I was up to 11 o’clock every night and it is just not conducive to family life. And if I don’t have to
do it, like I don’t have to at the moment. I don’t need a permanent job because I have a [partner] who works, that it suits where I am at. So it is a lifestyle choice.” (Int. 1)

Accessing Employment

Briana explained a variety of reasons for choosing casual employment. At first she thought it was “the only job she would get” as an early career teacher; however, she also perceived casual teaching as a method of gaining a “broad range of experience in different grades”. These were in addition to the “flexibility” that enabled her to spend time with her family. Another reason seemed to be that Briana was somewhat “daunted by the application process” (Int. 1) for full-time teaching positions. Briana appeared to prioritise her family needs above full-time employment.

Initially Briana attempted to find work by taking her “Curriculum Vitae (CV) around to about ten schools in my area” (Int. 1), but this did not result in any employment. When visiting one school she was informed that she needed an e-number [employee number with the Department of Education] or she would not be called for work. E-numbers were only obtained when a school completed the relevant application form, usually after a casual teacher had completed a day’s work. Fortunately for her one school completed the necessary paperwork.

“I was lucky and the relief [casual teacher] co-ordinator at SFH, he just did it all for me. We had a half-an-hour chat and he did it for me even though I have not had any work there. He was just great doing that for me.” (Int. 1)

Subsequently Briana contacted all the schools where she had left her CV and provided them with her e-number.

Employment varied throughout the first three terms of 2015. Although Briana approached more than ten schools inquiring about casual teaching, no employment was attained in the first half of Term One, 2015. Her first casual employment was obtained through the Principal
of the school where she completed her final professional experience. Subsequently, she was contacted by several schools and regularly worked at three different schools.

“I have had phone calls from probably six of the ten. I haven’t been able to go in to all of them yet. I don’t really want to go in to all of them, I would rather just stick to two or three.” (Int. 1)

Briana chose to work as a casual teacher due to her family commitments. She initially gained access to school communities through one school completing the application form for her employee number and then through prior connections at the school where she completed her final professional experience.

**School Employment Experiences**

The following section describes Briana’s experiences of casual teaching using data gathered during the three interviews and reflective tasks. These are presented framed by the sorting activity in Interview 2.

Briana was provided with core activity statements generated from focus groups and asked to arrange them to reflect her experiences of casual teaching. Figure 7.1 shows Briana’s arrangement of the core activity statements along with her explanations for the positioning of the statements. Responding to this activity, Briana arranged the statements in rows, with some rows having only one activity and others two. The rows had a linear progression from two perceived core activities to those she perceived to be opportunistic and incidental activities.

When describing her classroom experiences, Briana spoke mainly about managing student behaviour (“controlling the class”) and engaging students in learning (“engaging with students”). Briana perceived one did not occur without the other and gave them equal importance as shown by her placement of these statements in Figure 7.1. Employment at three schools resulted in her being unsure of the different behaviour management policies. She stated:
“It is a different school to the one where you were last week so you don’t know what you have to do.” (Int. 1)

Another difficulty she encountered with managing student behaviour was “not knowing the students’ names” (Int. 1). She thought that this impacted on her efforts and said,

“It was hard to be quick and snappy with behaviour management because you don’t know their names. So you don’t feel like it flows and they can be a bit manipulative. That side comes out a bit because they know you don’t know who they are.” (Int. 1)

This resulted in occasions where the majority of the day was spent “just trying to encourage the students to do something” (Task 1). Managing student behaviour continued to be a concern for Briana and she did not want to “lose control” (Int. 2) and that “control” (Int. 2) was something that she needed to have.
“Today my grade one class was just so noisy and I wonder if it is just my own thing about wanting to control things and my own feeling over control over the kids. But maybe it doesn’t matter.” (Int. 2)

Briana reflected on the difficulties she encountered managing student behaviour and felt some of this was due to her lack of experience in primary schools. She trained as a Middle Years teacher (Years 4–9) and completed her professional experiences in secondary schools. This differed from the majority of her teaching employment in primary schools.

“The experience I had with my [professional experience]. [Secondary] school is very different to primary school. It is different sort of responses from the [students]. Whereas I am in primary.” (Int. 3)

Briana considered “developing relationships with students” was important, as shown by the placement of this activity statement in the second row in Figure 7.1. Although relationships with students were important for Briana, she had limited opportunities to develop these relationships and was more of an opportunistic activity. She enjoyed times when she received “positive feedback from the students” (Int. 1) and opportunities to “chat about things that interest them” (Int. 1). When employed at her professional placement school she felt there was “a bit of a relationship around the playground” (Int. 1) but it was not something that you could expect “over a couple of days” (Int. 1). Briana felt that a classroom teacher developed relationships with the students because they “develop them over a longer period” (Int. 2) and there was “not so much controlling” (Int. 2) as the teacher knew the students. She considered that it was “the length of time” (Int. 3) that contributed to developing relationships with students.

There was an emotional component to her interactions with students. At times Briana became “angry”, although she felt that she “probably should not” be angry with them. In contrast when she felt she had made a difference this evoked feelings of “joy”. However, Briana commented that she was surprised by the “exhausting nature” of teaching, especially in comparison to her previous employment. This was particularly in relation to the “verbal energy” expended during a work day.
The activity “preparing meaningful work” was placed in the third row in Figure 7.1 because although she prepared work in case there was no work provided for her by the classroom teacher, she had limited opportunities to plan a series of lessons. Therefore this activity could be considered opportunistic.

“I have a geography background and it is not like I can show them something on Wednesday and then on Thursday we follow up with a video and then on Friday they all did a poster. I can see myself enjoying that but being a relief [casual teacher] you don’t get to build on those things.” (Int. 1)

She perceived her role as a casual teacher was:

“Building a rapport with the students. Managing the day, making sure that you do your duty. There are more management things to take care of more than the content.” (Int. 1)

Whereas, she understood that classroom teachers had:

“More layers to the job. Like preparing meaningful work and linking it to the assessment. Reporting, making sure you are taking notes all the time. Dealing with the parents, getting to know the parent. There are just all these other things that help you build a picture of the student to help you do your job. But you don’t have that as a relief [casual] teacher.” (Int. 2)

Briana’s placement of “developing relationships with colleagues” and “collaborating with colleagues” in Figure 7.1 in row four indicated that these were opportunistic activities. She considered these activities were closely related, as through developing relationships she was able to collaborate. Initially Briana found it difficult to engage with her colleagues. When employed at a new school she perceived “a little less friendliness with the staff” (Int. 1) although she acknowledged that it “just takes time like any relationship” (Int. 1) and that “if you are just going to come and go well you cannot build a relationship with people” (Int. 1). Consequently, at times in the staffroom she felt “isolated” as colleagues did not include her in their conversations.

“They just don’t know you. They might be tired and they have spent a lot of energy and they can’t be bothered to do that superficial stuff.” (Int. 2)
As a casual teacher she did not feel part of the school community.

“You don’t know the staff. You don’t know the students and you are not part of the team. The camaraderie, you don’t have the colleagues like you do in other workplaces. Sort of when you walk in and walk out, you don’t have those relationships that you build over a longer period.” (Int. 2)

Regular employment, however, provided Briana with “opportunities to say hello and start a conversation” (Int. 1). On occasion she was able to discuss lesson plans with the regular classroom teacher.

“Today I had PE [Physical Education] and I haven’t done PE before so the teacher was there doing other things so she gave me a plan yesterday and we discussed it then I was able to talk to her after school. And that happens quite often.” (Int. 1)

She had developed relationships with some colleagues, and felt she could “ask people for advice” (Int. 2). As she found regular work at just a couple of schools, she found that her interactions with colleagues were “different types of conversation because you were there more regularly—professional conversations” (Int. 3), although there were few occasions when feedback was provided to the casual teacher.

“I feel a sense that there is no feedback and you have a sense of failure. You might not have got through it. Especially if he or she has left you stuff. Should I have got through it all or should they have behaved better for me and would she have. It is just that whole struggle with the profession that it is so isolating unless you go back and talk to them later.” (Int. 3)

When reflecting on being part of a Community of Practice, Briana wrote:

“I do get more aspects of this in schools where I do relief [casual work] most regularly, due to getting to know the staff more and feeling comfortable sharing experiences, but due to time, this is a rarity unless I might see someone at the photocopier or go along to the odd staff meeting.” (Task 5)

She thought that a Community of Practice existed “for regular staff at a school” (Task 5), although “as a relief [casual] teacher … it is a challenge to be part of a Community of Practice” (Task 5). Briana felt that to be part of a community she needed to engage in more than teaching in a classroom.
“Really being part of the team, is being able to do most of your [casual work] at one school and go to the staff meetings and feel part of it, which is possible or being on a contract and having your own class.” (Int. 3)

There were some activities which were incidental as there were few opportunities for “reporting on student learning”, “engaging with professional learning”, “engaging with the community” or “using assessments to plan learning”, as shown by the placement of these statements in Figure 7.1. Reporting on student learning was confined to leaving a note for the classroom teacher, rather than more formal reporting. Briana considered that professional learning was not accessible unless “part of the permanent/contract staff” (Task 3). When reflecting on her attempts to access professional learning she stated:

“Schools should really support relief [casual] teachers. It seems that permanent teachers get everything, and relief [casual] teachers or even people on contracts are getting nothing.” (Int. 3)

Although she was employed regularly, Briana continued to feel on the periphery of the school community.

**Engagement with Professional Communities**

There were few instances of Briana engaging with professional communities. She had accessed some free professional learning, although this was online and therefore she did not engage with other teachers in an active way. In the final interview Briana mentioned that one school had provided assistance in accessing the first module of the Graduate Teacher Professional Learning Program (see Chapter 1 for an explanation of this program). In this sense the school had acted as a broker to the broader professional community of teachers.

“I can see the opportunity to do the Graduate Modules will help in my growth. To hear other people talk, it is really good because it takes the isolation away.” (Int. 3)

She identified this connection as a method of improving her teaching skills and connecting with other teachers.
Briana’s mother, a semi-retired teacher, provided her with opportunities to reflect on her teaching, as she could “ask her and tell her what I did with the students that day” (Task 2). A teacher friend provided advice on how to secure “contracts/general work etc” (Task 2).

**Negotiation and Construction of Professional Identity**

Briana’s professional identity was “fluid” and influenced by her experiences, but also by her other identities of “mother” and “botanist”. Although she identified as “teacher” during this research, she was not strongly committed to the teaching profession and saw herself as a “career changer”. These identities are explored in more detail within this section.

In the first interview Briana considered herself “botanist/teacher because I find that botanist is more interesting. So I still do that.” (Int. 1), particularly as she thought she “might have some work coming up doing botanical work so I do feel as though I am still in touch with that” (Int.1). She commented that she would like to be able to combine these two professions.

“I would like to bring more of my background into my teaching but I don’t feel that I can do that until I had a high school science class because that is my training, or a science specialist at a primary school. Then I could bring in my background.” (Int. 1)

Her identity as mother led her to casual teaching. She commented:

“I want to spend the best years of my life with my family, with my little kids so that is what I am choosing to do. And relief teaching [casual teaching] fits in with that because I get to have some satisfaction of doing work and then I get to come home and spend time with her.” (Int.1)

When exploring identity during interview two, Briana was presented with words or phrases regarding identity and asked to arrange them. Her arrangement and explanation, presented in Figure 7.2, provided the platform for discussion regarding her identity. Responding to this activity Briana used a linear arrangement, although “sense of belonging” and “valued member of the team” were given an equal position. There was some distance between the majority of words/phrases and the two words “isolated” and “babysitter”.

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Briana considered herself a “teacher” when she felt she was continuing the students’ education. When given lesson plans she felt trusted by the classroom teacher, and that she was teaching the students.

“You feel a little bit more like you are taking over responsibility for them. I think it is quite empowering feeling like you are part of what he or she had planned.” (Int. 2)

On the other hand, on days which did not go to plan or where there were difficulties managing student behaviour, Briana considered that she was “just a relief teacher”.

“I did my best but at the end of the day it is not my class so you are able to make yourself feel better by using the term ‘just a relief’.” (Int. 2)
She considered that her professional identity varied depending on the circumstances and the terms “teacher” or “just a relief” could be used “interchangeably depending on the day” (Int. 2).

As Briana had started to obtain more regular employment at one school, she was beginning to develop a “sense of belonging” and considered she was a “valued member of the team”, but this was only “for one school, because [she] was able to go back” (Int. 2). She considered that it took time to be part of the school.

“I don’t think you can feel a ‘valued member of the team’ or a ‘sense of belonging’ unless you have spent time there. I would probably say 5–10 days, to have time to get to know the staff, talk to the principal, ask how the day went and build some sort of rapport.” (Int. 2)

For Briana, she did not really consider herself a “specialist relief teacher” yet as she felt this implied that someone had been “teaching a long time” (Int. 2). Although she placed “on the periphery of the profession” on the line below, she felt these were relatively equal. She considered casual teaching differed to having responsibility for your own class.

“I think there is just so much more to it [classroom teaching] than doing relief [casual] teaching. There is more complexity to it, like the assessment, following the school plans, and all that. As far as I can see I have not had to do that. But I know it is just so much more as a class teacher so that is when I say a periphery, it is just scratching the surface of what it [teaching] is.” (Int. 2)

Although Briana considered that she was a “teacher” there were times when she felt more like a “babysitter”. These occasions were rare, hence her placement of this term at the bottom of Figure 7.2.

“If you have really bad behaviour, then it might be, like that bad class I had. I would say that was babysitting because you couldn’t really teach them that much, because they didn’t have the attention. There was so much disturbance so it is like babysitting. But most of the time it is not.” (Int. 2).
Briana placed “isolated” at the bottom of Figure 7.2, although she acknowledged that this depended on the “friendliness of the school, the attitude, whether staff ask you how the day has been” (Int. 2), and most of the time she had felt welcomed by the staff and administrators.

When presented with images of teachers in the final interview, Briana connected with two different images. Firstly, she thought that she was not always in control of the classroom.

![Teacher image 4](www.shutterstock.com)

*Figure 7.3* Teacher image 4. From Turlakova (2015). Retrieved from [www.shutterstock.com](http://www.shutterstock.com)

“I see myself getting a little bit fired up at times and getting angry and you probably shouldn’t. Yeah allowing things to get on top of you probably.” (Int. 3)

In contrast, when the day ran smoothly, she felt this was the type of teacher she became and one she strived to emulate.

![Teacher image 2](www.shutterstock.com)

*Figure 7.4* Teacher image 2. From Iofoto (2015). Retrieved from [www.shutterstock.com](http://www.shutterstock.com)

“Oh that is because of the joy of the moment with the little kids I suppose. Working one-on-one, being able to spend a couple of moments one-on-one with the kids that is what it is all about. That is what you strive for I suppose.” (Int. 3)
Briana had a conflicted view of her professional identity. She perceived she had three identities: mother, botanist and teacher. Her professional identity as teacher appeared to be something that she was pursuing temporarily due to her family commitments.

“I don’t teach as much as I am at home and I love being a mum so I would probably say I am proud of that. I would probably say I am a mum and involved in my family at the moment. And I do a bit of teaching at the moment. But I really loved my other career and that has only come to an end because I really enjoy this role as mother and I can’t really do that work anymore but I would still be doing that work if I wasn’t a mother.” (Int. 3)

When asked her profession she replied, “teacher/botanist”, commenting she wanted to “stay in touch with her other career” (Int. 3). However, she saw them as two different careers, with two different identities, and did not think she contributed to the professional learning of other teachers.

“Although I have got things to offer I don’t think I have got advice to give about teaching. Maybe if I had my own class it would be different because I would be doing the same thing as other people.” (Int. 3)

As a casual teacher, she considered she was not engaged in all the work expected of a teacher.

“I think it is like any job it is the ability to complete something, see it through to the end. And I think I am finding doing relief [casual work] you don’t get to do that. Comparing to my previous work, it is like doing the fieldwork without doing the report and the planning. You are just going in and doing one component.” (Int. 3)

Briana considered she was a “career changer” and although she thought that in five years she “might have her own class” (Task 8), she also considered she could have a different career. She summed up her view of teaching as being,

“Not something that I am deeply driven to do. It is just one aspect of my life. But I hope to have lots more.” (Int. 3)
Summary of Briana’s Development of Identity within the ACoP Framework

Briana’s negotiation and construction of professional identity at the time of this study was influenced by her opportunities to engage with school and professional communities and her perception that she was on the periphery of these communities. The summary of her professional identity will be outlined by the ACoP framework, as presented in Figure 7.5. There were people who assisted Briana gain access to school and professional communities, and therefore provided brokerage into school and professional communities. Within modes of belonging (engagement, alignment and imagination), Briana appeared to have engaged in both school and professional communities, but had limited opportunities to align her practices with either school or professional communities. She did not appear to have a strong imagined self as teacher in either school or professional communities. Lack of regular employment resulted in limited connectedness to school or professional communities, limiting her opportunities to effectively enter the social world of these communities. Briana did not appear to have an expanded view of herself as teacher. Her experiences within school and professional communities influenced her trajectories of belonging, which resulted in a slight inbound trajectory into school communities, although casual teaching mostly positioned her at the periphery of professional communities. She had been provided access to the Graduate Teacher Professional Learning Program, therefore had a very slight inbound trajectory to professional communities.

Brokerage

Briana’s personal connections provided access to employment and therefore brokerage into school communities, as shown in Figure 7.5 by the word “brokerage” between personal and school communities. Contacts she developed during her final professional experience provided her with some employment, although this did not guarantee regular employment. Due to her family commitments, Briana used casual teaching as a method of brokering entry into the teaching profession, as she did not want full-time employment at the time. As a provisionally registered teacher, Briana was provided membership of the broader professional community of teachers, but she had limited engagement with the professional community by way of professional learning or access to resources and events. A school where Briana had been employed regularly did provide access to professional learning designed for graduate teachers as shown by the word “brokerage” between school and professional communities.
Figure 7.5 Representation of the ACoP for Briana.
There was also brokerage between personal and professional communities, as shown in Figure 7.5, through Briana’s mother, a semi-retired teacher, and a teacher friend.

**Engagement**

For Briana, there was engagement with both school and professional communities as shown by “engagement” written in bold and underlined in Figure 7.5. Engagement with school communities varied depending on employment opportunities and was one of the major influences on Briana’s development of professional identity. The majority of her engagement with school communities was related to interactions with students, and the sporadic nature of casual teaching meant that developing relationships with students was challenging. Initially Briana experienced difficulties engaging with colleagues and did not want to bother them; however, regular employment provided her with opportunities to ask for help and support. Briana’s engagement with professional communities was mainly through her interactions with her mother (a teacher) and her teacher friend. She also had access to formal professional learning as part of the Graduate Teacher Professional Learning Program.

**Alignment**

Briana perceived there were limited opportunities to align her practices with those of colleagues in school or professional communities of teachers, as shown by the word “alignment” being written in grey in Figure 7.5. Although she trained as a middle years teacher and completed all of her professional experience in secondary schools, most of her employment had occurred in primary schools, making alignment of practice more challenging. As shown in Figure 7.1, Briana considered her core activity to be engaging students in their learning and controlling the class. Other practices, such as preparing meaningful work, were dependent on opportunities, and others, such as reporting on student learning and using assessment to plan learning, were incidental activities. Occasional opportunities to discuss lessons with colleagues contributed to her sense that her practices were beginning to be aligned to that of a primary teacher, although lack of feedback was inhibiting her progress. Limited access to formal professional learning, inhibited her ability to align her practices to the broader community of teachers.
Imagination

Briana did not appear to have a strong imagined self as “teacher” as shown by the strikethrough effect on this word in Figure 7.5, which was influenced by her personal identity and an additional professional identity. At the time of the research her imagined self was “mother” as this was the majority of her work. Briana also continued to see herself as a botanist, as she had only ceased this career as extensive fieldwork was not conducive to parenthood. She had a strong imagined self as “career changer” and was only pursuing teaching as she saw this profession suiting her family commitments at that time. Limited engagement with school and professional communities as well as difficulties aligning her practices contributed to her partial imagined self as “teacher”.

Connectedness

For Briana there were limited opportunities to develop deep connections with either school or professional communities as shown by the word “connected” being written in grey in Figure 7.5. Whilst she had begun to feel connected to a few schools, she did not wish to pursue more permanent employment due to the impending birth of her second child. Time out from teaching could impact her connectedness to both school and professional communities outside of her personal teaching contacts, particularly as her imagined self was not strongly connected to teaching.

Effectiveness

There were limited opportunities for Briana to effectively enter the social world of school or professional communities as shown by word “effective” being written in grey in Figure 7.5. Briana’s engagement with school communities through some repeated employment resulted in her beginning to enter the social world of the schools. She was beginning to effectively engage with colleagues, and was able to seek assistance and support, but had no engagement with the broader school community. Outside of her mother and teacher friend, Briana had limited opportunities to effectively enter the social world of professional communities.
Expansiveness

Briana did not appear to have an expanded view of herself as teacher with multi-membership, as shown by the strikethrough effect on this word in Figure 7.5. She perceived her professional identity as botanist did not relate to her professional identity as teacher and did not feel that she had anything to offer her colleagues from her experiences as a botanist. Her limited experiences within professional communities contributed to difficulties developing an expanded view of herself as “teacher”.

Trajectories of belonging

Briana’s trajectories of belonging within school and professional communities varied depending on experiences as shown by both peripheral and inbound trajectories in Figure 7.5. Limited access to employment and opportunities to align her practices with those of regular classroom teachers positioned Briana at the periphery of school communities. This was compounded by her difficulties developing meaningful relationships with colleagues or students and her limited engagement in professional discussions. Repeated employment however, provided experiences that contributed to a slight inbound trajectory into school communities. Briana’s limited opportunities to engage in formal professional learning positioned her at the periphery of professional communities, although access to the Graduate Teacher Professional Learning Program and informal conversations with her mother and teacher friend provided a slight inbound trajectory into professional communities.

Summary

A key finding from Briana’s journey was that irregular and sporadic employment positioned her at the periphery of school and professional communities. When she was able to gain more regular employment this began an inbound trajectory. Briana’s professional identity was fluid and included an identity as “botanist” as well as “teacher”, but her strongest professional identity appeared to be that of “career changer”.

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CHAPTER 8

PHASE TWO: HUGH’S JOURNEY
**Introduction**

The story of Hugh’s journey is organised in six sections beginning with his personal context. Results are presented in chronological order, using data from two interviews and a follow-up email. The first interview was held in March 2015 however he withdrew from the research project as he was no longer teaching in a school. Although he withdrew from the study, he agreed to meet for a follow-up interview to explore the experiences which resulted in him leaving the teaching profession and this interview was held in May 2015. Following this Hugh sent an email in June 2015 updating his employment status. Although Hugh did not participate in three interviews or complete reflective tasks, his journey does contribute to understanding the experiences of ECCTs and therefore is included in this research. The final section is a summary of Hugh’s journey within the Adapted Community of Practice (ACoP) framework.

**Personal Context**

Hugh completed a one-year Graduate Diploma in Education (Secondary) in 2014. Prior to this he completed a Bachelor of Arts majoring in English and Creative Arts. He was in his mid-20s and had recently married. Hugh participated in this research during the first year of teaching after graduation. After an initial interview, Hugh found that his financial situation required him to find full-time employment and he decided to leave the teaching profession.

“[My partner] is encouraging me to find work quite soon because we all do need money but [my partner] is very open to the fact that it might not be teaching.” (Int. 1)

Although he considered his partner was “very supportive”, their financial situation meant that Hugh was encouraged to find full-time employment even if it was not teaching. He commented that his partner was “pushing me towards employment” (Int. 1). Although he met up with his teacher friend and talked about educational matters, he felt that his friend was in a “a completely different context” (Int. 1).

**Accessing Employment**

Hugh initially attempted to gain access to a school community in a full-time capacity, even though he was aware of the difficulties of obtaining full-time employment.
“The enormous amount of competition that is in Western Australia. Of the cohort who graduated last year I only know of one person who has secured a full-time job. And then I have had friends [sic] who have graduated in 2012 and she has only just got a full-time position about six months ago.” (Int. 1)

He considered that teaching employment was only accessible through personal connections.

“A lot of people find jobs through word of mouth or recommendations and that very few people manage to secure a good job through searching online.” (Int. 1)

Full-time employment proved elusive and Hugh then pursued casual work, providing schools with his curriculum vitae; however, this approach resulted in only a few days of employment.

Financial considerations caused Hugh to pursue alternative work and he found some providing before and after school care for primary-aged students.

“I got this job and it is 7 to 9 in the morning and then 2.30 to 6 in the afternoon so then I can’t teach unless it is one class in the middle of the day which is unlikely.” (Int. 2)

The time commitments required in this occupation resulted in him being unavailable for casual teaching, and eventually led to his decision to leave the teaching profession.

His attempts to find employment as a teacher were an emotional experience for Hugh. He found “the five months of job searching incredibly exhausting emotionally” (Int. 2). Furthermore, the dissonance between the public discourses related to a teacher shortage and his experience of a teacher surplus, left him “disheartened” and “unhappy”.

“For starters I am very unhappy with the job market in WA for teachers because there has been this running lie for the last decade—we need teachers, we are screaming for teachers, we need teachers so bad—but we stopped needing teachers five years ago and then there was a massive call for teachers.” (Int. 2)
School Employment Experiences

Hugh, due to his lack of employment opportunities had limited experiences within school communities. Initially he mentioned “a lot of the time it felt like triage and that I had these classes to teach for the day” (Int. 1). In the second interview when reflecting on teaching he commented:

“I really enjoyed teaching it [English] to them and discussing ideas with students the older students mostly. For a lot of the younger kids it felt more like a chore to teach the kids. There was the odd one or two moments where you felt the kids got it and it was great but I don’t remember enjoying a hell of a lot of it” (Int. 2).

Despite his limited teaching experience, he had a strong imagined view of how, as a secondary school teacher, he would relate to students.

“Go into a classroom with the aim of treating them as adults and treating them the way I should treat my friends. Not as friendly as I treat my friends but with the same compassion I should treat anybody. I only really worry about behaviour management when I need to address the class or when discipline is required. But otherwise, I don't want to be too strict because then I am telling another human being how to be a human being.” (Int. 2)

However, he was “intimidated by behaviour management when it gets out of hand” (Int. 2), leading to a dissonance between his imagined self and the reality of some classroom situations.

In addition to managing student behaviour, Hugh perceived the main role of a casual teacher was to “facilitate” learning with materials and content provided by the regular classroom teacher. However, Hugh did not always feel confident with his content knowledge, even when teaching English. He reflected on his professional experiences during his time at university, finding limited alignment between his experiences at university and his experiences in a classroom.

“Something that I am insecure about is knowledge of the content that I have to teach and yeah. I feel like if I had been more familiar with the content and more thorough in my studies I would probably be more confident as a beginning teacher. Which is sort
Teaching proved to be an emotional experience for Hugh and contributed to his decision to leave teaching and pursue other professional opportunities.

“I just get immediately a ball of anxiety in my stomach just thinking about what I would have to do to get myself ready for teaching.” (Int. 2)

**Engagement with Professional Communities**

There appeared to be limited experiences within professional communities and Hugh did not seem to see himself as part of a community of teachers. His engagement with professional communities was confined to communications with the Teacher Registration Board regarding registration and both government and independent employment bodies regarding employment. He also engaged with professional communities through talking with a teacher friend and online communities.

As an early career teacher he was attempting to navigate the registration process and felt that the TRBWA:

“Keep asking me for money. Okay so I have got my provisional registration and I paid for my application fee and once I got my application I had to pay for membership which to be perfectly honest I do not know if I have paid or not. I am just waiting for
the letter that tells me that I haven’t paid and my registration will be revoked.” (Int. 1).

He considered the communications he had with the TRBWA were intimidating. Hugh stated:

“I remember how threatening it appeared to be worded. It said, or it was worded that if someone didn’t qualify for full registration they were somehow being accused of I don’t know, not being good enough I suppose. That is the feeling I got from reading over the legislation. The reason I guess it felt like it was intimidating and accusing people that they were not good enough. To force that on people seemed to be unaware of the context in Western Australia when it is so hard to find work.” (Int. 1)

His engagement with government or independent education bodies was through employment advertisements.

“There are the pools [graduate employment pools], which I have applied for, the department of education pools. But I have been mainly applying for jobs through Seek [an employment advertising space].” (Int. 1)

He imagined these communities to function as capitalist systems, thereby positioning himself as part of the oversupply of teachers, a commodity rather than a member of the community.

“The fact that we do work within a capitalist system it is always more advantageous for a pool of employers to have an oversupply of employees that they can pick and choose from rather than having exceptionally high standards and the emphasis being back on them. I am very cynical.” (Int. 1)

Although alternate professional communities existed, such as professional associations and online communities, Hugh had limited experiences of these as well. When asked about membership of teaching associations he responded:

“I am not part of the association. I have not got involved in those. I have not really been aware of them. I have been spending all my time applying for jobs.” (Int. 1)
He was aware of online teacher communities and was a member of an online network, although he had not contributed to the conversation. He used it as a resource, although equated the site to social media. He stated:

“I sort of look at things as people often post things like this worked for me or people post questions and quite often people will go there for sympathy and ranting.” (Int. 1)

Although he appeared to have left the teaching community, he enrolled in a Certificate in English Language Teaching to Adults (CELTA) course and while completing his qualifications was “tutoring for the company where [his partner] works … some EAL [English as an Additional Language] students and they will be adults” (Int. 2).

**Negotiation and Construction of Professional Identity**

Hugh’s limited experiences with school and professional communities affected his professional identity as “teacher”, although he eventually found employment that provided an alternative way of seeing himself as “teacher”.

Lack of regular employment resulted in Hugh not knowing where he belonged professionally.

“Generally I am most confused about what I should be doing for this sort of bucket of employment that people are supposed to fill up as they go along, which I suppose I am 26 and most of my other friends have started their careers, like a couple of years ago. I go around feeling as though everyone has a badge and they know what they are and the badge is vocation and career or employment. I feel that I do not have that badge.” (Int. 1)

Additionally, he was concerned about the impact teacher registration would have on his ability to continue to pursue teaching as a profession. Even if he managed to gain employment, he wondered if he would be able to fulfil all the requirements for full registration.

“If you don’t qualify for full registration after those three years it is unlikely that they [the registration body] will give you another provisional registration.” (Int. 1)
These concerns resulted in Hugh oscillating between two frames of mind regarding teaching.

“I am constantly on a sort of time frame of two to three days of being altruistically dedicated to be a teacher and then desperately wanting to abandon the entire idea of it. I go between really, really wanting to be a teacher and then thinking about sort of the enjoyment I did get out of educating students during my practicum [professional experience] and then I think about the enormous bureaucracy and extra nonsense that sort of can also be a part of it and that intimidates the hell out of me.” (Int. 1)

The cycles of dedication and despair contributed to Hugh’s decision to leave the profession. He stated:

“I swing back and forwards between the extremes of ‘God I need to abandon this whole endeavour and a waste of time’ and ‘No I can do it, I can do it’. I’ve noticed I suppose as I go on the period that it is just not worth it and I want to abandon it are just getting longer and longer to the point where it is not doing me good to put up with that cycle and just make the decision to give it up once and for all.” (Int. 2)

In order to have greater financial security, Hugh began work in a before and after school care centre, although this was a different experience from teaching in a school.

“It doesn’t have that education moment. There is little opportunity to have an intellectual discussion with kids. You can have an intellectual discussion in a way but not in a way that I get enjoyment from like I did in high schools but I do get the opportunity to practice the behaviour management and conflict resolution on a daily basis which is good. And if I am ever going to be a teacher these are the skills that I not only learnt about at uni but I am getting a chance to experience and develop those skills.” (Int. 2)

He was not sure that his work could really be considered teaching at all.

“So with teaching you have a very specific aim and learning outcome and how it appeals to theory, government standards, the curriculum and the schools standards. With this you look up one of the outcomes from the ‘Quality Framework’ or ‘My Time, My Place’ and you think of something that appeals to the idea behind that.
Children becoming and there is the ‘Being, Belonging, Becoming’. Children developing social skills and being part of a community. So you play games that involve more than one person. So that is about as deep as it goes.” (Int. 2)

Although Hugh appeared to have abandoned teaching as a profession, he was pursuing qualifications to enable him to teach English to adults. He perceived this qualification would provide him with additional skills as well as providing opportunities to expand his teaching prospects.

“What I would be learning in the EAL course would apply directly to the gap that I might feel in my teaching at the moment. There is the possibility that I would go back to English teaching. I don’t know how I feel at the moment. But one of the main reasons I am doing the CELTA because the EAL qualification gives me the opportunity to holiday teach. So if we visit a variety of countries because [my partner] speaks Mandarin, Spanish and English so there are a variety of countries we could be living in and working in and [my partner’s] sister lives in Guatemala so we could go there and teach. So it is more that I am using that as a way to fund seeing the world.” (Int. 2)

Further correspondence from Hugh indicated that he had realised teaching English to migrant workers was teaching but just in a different context.

“At the end of June, I began working for a company, and my role is to teach English as a Second Language—mostly to migrant workers. Curiously enough, I am finding it much more enjoyable than I thought I would. So much so, that I am working towards turning this into long term employment—attaining requisite training in it, etc. The funny thing is, I didn’t even really think of it as teaching until my [partner] pointed out that it is.” (e-mail)

Despite his initial anxieties regarding teaching and his lack of connection to a community of teachers, Hugh had apparently managed to negotiate a “teacher” identity through adult education, although this was beyond the scope of this study.
**Summary of Hugh’s Development of Identity within the ACoP Framework**

Hugh’s negotiation and construction of a professional identity was impacted by his lack of employment and lack of access to school and professional communities at the time of this study. However, his engagement in alternative educational settings also contributed to his professional identity construction. The summary of his professional identity will be outlined by the ACoP framework for Hugh, as presented in Figure 8.1. There were people who assisted Hugh gain entry to professional communities, therefore providing brokerage into professional communities. Within modes of belonging (engagement, alignment and imagination), Hugh appeared to have developed an imagined self as teacher, although not necessarily teaching in schools. This is possibly due to the difficulties he encountered finding employment in schools. There was limited engagement with school or professional communities of school teachers and opportunities to align his practices with those of other classroom teachers appeared to be absent. Lack of regular employment resulted in limited connectedness to school or professional communities, limiting his opportunities to effectively enter the social world of these communities. Hugh’s lack of teaching opportunities in schools resulted in an outbound trajectory from school communities. Hugh did not appear to have an expanded view of himself as teacher, despite his varied teaching experiences. His decision to cease teaching resulted in an outbound trajectory from professional communities of classroom teachers, although there was potential to have an inbound trajectory in the professional community of adult education teachers.

**Brokerage**

As shown in Figure 8.1, for Hugh, there was no brokerage between personal and school communities or school and professional communities. It did not appear that his personal connections such as his teacher friend or teachers from his final teaching experience provided him with access to school communities. His limited employment resulted in no brokerage between school and professional communities. Hugh’s personal connections, however, provided him some access to the professional community, as shown by the word “brokerage” between personal and professional communities in Figure 8.1. His access to professional communities was initially confined to his teacher friend and online communities. Despite indicating he was leaving the teaching profession, he enrolled in further study qualifying him
Figure 8.1 Representation of the ACoP for Hugh
to teach EAL students. His partner then provided him access to employment as an EAL teacher.

**Imagination**

Hugh varied between an imagined self as “teacher” and “non-teacher”, although he had a strong imagined self as “teaching English overseas”. His imagined self existed somewhere in the teaching profession shown by the underline emphasis on the word “imagination” in Figure 8.1, even though this might not be teaching in a classroom in Australia. Lack of employment resulted in him leaving teaching in the school system, however he was teaching within the adult education system. This new teaching role had provided an opportunity for Hugh to imagine himself as a teacher of English to adult migrant workers. When he completed his CELTA training, he considered teaching English to adults something he could do in Australia but it also gave him opportunities to explore the world and his imagined teacher self became one of a travelling teacher.

**Engagement**

Hugh had limited engagement with school or professional communities as indicated by the word “engagement” being written in grey in Figure 8.1. The lack of engagement in school communities had a strong, albeit negative effect on his identity as teacher. Although Hugh was provided membership of the profession of teachers through his provisional teacher registration, he was uncertain if he was still a member as he had not paid his membership fees. Lack of payment would result in de-registration, a regulatory barrier to employment as a teacher. Hugh’s engagement with professional communities was mainly through his teacher friend and online communities. His enrolment in a CELTA course and his employment as an English teacher to adults indicated he continued to engage with the teaching profession, although a different professional teaching community.
**Alignment**

Hugh struggled to align his teacher practices with those of a regular classroom teacher, which is shown by the strikethrough emphasis on the word “alignment” in Figure 8.1. Some of his experiences made him doubt his abilities. He was unsure of the requirements for future registration and he had yet to undertake any professional learning. Although he had opportunities to discuss teaching with his teacher friend and online communities he considered the experiences of other teachers differed to his. In his final email he commented that he was now teaching but in a different context—e.g., adult education—and there was potential for him to align his practices within this context.

**Connectedness**

At the time of this research, for Hugh there appeared to be an absence of connectedness to either school or professional communities, as shown by the strikethrough effect on the word “connected” in Figure 8.1. His later employment teaching English to adults suggests he may develop connections within this professional teaching community but this was not explored within this research.

**Effectiveness**

Hugh’s difficulties finding teaching employment did not afford him opportunities to effectively enter the social world of school communities, as shown by the strikethrough effect on the word “effective” in Figure 8.1. Although Hugh was a member of online communities he did not contribute to the discussions and in this sense was a peripheral member. He was unaware of the expectations of teacher registration and was unsure if he had paid his registration fees, therefore he had yet to effectively enter professional communities. Although it could be considered that he had begun to enter the social world of professional communities through his interactions with his teacher friend, but it appear that Hugh considered these as more of a personal social encounter.
Expansiveness

Although Hugh had worked in a variety of education situations—schools, before and after school care and English teaching to adults—he did not appear to equate all of these to teaching. In this sense he did not have an expanded view of teaching and did not see himself as having multi-membership, as shown by the strikethrough effect on the word “expansive” in Figure 8.1. Even though his final email noted that he was now teaching, it was his partner who had made him aware of this.

Trajectories of belonging

Lack of employment as a teacher in a school setting resulted in an outbound trajectory from school communities, as shown by the outbound trajectory in Figure 8.1. Hugh’s interactions with his teacher friend and online communities suggests a peripheral trajectory of belonging to the profession of teachers, but his non-payment of his registration fees indicates an outbound trajectory as indicated in Figure 8.1. The slight inbound trajectory into professional communities recognises his potential inbound trajectory to the professional community of adult education teachers, which could be considered a professional teacher community, although not a school-focused teaching community.

Summary

Hugh’s limited employment as a classroom teacher meant he had difficulties engaging with school communities or aligning his practices with those of classroom teachers, leading to an outbound trajectory from school communities. In contrast, his employment as an adult education English teacher indicated that he continued to be part of the professional teacher community but not one connected to the education of school students. Hugh’s professional identity fluctuated in response to his experiences teaching and he was re-negotiating his identity to that of adult education teacher.
CHAPTER 9

PHASE TWO: LEXI’S JOURNEY
Introduction

The story of Lexi’s journey is organised in six sections beginning with her personal context. Results related to accessing employment, engaging with professional communities and negotiating and constructing her professional identity are presented in chronological order. Her school employment experiences are presented according to her arrangement of core teacher activity statements from Interview 2, using data gathered in all interviews and reflective tasks. The final section is a summary of Lexi’s journey within the Adapted Community of Practice (ACoP) framework.

Personal Context

Lexi completed a four-year Bachelor of Education (Primary) degree mid-2013. She was in her mid-20s and worked in hospitality during her pre-service education. When she began teaching she continued to supplement her income by working in hospitality, to assist with financial obligations such as mortgage payments and wedding. She began her teaching as a casual teacher, as this was the only type of employment available mid-year. Lexi participated in a Phase 1 focus group in September 2013, a few months after graduation, and participated in Phase 2 at the end of her first year and into her second year after graduation. Interviews and reflective tasks were completed over the course of six months, from March 2014, and offered an insight into her experiences as an early career casual teacher.

When asked about her personal support networks, Lexi mentioned family as her primary support. She also identified one teacher friend who assisted with employment as well as professional discourse. However she noted that they generally talked about behaviour management and resources.

“A lot of the time you find yourself talking about students and your experiences dealing with them. So highest on our list of subjects would probably be behaviour management. Then I suppose it would be the interactions between parents and other professionals such as other teachers in the school. Sometimes if I’m finding it difficult to come up with a quick lesson without using any resource apart from maybe a book
and blank paper I would give her a call or send her a message trying to get some idea.” (Task 4)

**Accessing Employment**

Initially, Lexi accessed employment through the school where she completed her final Professional Experience and her teacher friend.

“It was my internship school and the teacher I had for my mentor teacher rang me up because she was going to be off one day so she asked me to cover her day and then they just put me on their roster then. The other one was my friend works [sic] as a teacher and she needed some, she was quite happy to throw me some relief [casual] days.” (Int. 1)

During the long school holidays (December 2013 - January 2014), Lexi applied for full time positions at schools in regional towns (populations of 1,000 - 99,000).

“I put my name down at most schools that were near a big town or near a mine site in Western Australia, purely for the fact that I needed my partner to get a job as well. But I put my name down for a lot of regional schools that I thought were hard to place.” (Int. 1)

She was unsuccessful in securing a full-time or part-time position and therefore continued to seek employment as a casual teacher; however, she “did not work until week five” (Int. 1) of the first 10-week term. Although she expected that the beginning of the year would be “slower than the rest of the year”, as teachers were “just getting settled into the new year and getting into routines” and were “quite hesitant to take time off” (Int. 1), she was surprised at the limited work available. The majority of work was at short notice, making it difficult to organise other aspects of her life.

“I was only getting called up last minute. So I was the end of the line, the last resort. So it wasn’t, I mean one phone call I got it was 8.45 so I had to be at school in 10 minutes so definitely last resort there.” (Int. 1)

Lack of regular, consistent teaching work meant that Lexi felt she needed to continue to work in hospitality.
“I would have to be assured that I could get two to three days at least before I am comfortable not going to the pub anymore because I still need to pay rent, bills and we are actually saving for a house and the wedding.” (Int. 1)

Additionally, her hospitality work provided her with greater financial stability and she could decline employment at schools where she had difficulties managing student behaviour.

“It's got other incomes and my partner also is there to support me if [sic] worst comes to worst. I don’t have to get this amount of money. I don’t have to, so I can quite happily say no to a school if I know it is going to be bad.” (Int. 1)

Even so, at times she was exhausted trying to manage two different jobs.

“It was hard to get up this morning after doing a double shift at the pub yesterday (Sunday) and not finishing until 10pm.” (Task 1)

As the year progressed Lexi was employed more regularly and was often “pre-booked”.

“I am generally averaging at least two days a week, so that is good. It is generally two, maybe 1.5, sometimes 3. It is good. It would be better if it was more. And I am also not getting rung up at 6.30 in the morning to come in I am being booked ahead which is nice so I don’t have to get that rush around.” (Int. 2)

Regular employment also seemed to generate more opportunities for work as Lexi discovered that she was sometimes employed for extra days as she was leaving the school. She thought she was asked as “she was there” and they asked her for convenience, “instead of ringing someone else” (Int. 2). Although she was employed more regularly, there were still times when there was no work available, such as “the two weeks’ school holidays and then the big summer holiday as well” (Int. 2). As a consequence, she continued to pursue full-time teaching positions for greater financial security.

“I want something I can rely on. In fact relief [casual work] can be so whimsical, so up in the air. Then you still have those blocks that you still don’t get paid at all because there are no jobs.” (Int. 2)

She continued to work in hospitality, even though this impacted on her personal relationships.
“I have been working at the pub at the nights and he has been working a bit later so he hasn’t got home by the time I leave. Yesterday I had a double, I worked relief during the day and the pub at night so I didn’t even get the chance to go home in between … I don’t like not seeing him for two days at a time. It makes it hard.” (Int. 2)

At the final interview in October 2014, Lexi had obtained two-day contracts at two different schools, making a total of four days per week. She therefore decided to stop working in hospitality during term time as she was finding it too difficult to manage both jobs.

School Employment Experiences

The following section describes Lexi’s experiences of casual teaching using data gathered during the three interviews and reflective tasks. These are presented framed by the sorting activity during Interview 2.

Lexi was provided with core activity statements generated from focus groups and asked to arrange them to reflect her experiences of casual teaching. Figure 9.1 shows Lexi’s arrangement of the core activity statements as well as her explanation for the positioning of the statements. Responding to this activity, Lexi used a linear arrangement showing some activities as equal, with a cluster of core activities all related to students. There was a space before ordering the remaining opportunistic and incidental activities.

When describing her classroom experiences, Lexi spoke mainly about managing student behaviour (“controlling the class”) and engaging students in learning (“engaging with students”). In her early days teaching, Lexi experienced some difficulties managing student behaviour and she recalled one particularly challenging time.

“I think it was my fifth class I think, and it was in a school I knew, so at least I had teachers I knew to help me out. And everyone was really nice and I managed to hold back my tears until I left the school because I didn’t want everyone to see me cry. It was just horrible, you know how you usually have one or two bad kids in the class
and you can control them. This class had six or seven of them and they just set each other off.” (Int. 1)

Figure 9.1 Lexi’s representation of her work as a casual teacher

Her major behaviour-management strategy relied on use of extrinsic rewards, although she noted this would be different for a regular classroom teacher.

“Because I am not there every day I can give them away willy-nilly, but if you are in your class every day you have got to make it a bit harder for them or otherwise the treasure box loses its power really.” (Int. 1)

For Lexi, managing students’ behaviour was linked with engaging the students as she saw these as interrelated. By the final interview, Lexi felt she was “pretty good at behaviour management now” (Int. 3), however she still thought students treated casual teachers differently.
“Especially with the relieving [casual teaching] because kids push the limits all the time. Constantly trying to see how far they can push the new relief teacher. You often having [sic] to yell at them.” (Int. 3)

She considered student attitude was related to her age and lack of experience.

“I come in and I am still 26, new out of Uni [University] and I make funny noises when I write on the board and I make a mistake, so I think they don’t look at me with that respect. I am not an old teacher who knows everything, I am just a young teacher who thinks she knows everything but doesn't know.” (Int. 3)

Lexi considered developing relationships with students as important, indicated by “developing relationships with students” being positioned in the second row in Figure 9.1, and she discussed the importance of strong relationships to assist managing student behaviour.

“You can’t teach them if they don’t like you and they aren’t going to listen. You can teach them but you teach them better when you have a good relationship.” (Int. 2)

However she noted that relationship-building with students was difficult when employed irregularly, but regular employment, on the other hand, provided opportunities to begin developing relationships with students.

As a casual teacher, Lexi had limited opportunities to experience “teacher work” as indicated by the gap between the core activities and the remaining statements in Figure 9.1, especially as the majority of her employment was on a daily basis. She rarely had opportunities to prepare meaningful work for students and at times found lesson plans left by classroom teachers difficult to follow.

“I have come in and just read a piece of paper that says what the kids are supposed to be doing. I might not understand the way that has been explained or it might be a topic that … I don’t know that in depth so to try and teach someone else something that you don’t really know and understand yourself.” (Int. 1)

On occasion she was able to plan her own lessons and found:
“You are much more comfortable teaching your own stuff for the fact that you understand wholly and completely and you know where you are going with it, you know what you want done, you know what you want it to look like in the end. Yeah it definitely makes a difference.” (Int. 1)

Additionally, opportunities to discuss lesson plans provided by the classroom teacher, resulted in a similar experience to planning the lesson herself.

“I had it all there in front and I had read through it and she had gone through all the activities, even if I forgot what we were doing I could just look at the page and go, oh yeah I remember.” (Int. 1)

Although she considered she was teaching meaningful lessons, as a casual teacher there were few opportunities to plan lessons.

Opportunities to engage with colleagues through “developing relationships with colleagues” and “collaborating with colleagues” were limited to non-teaching periods during the day. As such these were opportunistic activities, shown by the position of these statements in the fourth row in Figure 9.1. Initially she commented that regular employment provided some opportunities to develop relationships.

“Because I have been there more regularly I am getting more of a rapport with the kids and the teachers are chatting away at their lunch. You are getting a bit closer and more personal relationships I suppose … you definitely feel more at home when the teachers themselves are talking to you. Doing it on purpose, you are not just butting in their conversation, they are actually asking you a conversation. Definitely a much nicer atmosphere than being a strange person on the seat in the corner.” (Int. 1)

However when asked to reflect on developing relationships in Task 4 she wrote:

“Unfortunately as a relief teacher [casual teacher] you don’t tend to form relationships with the other teachers (at least not to the extent of catching up outside of school time) so you don’t end up with many teacher friends so you don’t get the chance to talk ‘teacher talk’ very often.” (Task 4)

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During Interview 2, she reflected on the difficulties of developing relationships with colleagues.

“You only develop a relationship if you are in there long enough to talk to the other teachers.” (Int. 2)

Although:

“There are certain schools where I do feel like I am part of their staff a little bit, because they all know my name and welcome me in the morning.” (Int. 2)

Despite gaining regular employment at two schools, in her final interview Lexi still considered her relationships with colleagues to be peripheral.

“I am still not there enough to form real friendships. I get along with all the teachers and they are all nice and helpful. They are amazingly helpful actually, but it is still not out-of-school friendship.” (Int. 3)

For Lexi, “engaging with the community” was an opportunistic activity as shown by the placement of this statement in row five in Figure 9.1 although her engagement mostly related to interactions with education assistants and parents. When considering her engagement with education assistants, she experienced challenges.

“One thing I find frustrating about this particular class is the education assistant! She’s there to help but I find she wants to run the classroom. The way she speaks to me is as though I’m a child sometimes … I was getting very annoyed with her as she was doing/saying things like this all day.” (Task 1)

When reflecting on this experience, Lexi felt that there was “no point” trying to change the dynamic, whereas if she was the regular teacher she would “address the issue” (Int. 3). Lexi considered that to be truly part of a community there needed to be relationships with parents, but she had limited contact with parents.

“The only time I speak with one of the parents is if one of them comes in expecting the normal teacher to be there and they hand in a form or tell me their kid was away yesterday because they were sick. I don’t really talk to the kids’ parents.” (Int. 2)
Her experiences with both education assistants and parents positioned Lexi on the periphery of the school communities. When specifically asked whether she felt part of a Community of Practice, she responded:

“As a relief [casual] teacher I don’t really become part of this community. Even at the schools I regularly relieve at I’m still not there enough to become a permanent member of the community. I don’t benefit from these communities as much as a regular full-time staff would.” (Task 5)

One aspect of “teacher work” that proved difficult for Lexi was “engaging with professional learning”. This was an incidental activity, as evidenced by the placement of this statement in row six in Figure 9.1. In the first year after graduating she had not completed any professional learning, although eventually she was invited to attend some at one of her regular schools.

“I actually got approached by the school I did my internship with. I was relieving [casual teaching] there last week. And they have offered for me to come along to a, not a proper PD, but like they are doing some extra learning by one of them who is more expert in a PA (a phonemic awareness program).” (Int. 2)

In contrast, after obtaining two short contracts, Lexi was participating in regular professional learning opportunities.

“The school I am working at at the moment, they have finally got me and there are a couple of other new graduates there as well, they are kind of getting us together and we are meeting every second week I think and we are going to be put into the PD that you have to do when you graduate, the Graduate Modules, so they are enrolling me and I am doing as much as I can while I am there. Which is good, finally.” (Int. 3)

Whilst Lexi had few opportunities to engage in formal professional learning, she also had limited engagement with informal professional learning, such as critical self-reflection. Whilst she acknowledged that, “the main thing that teachers should do is reflect on everything they do all the time”, the reality for her as a casual teacher was “when you are not doing it all the time you forget to reflect on what you have done” (Int. 3).

She considered that reflection was less important as a casual teacher.
You didn’t need to reflect because it didn’t matter. Every time you go to the school it is like a clean slate.” (Int.3)

It was only through her participation in this research that Lexi began to reflect on her practice.

“I am glad I did this because I have actually been able to look back on it and see how I have changed and you have made me reflect on things that I have done and made me think, ‘Why did I do that?’ So it’s good. It has been very helpful actually. Everyone should do this.” (Int. 3)

As a casual teacher, Lexi found “using assessments to plan learning” and “reporting on student learning” rarely occurred. As such these were peripheral activities, as indicated by her placement of these statements at the bottom of Figure 9.1.

Through her experiences as a casual teacher and reflecting on her practices during interviews and tasks, Lexi realised she made situational adaptations.

“You have to treat not just each school but each classroom differently. You can’t expect what works in one to work in another. You do end up changing persona a little bit. And with different year levels. Like with year 1s you are not going to be the same teacher you are with year 6s.” (Int. 2)

Additionally, casual work provided her with opportunities to observe a variety of other teachers and expand her skills.

“I get to see all the different ideas. Especially in classes where I regularly relief [casual teach] in, I see how they work and whether it actually works with the certain kids.” (Int. 3)

Unlike a regular classroom teacher, Lexi worked across both classroom and school communities. As a casual teacher she was exposed to a variety of experiences and modified her practice depending on the situation.
Lexi’s experiences within school communities had an emotional impact. Firstly, attempting to gain regular employment was a rollercoaster of emotions from “depressing” when she was unable to secure even casual work, through to “happy and exciting” when she gained work, especially on a more regular basis. Interactions with students could also be emotionally demanding. Lexi commented that it was “emotionally exhausting” particularly when experiencing difficult behaviour, which she conceded “dampens your spirit as a teacher”. However, when reflecting on her experiences she acknowledged that:

“How you go into class that day makes a difference in how the kids are going to behave. And how you feel at the end of the day as well, exhausted or happy.” (Int. 3)

Reflecting on her experiences assisted in understanding her impact on the classroom environment.

**Engagement with Professional Communities**

Lexi had limited engagement with professional communities and most of her engagement was informal. She had participated in some professional learning at her regular schools, although she did not appear to equate in-school professional learning with “proper” professional learning. Similarly, although she discussed teaching with her teacher friend; she did not equate this with engaging with the profession. In a more formal sense, Lexi was not cognisant of the requirements of continued teacher registration or the process of progressing to full registration.

“I had no idea what that was.” (Int. 1)

One requirement for continued teacher registration was engaging with professional learning, but Lexi was unsure how to access professional learning outside of school communities.

“I know it’s important and very useful for my line of work but to be honest I wouldn’t know where to go to sign up for one. I am guessing maybe the DET [Department of Education and Training] website? I know Scitech [a science discovery centre] do them but I don’t know if you have to be part of a school or group to sign up? The cost is also an issue. How much are they? Are they tax deductible? Does the education department pay for any of it?” (Task 3)
Although eventually Lexi was enrolled in the GTPLP (see Chapter 1), at the time of the final interview she had yet to complete any of the modules.

**Negotiation and Construction of Professional Identity**

Lexi’s professional identity could be described as “fluid” and was influenced by her experiences within school and professional communities. At times she felt like a “babysitter”, whereas on other occasions she felt like a teacher. These contrasting positions in identity resulted from her experiences and are explored in more detail in this section.

Whilst initially finding regular employment in 2013, this was not the case in 2014. There were no opportunities for Lexi to be employed as teacher during the summer holidays and this was followed by no available teaching employment for the first five weeks of 2014. This resulted in Lexi contemplating leaving the profession.

“Our three weeks ago I was ready to give up teaching.” (Int. 1)

However, after being employed for a few days teaching, she found herself moving between wanting more work and being satisfied working in hospitality.

“It was so terrible because I had just resigned myself to not having a job. It’s fine, I don’t really need one now anyway and now all these days of relief [casual] it has just made me more excited teaching again and now I am back to where I was before.”

(Int. 1)

Additionally, limited employment influenced her statement of “profession” when introducing herself to people.

“I don’t even say primary school teacher I say relief. Because if I say I am a primary school teacher people assume you are there every day Monday to Friday and you’ve got your own class.” (Int. 1)

Initially she described her teacher role as being a “babysitter”, as she was provided with worksheets to complete with the students.
“I felt like I was kind of, handing out worksheets. Like a glorified babysitter. And the classroom is not yours.” (Int. 1)

On the other hand, if teachers left lesson plans that appeared to be “an actual day’s work” (Int. 1), rather just worksheets, she saw herself as a teacher. Additionally, she felt valued when she had been specifically requested by a teacher and had been pre-booked “three weeks in advance” (Int. 1).

When exploring identity during Interview 2, Lexi was presented with key words or phrases regarding identity, generated from literature, and asked to arrange them to represent how she viewed herself as a teacher. Figure 9.2 shows Lexi’s arrangement of the identity words and phrases as well as her explanation for the positioning of the statements. Responding to this activity, Lexi used a linear arrangement showing how these words and phrases related to her sense of a teacher self.

![Figure 9.2 Lexi’s arrangement of identity statements](image)

*Figure 9.2 Lexi’s arrangement of identity statements*
Although Lexi used the term “babysitter” in Interview 1, during this second interview this word was placed quite low in her arrangement in Figure 9.2. However, Lexi felt as though she was on the periphery of the profession, partly because she did not engage in all aspects of teaching.

“I am not a ‘real’ teacher in the sense that I am not a full-time teacher in a classroom, so I don’t need to do a lot of the things that, like the reporting and using assessment to plan learning and stuff like that.” (Int. 2)

Despite Lexi seeing herself on the periphery of the profession, she still identified as “teacher”.

“I still consider myself a teacher, I teach these kids. Like I don’t consider myself a babysitter at all because I have always been left with work, so I have always had work to do to so I don’t sit around twiddling my thumbs.” (Int. 2)

Although she acknowledged that her identity:

“Sort of depends on the school and the class I am in as well.” (Int. 2)

It is interesting to note that Lexi perceived “teacher” being higher status than hospitality worker.

“I now tell people I’m a teacher now and I think it’s probably because I don’t want them to think I’m just a bar tender. I feel like I’m 26 years old and you’re a bit of a failure if you are still a bar tender.” (Int. 2)

Despite Lexi seemingly identifying as “teacher” during the second interview, her later response to Task 6 showed the fluidity of professional identity as she continued to negotiate and construct her professional identity.

“As a relief [casual teacher] though I didn’t really feel like a real teacher … just like it was a side job … a high-paying babysitting job at some schools … or like I was playing dress ups …” (Task 6)

She reflected on the difference when having the same class regularly.
“A teacher is someone who plans educational lessons, provides a supportive environment, and delivers meaningful education. I’ve just started working at a school two days a week. I’m in the same class every week with the same students. I’ve now started actually planning my own lessons so yeah I think I am starting to feel a little more like a teacher.” (Task 6)

In the final interview Lexi had a strong sense of the teacher she perceived herself to be. When presented images of teachers she connected with two images.

*Figure 9.3* Teacher image 1. From Zurijeta (2015). Retrieved from [www.shutterstock.com](http://www.shutterstock.com)

“This one because he has got a smile on his face and they have all got their arms in the air and it looks as though they are doing something fun. And it looks like he is asking a question and they have all got their hands up. They seem excited to be able to answer.” (Int. 3)

*Figure 9.4* Teacher image 2. From Iofoto (2015). Retrieved from [www.shutterstock.com](http://www.shutterstock.com)

“And this one is working at a small group with little kids. Smiles on her face and they all look as though they are on task. I think that is what I do.” (Int. 3)
Whilst her identity as “teacher” was linked to her engagement with students as mentioned above, it was also linked to interactions with colleagues. When having her ideas positively received by colleagues she commented:

“I give them a little idea and they think what a great idea ... And a lot of those ideas are ones I have actually picked up from classes I have relieved in.” (Int. 3)

She was invited to attend professional learning at one of her regular schools, and this inclusion in school community event contributed to a sense of competency.

“They obviously enjoy having me there. They think I am a good teacher, so, and they are wanting me to develop my skills more.” (Int. 3)

Lexi was still trying to align her personal identity with her professional identity. She saw herself as a trendy person and mentioned, “I’ve got tattoos man, and I’m cool” (Int. 3), but, she found that older primary school students perceived her as “some old fogey” (Int. 3). Lexi stated that her teacher identity was different from her personal identity.

“I have a teacher Lexi and normal Lexi. I behave differently and talk differently.” (Int. 3)

However, she saw a difference from when she graduated from university.

“It is definitely changing. When I first started, just out of Uni [University], I felt like I was, like I’ve got different clothes. I have got teacher clothes that I wear to school as opposed to clothes I wear normally. So I had this separate costume that I wore to school and I felt like I was like a little kid playing dress-ups. But not so much anymore.” (Int. 3)

Lexi felt that her participation in this research not only helped her reflect on her engagement with the profession but assisted in identifying her progress in her professional capacity.
Summary of Lexi’s Development of Identity within the ACoP Framework

Lexi’s negotiation and construction of a professional identity was influenced by her variety of experiences in school communities and her eventual access to professional communities through regular employment at two schools. The summary of her professional identity will be outlined within the ACoP framework as displayed in Figure 9.5. There were people who assisted Lexi gain access to school and professional communities, and therefore provided brokerage into school and professional communities. Within modes of belonging (engagement, alignment, and imagination), Lexi appeared to have a variety of experiences. She was afforded opportunities to engage with school communities and her imagined self as teacher appeared to be confined to school communities. There appeared to be limited alignment with either school or professional communities. Lexi appeared to have an expanded view of herself as teacher, but there was limited connectedness to school or professional communities. There were also limited opportunities to effectively enter the social world of either school or professional communities. Lexi’s experiences within school and professional communities influenced her trajectories of belonging, which resulted in a slight inbound trajectory into school communities, although casual teaching mostly positioned her at the periphery of professional communities. Her short-term contracts had potentially afforded her a slight inbound trajectory into professional communities.

Brokerage into school and professional communities

Lexi’s personal connections provided access to employment at two schools and therefore brokerage into school communities, as indicated by the word “brokerage” between personal and school communities in Figure 9.5. Firstly, contacts she had developed during her final Professional Experience provided her with some employment and a teacher friend provided access to another school community. Whilst these connections initially provided access to school communities they did not guarantee regular employment. Over time, Lexi eventually found two part-time contracts. As a provisionally registered teacher Lexi was provided membership of the broader professional community of teachers, although initially she had little engagement with the professional community by way of professional learning, or access to resources and events. However, towards the end of the study, brokerage into the professional community was provided through her connections within school communities. For example, one school where she had gained a part-time contract enrolled her in the
Figure 9.5 Representation of the ACoP for Lexi
GTPLP (as outlined in Chapter 1), although at the time of the research she was yet to start the program. Although contacts within her personal community provided brokerage into school communities, and provided opportunities for informal professional learning, as indicated by the word “brokerage” between personal and professional communities, Lexi did not appear to perceive this as accessing professional communities.

Engagement

For Lexi, there was engagement with school communities but limited engagement with professional communities, as shown by “engagement” written in bold but not underlined in Figure 9.5. Engagement with school communities varied depending on employment opportunities and was one of the major influences on Lexi’s development of professional identity. The sporadic nature of casual teaching made it difficult to fully engage with school communities and seasonal differences in employment resulted in times of no engagement, such as the beginning and end of school terms. For example, at the beginning of 2014 Lexi had no engagement with a school community for the seven weeks of summer school holidays followed by five weeks without teaching employment. Lack of regular employment at a school resulted in limited opportunities to develop relationships with students, colleagues and parents. However, when she eventually obtained regular employment she was able to engage more fully with school communities by developing relationships with colleagues and students. During the time of the research Lexi had limited engagement with professional communities and was confined to meeting with her teacher friend and engaging in school-based professional learning.

Imagination

Initially, it was difficult for Lexi to develop a strong imagined self as teacher, as she experienced long periods without employment as a teacher. As her main income was obtained in the hospitality industry her professional identity was more strongly connected to her role as hospitality worker. However, regular teaching employment and in particular obtaining short-term contracts was a strong influence on her imagined self as teacher. She was able to position herself within a school community, with a strong imagined future self as teacher, as shown by the emphasis of the bold presentation of the word “imagination” in Figure 9.5.
Even so, she seemed unaware of her position as teacher in regard to the regulatory requirements and the impact of this. An inability to provide evidence at a proficient level within three years could potentially exclude her from the profession.

**Alignment**

There was limited presence of alignment in school or professional communities, as indicated by the word “alignment” being written in grey in Figure 9.5. Lexi’s teaching experiences were aligned with some practices of a regular classroom teacher, but she was not afforded opportunities to fully participate in other aspects of teaching. As highlighted in Figure 9.1, Lexi considered her core activity to be that of engaging students in their learning, controlling the class and developing relationships with students. Other practices, such as preparing meaningful work were dependent on circumstances. Initially she found she was generally required to follow lesson plans provided by the classroom teacher, and although she considered she participated in teaching the lesson, this did not fully align with lesson preparation activities. More regular employment led to opportunities to plan some lessons; however, there continued to be limited opportunities to assess student work or report on their learning. At the end of her involvement in this research, Lexi had obtained two short-term contracts and began to plan work and assess student learning. These opportunities contributed to her perception that her practices were beginning to align to those of a classroom teacher. Lexi had limited opportunities to attend professional learning outside of school communities, and was unsure of her ability to fulfil the regulatory requirements for teachers and therefore had yet to align her practices within the broader professional community. When considering alignment with communities, Lexi was struggling to integrate her personal and professional identities, initially considering there was the “teacher Lexi” and the “normal Lexi”, highlighting the apparent disparity between these two selves. With regular employment it appeared that she was beginning to align these two identities.

**Expansiveness**

Despite her casual employment Lexi had developed an expansive view of herself as teacher, particularly in regard to school communities. She identified casual teaching as beneficial to broadening her experiences as she worked in a variety of schools and classes. With the initial
paucity of employment she investigated up-skilling in early childhood education, thereby maximising her teaching employability. She viewed herself as a teacher, and this might include teaching in a childcare centre. Although she had a variety of experiences, they were all confined to school communities, as shown by the bold emphasis in Figure 9.5. Outside of school communities and her teacher friend, Lexi did not appear to see herself as a member of the broader profession of teachers.

**Connectedness**

A strong professional identity involves creating deep connections with others in the community, and for Lexi there was limited connectedness with either school or professional communities, as shown by the word “connected” being written in grey in Figure 9.5. Initially irregular employment meant few opportunities to develop relationships; however, regular employment meant feeling somewhat connected to a school as she had begun to develop relationships with both students and colleagues. As a casual teacher, she had limited interactions with administrative staff or parents, although once she had obtained part-time contracts, Lexi began to develop relationships with parents thereby potentially strengthening her connectedness to these school communities. On the other hand, Lexi had limited experiences in professional communities outside of school communities and her teacher friend, and did not appear to have a strong connection to the broader community of teachers.

**Effectiveness**

There were limited opportunities for Lexi to effectively enter the social world of school or professional communities, as shown by the word “effective” being written in grey in Figure 9.5. Despite regular employment at two schools, she was still on the periphery of the school communities. It could be considered that as she developed relationships with students and colleagues she had entered the social world of the school; however, her limited interactions with administrators or parents, showed she was not a full member of the school communities. There was no interaction with the community outside of her employment and she had limited participation in professional learning provided by the schools. With no access to professional learning outside of school communities and her teacher friend, Lexi had limited interactions
with other teachers. She was not a member of any online professional communities or other professional teacher communities.

**Trajectories of belonging**

Lexi’s trajectories of belonging within school communities varied depending on experiences, as shown by both peripheral and inbound trajectories in Figure 9.5. For much of the time Lexi was on the periphery of school communities as she did not obtain regular employment or engage in all aspects of teaching. Although an outbound trajectory is in shadow, when Lexi was unable to secure employment as a teacher due to school holidays, she considered leaving the profession. On the other hand, regular employment eventually provided her with an inbound trajectory in two schools. Within professional communities, Lexi existed on the periphery. Her engagement with professional communities occurred with her teacher friend and then within school communities. Her access to professional learning had been confined to that offered at schools, although by the end of the research she had been enrolled in formal professional learning supplied by the Department of Education. Therefore she potentially had an inbound trajectory into professional communities. She was still unsure of the requirement of registration although she was hopeful that her short-term contracts would provide information and assistance regarding full registration procedures.

**Summary**

A key finding from Lexi’s journey was irregular and sporadic employment positioned her at the periphery of school and professional communities and it was only with regular employment and short-term contracts that an inbound trajectory was made possible. Lexi’s professional identity was fluid and ranged from “babysitter” to “teacher” depending on experiences. Although regular employment contributed to the construction of a “teacher” professional identity, Lexi continued to struggle to align her teacher self and her personal self.
CHAPTER 10

PHASE TWO: AMY’S JOURNEY
Introduction

The story of Amy’s journey is organised in six sections beginning with her personal context. Results related to accessing employment, engaging with professional communities and negotiating and constructing her professional identity, are presented in chronological order. Her school employment experiences are presented according to her arrangement of core teacher activity statements from Interview 2, using data gathered in all interviews and reflective tasks. The final section is a summary of Amy’s journey within the Adapted Community of Practice (ACoP) framework.

Personal Context

Amy completed a four-year Bachelor of Education (Primary) degree in 2012, after previously training as a mechanic for the Australian Navy. She was a mature-age student aged in her mid-40s, in a permanent relationship and had two school-aged children. She was in a financially stable position and had no other paid employment during the time of this research. Amy participated in a focus group in September 2013 and in Phase 2 in her second year after graduation. Interviews and reflective tasks were completed over the course of five months in late 2014 and offered an insight into her experiences as an early career casual teacher.

Accessing Employment

Amy had chosen to pursue casual work due to family commitments. Initially she worked at three different schools, but by March 2014 she was employed regularly at one school and was working “on average three days a week if not four” (Int. 1). She gained access to this school through her personal connections, as her children attended this school and she was also Chair of the School Board.

In her first year after graduation, 2013, she was given limited notice of employment and was rarely employed on consecutive days. However in 2014, she found that the majority of her employment was booked in advance and she was regularly asked to work consecutive days. She felt this was because she was “known” and had enough “experience” to be trusted to “do
it right”. Amy noted that in the future she would prefer to work with students with special needs and stated:

“I am going to try and get [casual] work in that area so that I can … be known in what is a fairly unique sort of area and it is quite a small community teacher wise.” (Int. 1)

As a consequence of regular, frequent employment Amy was struggling to find the time to explore this option. Whilst Amy was satisfied with casual employment at the time the research was conducted, she acknowledged that she would like to obtain more permanent employment in the near future. She perceived she needed “stand out from the crowd” (Int. 3) or “show that you are something different [from] the rest” (Int. 3) in order be considered for an interview and was unsure of her ability to do this.

**School Employment Experiences**

The following section describes Amy’s experiences of casual teaching using data gathered during the three interviews and reflective tasks. These are presented framed by the sorting activity during Interview 2.

Amy was provided with core activity statements generated from focus groups and asked to arrange them to reflect her experiences of casual teaching. Figure 10.1 shows Amy’s arrangement of the core activity statements as well as her explanation for the positioning of the statements. Responding to this activity, Amy placed a cluster of core activities related to students at the top of her arrangement. This was followed by a vertical linear arrangement of more opportunistic activities. The final two activities were positioned on an equal horizontal plane and were perceived as more incidental activities.

When describing her classroom experiences Amy spoke mainly about “developing relationships with students” and “engaging with students”, with managing classroom behaviour (“controlling the class”) as an overarching activity. These statements were positioned at the top of Figure 10.1 highlighting their importance, as she “spent six hours a day interacting with students and that is the centre of what a [teacher does]” (Int. 2).
Although initially concerned with managing student behaviour, by her second year teaching she realised that the “world would not fall down” (Int. 1) if students tested her boundaries. Regular employment assisted in managing student behaviour as “knowing the students [made] the process very smooth as it [removed] the unknown for the students” (Task 1) and she felt that the students treated her in a “similar way to their regular teacher” (Task 1).

Additionally, knowledge of special needs of students assisted her management of students. When a student with autism experienced difficulty managing the activities during a special event day, it was only that she “already had the background information which made it a lot easier to address the situation easily” (Int. 1). Amy commented that classroom management was an “overarching thing but should not be the aspect that students take away from the learning” (Int. 2).
Amy was more concerned with “building relationships and if [the students] felt safe and valued … that [would] reduce any behavioural issues” (Int. 2). As she worked regularly at one school, she developed relationships with students, and they were “familiar with you and there [was] some ground work that you [did] not have to put in every time” (Int. 3). Despite the school having “a certain element of transience” (Int. 3) in the school population, there was “a certain number of students who had experience with [her as a teacher] and that made it easier” (Int. 3). Through regular employment she had become “cognisant of many of the external issues affecting the students, such as family court issues” (Int. 3).

“Developing relationships with colleagues”, “engaging with the community”, and “collaborating with colleagues” were considered important by Amy, as shown by the placement of these words in Figure 10.1. These activities, whilst important, were more opportunistic and varied depending on circumstances. Initially Amy felt that she initiated conversations, particularly in relation to feedback on lessons. She “always [went] back and [had] a chat with them” (Int. 1) and these opportunities “helped clarify that the decisions [she] made were the right ones” (Task 1) and “help[ed] [her] gain perspective” (Int. 1). Regular employment contributed to her sense that she was “part of the team” (Int. 2) and she was able to meet with teachers to discuss the lesson plans, commenting:

“I spend half an hour talking to them about what we are doing and what they want done.” (Int. 2)

These opportunities contributed to a sense that she was collaborating with colleagues as she was able to develop introductory material for the lessons.

“I felt a lot more comfortable with the material because I had some input into the concept that was going to be taught.” (Int. 2)

She considered engaging with the community as important as engaging with colleagues, but “You are not technically part of the staff, you are just a casual employee” (Int. 1); however, she considered that “the community [was] always there” (Int. 2). Whilst she had strong connections to the school community, her complex relationship as parent, Chair of the School Board and teacher, influenced her engagement with the community. She felt that:

“Perceptions [were] important and [she] did not want the regular staff to think [she] was favoured as a [casual] teacher.” (Int. 2)
In Task 5 she was specifically asked if she considered she was a member of a Community of Practice. In response she wrote that she had made a conscious decision to be part of the community. She chose to “learn and share [her] limited knowledge and experiences with [her] colleagues” (Task 5) as she believed that this was what “builds a better professional practice for all” (Task 5). However, she perceived that there were barriers to full membership of the community as she was not included in all aspects of the community, such as professional learning days or social events.

Certain activities could be considered incidental, demonstrating that Amy’s experiences differed to that of a regular classroom teacher. This is shown by the statements “preparing relevant, meaningful work”, “using assessment to plan learning” and “reporting on student learning” positioned low in Figure 10.1. At times Amy felt that she was being used as a time for the students to “catch up” when learning had been interrupted due to such things as standardised testing. She stated that “the students needed to catch up on Spelling and this block was an opportunity to do this” (Task 1). She described another instance when she was employed to teach the students who had not been selected for the interschool sports carnival. She was expected to present academic lessons and was not able to negotiate an alternative sports-based day. She commented:

“Fine, just dump me in it … and they [the students] did not want to be there.” (Int. 1).

Most of the time lessons were provided by the regular classroom teacher and Amy’s opportunities for planning meaningful work were consigned to “looking at the structure and thinking about how [she] could improve it” (Int. 2). Although Amy usually planned some activities for the day these were usually designed “to fill the gaps” (Int. 2) in the day. Assessment of student learning for Amy was mainly “marking worksheets provided by the teacher” (Int. 2) and as such were “small scale” (Int. 2) assessment. Although opportunities to assess student learning were limited, Amy considered she performed formative assessment, “because you are looking at [the student] responses and understanding” (Int. 2) throughout the lesson. On the other hand, opportunities to develop summative assessments or reporting to parents were non-existent. Reporting was mainly “verbal reporting” (Int. 2) as a response to questions from either a parent or classroom teacher but “as a relief [casual] teacher you would [find it difficult] to [do] any formal reporting” (Int. 2). Amy did not have opportunities to experience the full range of teacher responsibilities.
When considering “engaging with professional learning”, this was something Amy had not yet completed and was not even an incidental activity.

“You don’t do the PDs [professional learning] and stuff. Although I did have a conversation with the principal who said we might be able to arrange something there, so I am going to have another conversation with them so that I can get included in these things and get some professional learning happening which is very very difficult when you are relief [casual teaching].” (Int. 1)

Despite this initial inquiry regarding attending professional learning, at the end of the research she had yet to complete any formal professional learning.

“I had this discussion with them a while back but nothing came of it. I don’t necessarily think it was intentional by them but people just get busy and forget, to be honest. So that’s where I am still, just starting to remind them again.” (Int. 3)

**Engagement with Professional Communities**

Amy experienced challenges engaging with professional communities. There was limited engagement with the DoE and difficulties accessing professional learning. When attempting to engage with the teacher registration body, she found it difficult to access information.

In order to obtain employment with schools in the government education system, Amy was provided with an employee number or e-number. This was the extent of her engagement with this professional community. Access to the secure section of the DoE website required a DoE email and Amy could not “access an email when working as a casual” (Int. 1). Therefore she could not find information regarding professional learning opportunities such as the Graduate Teacher Professional Learning Program mentioned in Chapter 1. She considered that individual schools and the Department of Education had “no legal requirement to assist casual teachers” (Int. 1).
Amy considered that professional learning opportunities were designed with the assumption that all graduates would be employed in some capacity other than on a casual basis. Despite regular employment, accessing professional learning was difficult for Amy.

“I have not engaged in any professional learning since I qualified. I feel cut off from professional learning avenues due to relief [casual] teaching.” (Task 3)

She was unsure how to access professional learning in any capacity and felt she was “not entitled to any professional learning through the Department [of Education]” (Int. 3). As a casual teacher, she was concerned with the “cost” of professional learning as she was “not earning very much” (Int. 3). Her inability to engage with the professional communities through participation in professional learning was problematic when considering she only had eighteen months to move to full registration.

“I am seriously questioning whether jumping though hoops is even going to get me where I need to be by the 8th December next year and whether I want to jump through those hoops. So it is a bit tricky at the moment.” (Int. 3)

Amy voiced her dissatisfaction with her experience of attempting to engage with the TRBWA. She found the lack of information on the TRBWA website “frustrating” as well as the registration process.

“I think the whole thing needs to be a lot more explicit. In your last couple of months of university, you have put your form into the TRB, just waiting on your results. You go to a couple of lectures on ‘This is what you do if you are looking for full-time work or a contract or whatever’ and relief teachers got a brief mention and nobody really says this is the exact deadline for this and this is the deadline for that. You need to keep in mind this three-year cycle, this five-year cycle. There is really nothing and the TRB doesn’t, it is not as though the information is not there but you have to dig because it is not really explicit.” (Int. 3)

Casual teachers needed to be able to provide exactly the same evidence of competency as a regular classroom teacher. Amy commented that the website stated that “It makes no difference whether you are a relief teacher or not the legislation binds them” and “being a
relief teacher is not an excuse for not fulfilling all the requirements” (Int. 3), although this was “virtually impossible as a relief [casual] teacher” (Task 8) within the seemingly “arbitrary” (Int. 3) time limit of three years. She felt that she had gained a variety of skills being employed on a casual basis; however, these skills were not valued. She stated:

“You are not valued unless you do this, this, and this. Even though you have this skill set we only value this skill set.” (Int. 3)

Her experiences attempting to engage with the TRBWA led her to conclude “society did not value relief [casual] teachers” (Int.3).

**Negotiation and Construction of Professional Identity**

Amy’s professional identity can be described as “fluid” and was affected by her experiences within both school and professional communities. She strongly identified as “teacher”, although she was beginning to see herself as a “specialist” casual teacher.

When reflecting on her early days working as a casual teacher Amy commented:

“The first day I got a phone call was terrifying.” (Int. 1)

In contrast, in her second year after graduation she was beginning to feel comfortable in her role as teacher.

“I am more confident in what I am doing. I’m approaching it a lot more differently than what I was a year ago and starting to think that maybe I can make a career, a second career of this.” (Int. 1)

At times Amy perceived she was on the periphery of the profession. For example, there were instances where her role was to ensure students were safe.

“Last day of term is much like that, it is really a duty of care sort of role, the kids are watching a movie all day. It is days like that it is a very different sort of structure.” (Int. 1)
There were also occasions when Amy was required to teach pre-primary, “which was not her area of specialty” (Int. 1).

In contrast, when arranging identity statements during the second interview, Amy placed “teacher” at the apex, as shown in Figure 10.2. She considered that she was teaching students and would change a provided lesson when she felt the students had not understood a particular concept being taught. For example:

“I did the lesson as laid out by the teacher … and I looked at the work sheets, looked at the discussions I had had with them that day and I could see that 60–70% of the class were not understanding it at all. So that was when I went back and I decided to completely ditch what she had planned for the next lesson and I went back and started from scratch and we went back and looked at it again from scratch” (Int. 2).

Amy was beginning to see herself as a “specialist relief teacher”.

“I have chosen to do exclusively [casual] work for a few years because it suits me but also by the same token it is not a fall-back option, I am still taking it very seriously.” (Int. 2)

Despite identifying strongly as a teacher, she did not consider her role at the school was the same as other teachers at the school.

“Anywhere that you walk in casually you are never part of the team.” (Int. 2)

Although, as a regular casual teacher, she considered herself more part of the team than casual teachers who were only at the school occasionally.

“I am not the only one who does a lot of relief work there and you are certainly looked on more as part of the team rather than casual casual ones who do a day here and there. The attitude is quite different.” (Int. 2)

Nonetheless, she sensed she was on the periphery of the teaching profession.
“You don’t have a department email and you don’t have information on when professional learning is coming up that sort of thing.” (Int. 2)

Although there were times when she felt more like a “babysitter” these occasions were rare.

“There are those days. It seems to be more lessons rather than whole days. The school I go to sometimes they have got a relief day for admin so they have a relief freed up where they don’t necessarily need someone to fill the seat but they have a day’s relief. So they will often use you around the school to give teachers some relief, which is DOTT [Duties Other Than Teaching] time for report writing or testing or whatever it may be.” (Int. 2)
Her strong sense of self as “teacher” continued throughout her involvement in this research. When reflecting on how she thought others perceived her in her teacher role, she wrote:

“I have regularly been given the same work to do with the class that would have been done if the regular classroom teacher was present. Parents have, on the whole, treated me the same as the regular classroom teacher is treated (and with the same respect). Parents have asked me about their child’s day including aspects of their welfare, behaviour and academic work.” (Task 7)

Amy considered her employment in a casual capacity provided her with a broad experience, which was not available during her professional placement.

“The experience you are supposed to get but you don’t necessarily get. You see so many different styles and so many different ways of doing things.” (Int. 3)

When asked if she identified with selected photos of teachers (see Chapter 4), Amy considered teaching was more than being in front of students in a classroom.

“I don’t have all that planning that other teachers have as a relief teacher but I still do my own planning. I do a fair bit of research. When I read the newspaper and there is an article by the education editor, I always read them and file them away. This is what is being said this week. It is possible it will come up in conversation or just in discussion with parents and that sort of thing. I guess lots of things make me a teacher and it is probably just how you approach everything.” (Int. 3)

Despite considering herself a “teacher”, Amy was “not sure that [she could] achieve [full registration]” (Int. 3) within the time limit, although she was not particularly concerned. If she was unable to remain registered she stated she “would just do something else related to education” (Int. 3).

**Summary of Amy’s Development of Identity within the ACoP Framework**

Amy’s close connections and engagement to one school community contributed to her negotiation and construction of a professional identity. However, her challenges in accessing the broader professional community of teachers also influenced her identity construction. The
summary of her professional identity will be presented through the ACoP framework as depicted in Figure 10.3. There were people who assisted Amy to gain access to school communities, and therefore provided brokerage into school communities, but there appeared to be little evidence of access to professional communities. Within modes of belonging (engagement, alignment and imagination), there appeared to be engagement and alignment with school communities, but not professional communities. Amy seemed to have an imagined self as “teacher” within the broader professional community of teachers but considered she may not be a classroom teacher without full registration. It appeared that Amy had an expansive view of her teacher self and had developed connections to a school community. As a casual teacher it appeared that Amy had limited opportunities to effectively enter the social world of school or professional communities. Her experiences influenced her trajectories of belonging, which resulted in both an inbound and peripheral trajectory into school communities. Within professional communities it seemed Amy had a peripheral trajectory with a possible outbound trajectory if she could not fulfil the regulatory requirements.

Brokerage

Amy’s personal connections provided brokerage into a school community as shown by the word “brokerage” between personal and school communities in Figure 10.3. She worked exclusively at her children’s school where she was also the Chair of the School Board. Her complex situation within the school meant that she was hesitant to ask for assistance accessing informal or formal professional learning. As a casual teacher she did not have access to the secure network on the Department of Education website and therefore had limited access to resources and events through this professional body. Therefore there appeared to be no brokerage into professional communities as shown by the shadow effect on the word “brokerage” between school and professional communities as well as personal and professional communities.
Figure 10.3 Representation of the ACoP for Amy
**Engagement**

For Amy, there was engagement with school communities but limited engagement with professional communities, as shown by “engagement” written in bold but not underlined in Figure 10.3. Regular employment provided Amy opportunities to engage with students, colleagues and parents at the school, although she had to negotiate her change of role from parent to teacher. Amy was able to develop relationships with students and colleagues due to her regular employment, and actively sought feedback from colleagues and administrators and reflected on her practice. Part of her engagement with the school community occurred through talking with parents in her capacity as teacher. Amy had limited engagement with professional communities as she did not have a Department of Education email, nor had she been able to access professional learning.

**Alignment**

Opportunities to align her practices with those of other teachers occurred in school communities but not in professional communities, as shown by the word “alignment” written in bold but not underlined in Figure 10.3. Due to regular employment at one school, Amy perceived lesson plans provided by teachers were designed to continue student learning rather than meaningless work. Whilst she had limited opportunities to formally report on student learning she provided feedback to the regular classroom teacher and she engaged in formative assessment throughout the lesson, adjusting the lesson as needed. Whilst Amy had not accessed formal professional learning, she continued her learning through personal research, which she considered an important component of teacher work. At the time of the research, Amy had not completed any formal professional learning and was concerned about her ability to provide evidence to fulfil all requirements of continued registration; therefore, she had yet to align her practices to those required in the professional community.

**Imagination**

Amy had a strong imagined self as “teacher”, regardless of whether she would be able to renew her registration, as shown by the word “imagination” being underlined but not written in bold. Although her preference was to be a classroom teacher, she was aware that this
would not be possible if she could not fulfil the registration requirements. However, Amy considered she would continue to work in some capacity as a teacher and saw this as a viable career. She considered teachers were constant learners and, despite difficulties accessing formal professional learning, Amy continued her learning through researching new ideas and reading articles related to teaching and education.

Expansiveness

It appeared that Amy had an expanded view of herself as “teacher” in both school and professional communities, indicated by the word “expansive” being written in bold and underlined in Figure 10.3. Amy considered that working in a casual capacity provided her with an expansive experience within a school community. She worked across year levels and had experienced specialist teacher work. Amy also considered she would pursue teaching students with special needs or engaged in education work outside of teaching in schools. Therefore it seemed she had an expansive view of teaching within the broader professional community.

Connectedness

For Amy, there was a strong connection to one school community, but limited connection to the professional community as shown by the bold emphasis but no underlining on the word “connected” in Figure 10.3. Her connectedness to the school included multiple roles in the school community—teacher, parent, and Board Chair—although at times her multiple roles made it difficult to negotiate her identity as teacher. As a casual teacher she did not have access to Department of Education secure website or professional learning and did not appear to have a strong connection to the broader community of teachers.

Effectiveness

There were limited opportunities for Amy to effectively enter the social world of school or professional communities, indicated by the word “effective” being written in grey in Figure 10.3. Regular employment at one school provided Amy with the opportunity to develop relationships with students and she was able to effectively interact with students across the school. Whilst she had developed relationships with colleagues, she was not included in
professional learning opportunities, nor was she invited to social events outside of the school. She did not request access to professional learning or social events due to her multiple roles at the school, as she did not want the appearance of favouritism. At the time of the research Amy had not engaged socially with the broader professional community of teachers outside of the school community.

**Trajectories of belonging**

Amy’s trajectory of belonging within school and professional communities varied depending on experiences, as shown by peripheral, inbound and outbound trajectories in Figure 10.3. Amy had an inbound trajectory within a school community due to her strong connection and engagement, and regular employment. However, she did not participate in all aspects of teacher work, such as reporting, assessment and engaging in professional learning, thereby positioning her at the periphery of the school community. Provisional teacher registration provided Amy entry into the professional teacher community, although her limited engagement with professional communities positioned her at the periphery of professional communities. Amy was not sure that she could fulfil the requirements of full registration; therefore potentially she had an outbound trajectory from the profession of teaching.

**Summary**

A key finding from Amy’s journey was although regular employment at a school provided her with an inbound trajectory into school communities, her limited professional learning opportunities positioned her at the periphery of the professional community. Amy’s professional identity was fluid and she had an expansive view of herself as teacher, special needs teacher or educator outside of school communities, depending on opportunities made available to her.
CHAPTER 11

PHASE TWO: CHLOE’S JOURNEY
Introduction

The story of Chloe’s journey is organised in six sections beginning with her personal context. Results related to accessing employment, engaging with professional communities and negotiating and constructing her professional identity are presented in chronological order. Her school employment experiences are organised according to her arrangement of core teacher activity statements from Interview 2, using data gathered in all interviews and reflective tasks. The final section is a summary of Chloe’s journey within the Adapted Community of Practice (ACoP) framework.

Personal Context

Chloe completed a one-year Graduate Diploma in Education (Secondary) in 2012. Prior to enrolling in the Graduate Diploma she was employed as a scientist but changed careers after the birth of her first child. She was a mature-age graduate in her early 30s and was in a permanent relationship with two children. She was in a financially stable position and tutored high school Mathematics and Science in addition to casual teaching.

Chloe chose casual employment due to family commitments and had worked as a casual teacher since 2013. During this time she took maternity leave after the birth of her second child. She identified casual teaching as family friendly as it allowed her to “not work some days” and even when she was employed, she commented that at the end of the school day:

“I don't have any work, any preparation, any marking, anything so when I am finished the day I know I am finished and then it is just the kids.” (Int. 1)

Although Chloe perceived casual teaching as being “family friendly”, due to the age of her children casual teaching resulted in some difficulties arranging childcare. Chloe had organised two regular days of childcare and felt she could not commit to more regular childcare days due to the sporadic nature of casual teaching. She was fortunate though, as her childcare provider was not fully subscribed and “casual childcare” could be organised on an additional two days. This flexibility in childcare arrangements resulted in Chloe being available for teaching four days per week. This arrangement proved to be beneficial as much of her employment had been on her flexible days rather than her regular childcare days.
Chloe participated in both phases of this research. Her initial participation in a focus group occurred in September 2013 and at that time she had been employed at four different schools, on average three days per week. The interviews and reflective tasks of Phase 2 were completed over the course of three months in early 2015, her third year after graduation.

**Accessing Employment**

Chloe had worked as a casual teacher since graduation. Her initial method of gaining access to school communities in 2013 was providing local schools with her Curriculum Vitae. This strategy resulted in regular employment at four different schools. After a break for maternity leave, Chloe decided in 2015 to only approach the two schools where she worked most often. She contacted two schools rather than one as her prior experience suggested there was usually a scarcity of work in Term 1.

“I was told there wasn't much work around in first term, so that's why I put my name down at both schools.” (Int. 1)

Whilst Chloe contacted two schools, she found most of her employment was confined to one school. This school tended to contact her by 7.30 in the morning and the early notice gave her time to organise childcare. Childcare was not available on Wednesdays, therefore she was unable to accept week-long blocks of work.

“The fact that I don’t ever work on a Wednesday that means I don’t ever get that block.” (Int. 1)

This showed that Chloe continued to negotiate the personal–school boundary as she sought regular employment.

Access to employment was enhanced by her subject specialisation: Mathematics and Science. She found that schools preferred employing “Maths and Science teachers to cover Maths and Science and other subjects they are not so fussed about” (Int. 1). Her subject specialisation contributed to her success in gaining regular employment at one school.
School Employment Experiences

The following section describes Chloe’s experiences of casual teaching using data gathered during the three interviews and reflective tasks. These are presented framed by the sorting activity during Interview 2.

Chloe was provided with core activity statements generated from focus groups and asked to arrange them to reflect her experiences of casual teaching. Figure 11.1 shows Chloe’s arrangement of the core activity statements as well as her explanation for the positioning of the statements. Responding to this activity, Chloe grouped activities into a row of core activities related to engagement with students. This was followed by a row of opportunistic activities related to planning learning activities for students. The subsequent row included by opportunistic activities related interactions with colleagues. Two statements were separated from the others as they were incidental activities.

When describing her classroom experiences Chloe gave equal importance to managing student behaviour (“controlling the class”), “engaging with students” and “developing relationships with students”, as shown in the placement of these statements in Figure 11.1. She considered that students treat casual teachers differently from their regular teachers:

“Because you aren’t their teacher, you don’t have that long-term reward and punishment strategy available. They know you are just there for that lesson.” (Int. 2)

However, finding strategies to engage students in their learning assisted in mitigating inappropriate student behaviour.

“I would try and find something in the lesson at the start to have them see me as someone who will teach them a lesson rather than spend the next hour trying to control them.” (Int. 2)

Regular employment at one school gave Chloe opportunities to begin to develop “relationships with the students” (Int. 2) and have the students regard her as a “teacher”.

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Figure 11.1 Representation of Chloe’s work as a casual teacher

She considered engaging students to be particularly important when teaching outside her area of specialisation as she was “less able to assess whether [the students] were able to go ahead with the task they had been set” (Int. 2) when it was not a Maths or Science class.

“If it is a subject that I don't know, I would put engaging students even higher because then I am relying on them to be doing the work and I can't really look at it and see how they are doing. I think I would spend more time then really walking around, circulating around the class a lot, asking them to describe what they are doing and why they are doing it and having a conversation with them about the work, rather than teaching it.” (Int. 2)

Chloe considered her ability to manage student behaviour and engage students in their learning had changed during her first few years teaching. When reflecting on her early days of teaching she stated:
“I just think because you are straight out of Uni [University] and it is quite overwhelming when you get those 32, 33 classes and they are just not listening to you. So you go in the classroom and it is just not working and then not talking to anyone and then it just more and more becomes fighting for control of the class you know and letting it build like that instead of trying to teach and going through that way … I think earlier on I would say it was, I would see it as I was trying to keep the class under control and if any teaching happened it happened on the side but it was lucky or they were a nice class.” (Int. 3)

Although she had developed a variety of classroom management strategies she still felt that student behaviour was different for casual teachers. This was despite her regular employment and knowledge of school behaviour management policies and procedures:

“I would feel that because I am still coming in as a relief [casual] teacher you still get that student attitude that they are not going to get the same repercussions that there would be for the classroom teacher so they can still, I don’t get really, I rarely get really bad behaviour which I got at the beginning, like jumping out of their chairs and running around and stuff, but I’ll still get slow working and chatting and having to come around and try and get them on task. But because it is much lower level misbehaviour and I am able to actually teach, then it just works together.” (Int. 3)

Chloe considered this difference in student behaviour was partially due to her intermittent participation with individual classes.

As a casual teacher, Chloe’s opportunities to “plan relevant, meaningful work” or “use assessment to plan learning” varied and as such were opportunistic activities and placed in the second row of in Figure 11.1. As a secondary teacher, Chloe generally found that lesson plans were provided although she found that she changed the way she approached delivering lessons provided by the teacher. Initially, she found that when work provided consisted of completing worksheets it was difficult to engage students in the learning.

“As soon as I was giving them a worksheet … they would just rip up the worksheet and jump around. It was the first time for a long while that I really felt as though I was losing control of the class you know.” (Int. 1)
A contributing factor was her lack of knowledge regarding student abilities.

“A lot of them I don’t think they actually had that skill set to sit and read a worksheet and then look for the answer or read a block from the text book.” (Int. 1)

Taking ownership of the lesson and finding the teaching moments resulted in the lessons becoming more meaningful for the students.

“That is when I really started to introduce a few things rather than just getting them to read text. Maybe to read that first bit to your partner and look for the answer to the first question. And really break the lesson up a lot more into bits, into manageable chunks. Rather than entering at the start of the hour and say here is your text to read and here are your questions. So making sure I was directing the flow of the lesson and I was making it manageable for them.” (Int. 1)

Chloe noted that when students were just handed a worksheet they identified it as “busy work” yet when the same worksheet was “turned into a proper lesson” it was seen as “something they were doing as part of their unit of study” (Int. 1).

Her ability to make lessons meaningful varied depending on the subject area. Specialist subjects such as Information Technology, Art, Music and Physical Education classes were problematic as Chloe had “no skills” in these curriculum areas. If the set work was finished quickly, Chloe “did not have anything” she could do with the class. This contrasted with lessons within her area of specialisation.

“With Science and Maths … I do have a strong idea of what they are doing, why they are doing it and what it is going to. And you can build on that. If a lesson finished early I could do something to extend it on because I know where it is going onto. And that is much harder with subjects you don’t know.” (Int. 1)

It was also more difficult if the provided lesson was considered “busy work” by the students, such as watching videos. In some instances the students had “seen them all” (Int. 1) and saw no relevance in watching the videos again. Another example was covering an Art class, when the teacher had been absent for a long period of time.
“The students start to realise that you have no idea where this is heading. That it is just drawing another picture or finishing off a collage and they think in their heads that normally they wouldn’t have two weeks to finish a collage off.” (Int. 1)

Opportunities to plan meaningful work and use assessment to plan learning also varied depending on the employment context. When teaching a class on a singular occasion, it was more difficult to interpret the lesson plans.

“I don’t really know what the teacher has covered. So first it is trying to work out what that is and then how much help is needed. When they are having particular issues with a part of it is it because it hasn’t been covered or the teacher thinks that everyone has understood it and they haven’t.” (Int. 3)

In contrast, when teaching the same classes on consecutive days, Chloe was able to build on knowledge from previous lessons.

“I know what I have done so I can start the class with a review to check that it is all in place and then I can build on what is done and build it in to the next lesson. So then it doesn’t feel as though everything is out of the blue. I am just grabbing something, if it is a one-off relief lesson I am just coming in and grabbing something out of the air and trying to say oaky this is how you do it. Whereas if I know they have got some understanding then it allows it to be a much more structured lesson. And when I have had a class for a few days in a row, you know I was able to build in better activities.” (Int. 3)

Teaching the same classes for several days provided Chloe with the opportunity to engage in planning learning activities she presented to the classes. She considered that this gave her the opportunity to deliver appropriate activities, which contributed to her sense of imagined self as competent teacher.

The focus of “reporting on student learning” changed over time for Chloe and she placed it in the third row in Figure 11.1. When reflecting on her initial instances when employed at a variety of schools, covering classes for multiple teachers, Chloe found she provided limited constructive feedback to the classroom teacher.
“When you have a class and they just don’t get much work done, you don’t really feel like or I didn’t feel like I could say that. Because it made me feel like I was incompetent. So in my note to the teacher I would say they were okay, even if they had been hanging off the ceiling, unless there was something that you couldn’t avoid letting lie.” (Int. 1)

Her initial concern with providing feedback was to appear competent in order to continue to obtain employment. However, after attending the Graduate Teacher Professional Learning Program (as discussed in Chapter 1) she developed a deeper understanding of the importance of effective reporting on student learning for the regular classroom teacher.

“I have just done that Module Three which is the assessment standard, it has definitely improved or added value to what I am doing in the classroom, absolutely. In terms of I just have a more clear idea of what ideas of how to do mini-assessment in the classroom and so I am able to do checks and then I think on top of that, I mean I am not making a magic box, I am more able to see which students have the concept and which do not and so I am able to focus on the ones that haven’t and re-teach the concept in a different way. Which I could do in the space of a lesson if I can see that they haven’t got that or haven’t got that background skill.” (Int. 2)

Furthermore, she identified providing specific feedback to the regular classroom teacher a part of effectively participating with colleagues.

“I guess because I feel as though I am achieving more I can say I think that they got this but I am not sure if they got these concepts. From what I did they seemed to get this but you might want to go over that. So instead of talking about behaviour I am talking about specific content things which I would be happy to say to their face or a note and from that if I had a group of students that really wouldn’t work I would talk to the teacher about that because I wouldn’t feel like that I was incompetent by talking to them. I would say they were not engaging and I tried to get them to but it didn’t work. So I wouldn’t feel like I was an incompetent teacher but like I was having a conversation with a colleague about how to improve how I get these students to work.” (Int. 3)
Regular employment provided Chloe opportunities to engage with colleagues and align her practices with those of the school, and engaging in “teacher work” contributed to an imagined self as competent teacher.

“Collaborating with colleagues” was an opportunistic activity rather than a core activity, as highlighted by the placement of this statement in the third row of Figure 11.1. Once employed regularly at a school, Chloe discovered that her colleagues in the Maths and Science departments treated her as a teacher and she was able to collaborate with them in teaching the Maths and Science content.

“I am quite close with the maths and the science teachers at the school at LL, then I think, because they know that and know your skills, they know it is not just relief or babysitting. So they will give you content to, actually real content to teach and move on with.” (Int. 2)

Continued regular employment deepened the collaboration.

“The key thing from a colleague point of view is to really be teaching for at least a short period. I don’t think it has to be a long period but long enough that you talk about how the class is going with them so you have that real content conversation and pedagogy but linked to the content. What I mean is I have got a maths class and I am talking to the maths department about okay this isn’t really working, so pedagogy wise it just doesn’t seem to be clicking with this topic. It is that real conversation— not sure that ‘real’ is the correct word—but the actual teaching progression type conversation. How to move the class forward is how you can get that change in thinking how they are looking at you.” (Int. 3).

She found that she had started to feel a sense of belonging and felt “valued” by her colleagues.

“Developing relationships with colleagues” was challenging as a casual teacher and this statement was placed in the third row of Figure 11.1. Chloe found that early in her teaching she had not developed any relationships with other teachers, which led to feelings of isolation.
“Early on, before I did get to know people more at LL … when I didn’t have any close relationships to teachers at the school and was really feeling isolated and on the periphery and really didn’t know how to progress.” (Int. 2)

Regular employment, however, assisted Chloe in developing relationships with colleagues, which contributed to her decision to continue seeking employment at that particular school. Although she felt valued by the school community she did not have a sense that her absence would be noticed.

“That is the nature of relief [casual] teaching so you’re not as much a part of the school as a permanent teacher is … I do feel like when I am there that they do value what I do and I am happy that I am made feel part of the school … But at the end of the day I do also think you are also a relief [casual] teacher and when you are there you are there and when you are not there it is not necessarily going to be noticed. There will be another relief teacher there.” (Int. 2)

In addition to developing relationships with colleagues, school administrators had a role in making Chloe feel connected to the school. She found that some casual teacher coordinators put great effort into making casual teachers feel welcome.

“He tries to make all the relief [casual] teachers really feel part of the school and he’s the one who has got us in, he comes in and gets the relief [casual] teachers sitting with others at lunchtime. I don’t mean he takes you by the hand but he tries to be there at lunchtime and calls you over to sit with people. When I first started going in that made a big difference to other schools.” (Int. 1)

Whilst Chloe appeared to be connected to the school community and engaged with both students and colleagues, she had limited opportunities to interact with parents and felt “quite separate” from them. Although with regular employment at one school she seemed to have an inbound trajectory, there were some instances where she continued to feel on the periphery of the community.

Chloe considered that “engaging with the community” and “engaging in professional learning” were incidental activities as shown by the separation of these statements in Figure
11.1. Although she thought these activities were important, they were not part of her daily work.

Engagement with Professional Communities

Chloe’s experiences within professional communities varied depending on the context. She was a member of a professional association, and attempted to engage with the DoE. Eventually she was able to access professional learning through the GTPLP, although she was still unsure if she would be able to fulfil the requirements of ongoing registration.

Initially, Chloe attempted to engage with professional communities through membership of the Science Teachers’ Association (STA). As a science teacher she felt this connection would assist her engagement with the profession. However, participation in professional learning through the association did not align with her needs as a casual teacher. She found that this professional community engaged in discussion that was related to science content, but she found that this was,

“Not particularly relevant to my relief [casual] work as I am not currently in a position to control the content I teach.” (Task 3)

Whilst she identified with being a science teacher, it was difficult to participate in an effective way with the STA as it did not align with her experiences as a casual teacher.

Another professional community Chloe attempted to engage with was the Department of Education. This professional body provided early career teachers with access to specific training, designed to assist with their transition to full registration. Initially, Chloe experienced difficulty accessing the GTPLP, as she did not have a department email address.

“A really big problem for me as a relief [casual] was that I couldn’t get on to the Department of Education website. And so I couldn’t see when the training was, it wasn’t that I didn’t want to do it.” (Int. 1)
She was informed that she could request an email from her regular school employer, however, this was problematic as she was “quite hesitant to ask too much of a school because you are not employed by them” (Int. 1). Eventually she was given access to a department email through her regular school and was able to access the GTPLP, which assisted in feeling part of the community of teachers.

“It was just the first time I had had the opportunity since graduating to sit with other teachers talking about it and you know just that, because I had just been doing relief [casual teaching] I wasn’t less valid in what I was talking about and asking and I suppose the stuff that they were doing didn’t seem less applicable to me. I think that it just, I suppose I felt more validated as a teacher or identified more as a teacher or something along those lines.” (Int. 3)

Access to the Department of Education email provided access to other resources on the secure section of their website.

In one sense the GTPLP acted as a professional community of early career teachers. Prior to accessing the program, Chloe experienced difficulty finding opportunities to discuss pedagogy with her colleagues. It was after discussing methods of teaching with other graduate teachers that she took ownership of the lessons provided to her as a casual teacher.

“If they had had a worksheet or something to do, I might have just given them the worksheet, now before I go to the class I will have a read through the worksheet, or if they have a textbook I will make sure I have read it. As much as possible, sometimes time gets away from you, but as much as possible I have read. And yeah start them off with something, even if it is a brainstorm on the board about what they already know or you know where they are going. So really just run it like a proper lesson.” (Int. 1)

Chloe identified specific ways that engaging with other early career teachers contributed to her development as a teacher.

“The modules were relevant in a number of key areas.

1. They provided a wide variety of immediately useable strategies for engaging learners even in my capacity as a relief teacher.
2. They provided an avenue for networking with other graduate teachers
3. They provided direction for moving forward with the Standards and collecting evidence for them
4. They provided direction for obtaining information post-course, in particular relevant government documents/websites.” (Task 3)

Once she had the opportunity to engage with others through this professional learning she felt connected to the broader teaching community.

“Prior to completing the first Graduate Module I would say I felt quite separate from the teaching community generally. I did not feel I had colleagues to discuss my practice with and generally relied on self-reflection to improve my classroom management and pedagogy.” (Task 5)

Engagement with this professional community provided a sense of connectedness and expansiveness with the broader community of teachers. The opportunity to meet with other early career teachers provided Chloe with the chance to effectively participate in the social world of teachers and was empowering.

The TRBWA was established to ensure all teachers in Western Australia were proficient and all early career teachers begin on the periphery of this community through their provisional registration. Chloe found the process of fulfilling the Teacher Registration Board requirements for full registration quite daunting and at times she believed it would be an impossible task.

“The times I spoke to the TRB [TRBWA] were probably the lowest moments honestly because after speaking to them I just thought I don’t think I can do it. I don’t think I can get these boxes ticked, you know.” (Int. 1)

Her concern with fulfilling the registration requirements related initially to the number of teaching days required.

“Because I am still a graduate, you still have to be doing your hours. It is quite a lot, the 100 days I thought would be quite easy but I am only just at it now and I have worked a fair bit … I have worked pretty consistently for probably 2 1/2 years and I am just at the 100 days now.” (Int. 1)
There also seemed to be a lack of information available for casual teachers.

“When I was talking to people at the TRB [TRBWA] it seemed like nobody knew what we need to do. Nobody knew what evidence you had to collect, how much you needed to collect, or there was just nothing. Besides saying you had to collect it, there was nothing there to say what it was or what it should be.” (Int. 2)

At times Chloe was unsure if she would be able to fulfil the registration requirements in order to continue teaching.

“There were a great number of times prior to this year when I seriously questioned whether it was possible to meet the Standards from a relief position and considered leaving teaching. I still need to submit my evidence to the TRB [TRBWA] and if I am not successful in transitioning to ‘proficient’ then I will certainly have to reconsider where I will be in 5 years.” (Task 8)

To continue to participate in the teaching community, full registration was required after three years, and if Chloe was unable to complete this she would not be able to continue to participate in the teaching community.

Attempting to fulfil the registration requirements produced negative emotions for Chloe. She felt “pressured” to complete all the requirements and the difficulties she experienced finding information led her to feel “isolated”. However, as she had been able to access the GTPLP this feeling of isolation seemed to have disappeared.

**Negotiation and Construction of Professional Identity**

Chloe attempted to construct an identity as teacher through her experiences within communities of practice. Her journey demonstrated the fluid nature of identity construction, which was influenced by her experiences in classroom, school, and professional communities. The majority of the time Chloe considered herself a “teacher” although on occasion a particular lesson seemed more like “babysitting”. These different identities are explored in more detail in this section. She had a strong imagined self as teacher, although this did vary depending on whether she was teaching within her area of specialisation.
Initially Chloe felt on the periphery of the teaching profession as she had limited access to information and professional learning available to other early career teachers. When she first started teaching she was unable to access information on the secure section of the Education Department website or the Graduate Teacher Professional Learning Program. However, regular employment resulted in one school facilitating access to an Education Department email, which allowed her to “access the department website” which had “made everything a lot easier” (Int. 1). She was able to retrieve information available to all teachers in this professional community (teachers employed by the Education Department of Western Australia). This included admittance to the Graduate Teacher Professional Learning Program, which provided Chloe opportunities to discuss teaching with other early career teachers and encouraged critical reflection on her practice.

“I think taking ownership of the lessons as much as possible, even if it is just writing down a couple of notes saying how I want to manage the lesson, even if that is all I have time to do. It has just made such a difference. To me personally it makes me feel like I am teaching a lesson, as opposed to just babysitting the class.” (Int. 1)

When exploring identity during interview two, Chloe was presented with key words or phrases regarding identity and asked to rank them. Her arrangement and explanation, presented in Figure 11.2, provided the platform for discussion regarding her identity.

Whilst Chloe considered herself a teacher, there were times when she felt she was more of a “babysitter” or “just a relief”.

“When I have got that IT [Information Technology] class or the other day I had a photography class, then it is just providing relief. I have no more skill than the students do in that area so in that respect it is more ‘just a relief’.” (Int. 2)

Despite her lack of content knowledge when teaching outside her area of specialisation, Chloe commented:

“I would find generally with that I do try to be more than a babysitter.” (Int. 2)
In contrast, when teaching within her area of specialisation Chloe had a sense she was more of a “specialist relief [casual] teacher”.

“I have got teachers that I know really well. Then I know that they will expect me to teach the lesson and that is why I have got specialist relief there. Connecting with other teachers made a huge difference to feeling part of the profession and also to see where I was at, even though I was just doing relief [casual teaching] was not really much different to where they were at as well.” (Int. 2)

Regular employment at one school where she had developed relationships with colleagues and students contributed to this construction of a teacher identity. Furthermore, teaching within her area of specialisation provided opportunities to engage in “teacher work”, further contributing to a construction of a teacher identity. Her connections with colleagues within the school community influenced her imagined self. Within this particular school she identified as being valued by her colleagues and that her practices aligned with theirs.
Opportunities to interact with other early career teachers also impacted on her professional teacher identity. Participating in the Graduate Teacher Professional Learning Program provided Chloe opportunities to engage with other early career teachers. These interactions enabled her to discuss her practice with colleagues, which influenced her perception of herself as a teacher.

“They seemed to be having the same behavioural difficulties, the same things I had gone through as well in terms of learning how, improving teaching. They were all going through the same process. It did make you feel like a teacher going through the graduate modules … and even the ones with full-time jobs, their confidence was no higher than mine.” (Int. 2)

Chloe realised her experiences were not significantly different from the experiences of other early career teachers, regardless of their employment status.

A further contributor to the construction of Chloe’s professional teacher identity was the realisation that she would be able to fulfil the regulatory requirements for continued teacher registration.

“Theyese graduate modules really changed, especially that first one. It really changed where I was at and how I viewed it. I think before that, looking at the evidence I had to get I thought I don’t think I can even do that. I don’t know whether it is even worth going on because I don’t think I can get the evidence. And when they started to discuss that at that first graduate module, I thought I can do that. I am doing that. So it made a really big difference.” (Int. 2)

Professional teacher identity was also explored in Task 6, when Chloe was asked to reflect on whether she considered herself a teacher. She stated that teachers had two roles: assisting students learn the content, and managing the classroom; therefore, as she performed both these roles, she felt she was a teacher.

“I think I am a teacher because I actively carry out both the above roles in the majority of the classes I provide relief for; even those not in my subject area. There are still some occasions in which I am unable to assist students with the content.
However, even in these classes I will still actively manage the class to ensure learning is able to occur. For instance, I would still explicitly set the objectives for the lesson, monitor student progress against those objectives and use peer-to-peer teaching where possible to move students past content blocks.” (Task 6)

Chloe had a strong sense of the teacher she wanted to be and identified with the following image of a teacher presented in the final interview.

![Image of a teacher](www.shutterstock.com)

*Figure 11.3 Teacher image 2* (Iofoto, 2015) Retrieved from www.shutterstock.com

“I would say mostly that one with the reason being and that is mainly with relief. No that is probably what I would do anyway. But mainly I spend as little time as possible at the front of the classroom. Generally I would give, I would try and, no matter what they are doing I would try and keep my bit really brief, as far as possible. And then the rest of the time I am able to circulate around and see how they are going and giving close attention where I can. And then from that if need be, turning back to the whole class if needed.” (Int. 3)

She no longer equated lack of employment with her abilities as a teacher.

“I do know that I do get called first. If there was a week or so that I didn’t get called I would not think ‘Have I done something wrong?’ I would just think there was not much relief [casual employment] around.” (Int. 3)

Chloe indicated that in her first two years teaching she was unsure that she would continue teaching in the long term.
“I really wasn’t talking to other people, not other relief [casual] teachers, not other teachers so really I wasn’t enjoying it and I don’t think I have discussed this with you before. Even in that first year I did other work as well, I went back to my old job for a while. And honestly at that time I don’t think I could say I would have stayed with teaching.” (Int. 3)

However at the end of her participation in this research Chloe saw herself as a teacher in the long term.

“In 5 years I see myself working full-time at a local high school teaching Science and Maths. I have had a number of different careers but now really only envisage myself teaching.” (Task 8)

Chloe’s professional teacher identity was fluid and changed depending on particular teaching experiences. Occasionally she considered she was a “babysitter” or “just a relief teacher” when she was required to teach outside her area of specialisation. On the other hand when teaching Mathematics and Science she considered herself a teacher, especially as she was well known at the school and provided with lesson plans that required specific teaching skills. She felt she would be able to fulfill the regulatory requirements to continue teaching.

Summary of Chloe’s Development of Identity within the ACoP Framework

Chloe was employed regularly at one school, which also assisted her entry to the broader professional community of teachers. Her experiences at the time of this study within both the school and professional communities influenced the negotiation and construction of a professional identity. The summary of her professional identity will be presented through the ACoP framework as depicted in Figure 11.4. There were people who assisted Chloe gain access to school and professional communities, and therefore provided brokerage into school and professional communities. Chloe appeared to exhibit engagement and alignment with school and professional communities and seemed to have an imagined self as “teacher” within these communities. It seemed that Chloe had developed connectedness to both school and professional communities and had constructed an expanded view of herself as “teacher”. Casual teaching, however, provided limited opportunities to effectively enter the social world.
of both school and professional communities. Chloe’s experiences within school and professional communities influenced her trajectories of belonging, which resulted in inbound trajectories in school and professional communities, although at times she considered she was still a peripheral member of school communities.

**Brokerage**

Chloe’s personal commitments impacted on her ability to access employment in school communities, as shown by the word “brokerage” between personal and professional communities in Figure 11.4. She required early notification of employment in order to arrange childcare, and the absence of childcare on occasions meant that she was unable to accept week-long employment. Despite this limitation, Chloe was regularly employed at one school. Through this regular contact she was able to broker access to professional learning at the school and through the Department of Education, as indicated by the word “brokerage” between school and professional communities. Chloe had joined the Science Teachers’ Association, a professional teaching community, represented by the word “brokerage” between personal and professional communities.

**Engagement**

Engagement occurred within both school and professional communities as indicated by the word “engagement” being written in bold and underlined in Figure 11.4. Chloe had regular engagement with one school community and her regular employment provided opportunities to develop shared meaning and practice with other members of the school community. She had opportunities to discuss pedagogy with colleagues and had developed strategies to effectively engage students in their learning. Within professional communities, Chloe was a
Figure 11.4 Representation of the ACoP for Chloe
member of a professional teacher association and had participated in the Graduate Teacher Professional Learning Program as well as professional learning at the school.

Alignment

Chloe was able to align her practices with both school and professional communities as depicted by the word “alignment” being written in bold and underlined in Figure 11.4. Due to her sustained engagement with one school community, she had opportunities to observe other teachers, participate in professional learning opportunities presented at the school, and reflect on her teaching practices. She had aligned the teaching practices in learning areas outside her area of specialisation with those used in her specialisation area. Regardless of whether she had the opportunity to plan lessons or deliver prepared lessons, Chloe considered that she was teaching the students. Whilst she considered that students often behaved differently for casual teachers, her knowledge of school policies and practices enabled her to align her practices to those of the school. Due to her participation in the Graduate Teacher Professional Learning Program, Chloe felt she was able to align her practices to those expected for continued registration, as she had been provided with information regarding evidence needed for full registration. She considered that she was able to gather the required evidence from her practices.

Imagination

Chloe had a strong imagined self as teacher in both school and professional communities, as shown by the bold and underlined emphasis on this word in Figure 11.4. She considered she was engaged in teaching regardless of the subject area. Chloe thought that in five years she would still be teaching, with her own classes. As she considered she would be able to fulfil the regulatory requirements of continued registration, this contributed to her perception of self as “teacher”.
**Connectedness**

Chloe appeared to have developed strong connections with one school community, which also provided connectedness to the broader professional community, as shown by the word “connected” being written in bold and underlined in Figure 11.4. Regular employment had made it possible for Chloe to develop relationships with her colleagues and to begin developing relationships with students. Her commitment to the school community had provided opportunities to attend professional learning at the school, deepening her connection to the school. Chloe’s strong connection to the school and the relationships she had developed with administrators resulted in the school ensuring she would be able to gather all the evidence required for continued registration as a teacher. They had brokered connection to the broader profession of teachers through enrolling her in the Graduate Teacher Professional Learning Program.

**Expansiveness**

Chloe had an expansive view of herself as “teacher” in both school and professional communities, indicated by the word “expansive” being written in bold and underlined in Figure 11.4. Chloe’s experiences teaching both within and outside her area of specialisation in secondary education had provided her with an expanded view of herself as “teacher”. She was able to use skills and strategies across curriculum areas and in a variety of situations. Her connection to other members of the teaching profession through membership of a professional teacher association as well as participating in professional learning with other early career teachers had provided her with an expanded view of herself as a teacher.

**Effectiveness**

Chloe’s casual status impacted on her ability to effectively enter the social world of school and professional communities, denoted by word “effective” being written in grey in Figure 11.4. Whilst Chloe was invited to social events outside of school, she still perceived that she was not a full member of the school community. If she was not at school she did not consider that colleagues would be concerned about her wellbeing; rather, they would assume that she was not needed that day. In this sense she had only partially entered the social world of the
school. Chloe’s participation in formal professional learning provided her with some entry into the social world of professional communities, as had her membership of a professional teacher association.

Trajectories of belonging

Chloe’s trajectories of belonging within school and professional communities varied depending on experiences, as shown by peripheral and inbound trajectories in Figure 11.4. Regular employment at one school had provided Chloe with an inbound trajectory in that school, although there were some aspects in which she was a peripheral participant. She was a member of the community on the days she was employed but this was still dependent on the needs of the school. There were also differences in trajectories within the school. She considered she was part of the Mathematics and Science departments, whereas in other departments she was a peripheral member. Chloe’s ability to fulfil the regulatory requirements of registration led to an inbound trajectory within the professional community.

Summary

A key finding from Chloe’s journey was that regular employment at one school and participation in the Graduate Teacher Professional Learning Program had provided her with an inbound trajectory into both school and professional communities. Although Chloe’s professional identity was fluid, she viewed herself as “teacher” despite her casual employment. She was able to integrate her personal identity as “mother” with her professional identity as “teacher” and “scientist”.

CHAPTER 12

DISCUSSION
Introduction

This research set out to investigate the experiences of early career casual teachers (ECCTs) in Western Australia, focusing on their negotiation and construction of professional identity in multiple communities of practice. The purpose of this chapter is to discuss the findings of the study, drawing on and referring to the Adapted Community of Practice (ACoP) as a guiding framework for analysis. A key finding is the important role that relationships play in brokering access to school and professional communities and in ECCTs negotiation and construction of teacher identities. This study also highlights the emotional aspects of ECCTs’ experiences of teaching. For ECCTs, accessing employment, interactions with students and the process of fulfilling regulatory requirements evoke an emotional response that contributes to professional identity formation.

To provide some context for this discussion, it should be noted that the complexity of professional identity negotiation and construction for ECCTs was compounded by the casual nature of their employment. Some ECCTs needed to navigate multiple school communities, as well as engage in additional employment, which for some led to multiple professional identities. Like all early career teachers, ECCTs are required to fulfill the regulatory requirements of the teaching profession but some ECCTs encountered difficulties managing this process. They were also in the process of attempting to integrate their personal and professional identities, which has been considered an important component of professional identity construction (Alsup, 2006; Farnsworth et al., 2016).

The ACoP framework, presented in Chapter 3, provides a useful lens with which to understand the process of identity negotiation and construction as ECCTs interact with multiple communities. To assist in contextualising the findings within this model, key words from the framework are written in italics, such as the modes of belonging—alignment, engagement and imagination—as well as professional identity qualities of connectedness, expansiveness and effectiveness. These modes of belonging and qualities of strong professional identity are key components of the original Community of Practice framework (Wenger, 1998, 2000). If professional identities are negotiated and constructed within
personal, school and professional communities of practice as shown in Figure 12.2, access is required as the starting point of engagement.

Figure 12.1 The Adapted Community of Practice (ACoP) framework

Relationships Providing Access to Communities

The relational aspect associated with gaining access to both school and professional communities was a new insight that emerged from this study. Previous research on casual teaching has suggested that casual teachers, and particularly ECCTs, experience difficulties accessing work (Bamberry, 2011; Brock & Ryan, 2016; K. Jenkins et al., 2009). Whilst this was affirmed by this study, results also suggested that relationships assisted in gaining access to both school and professional communities. This section begins with a discussion of access to school communities, and then access to professional communities.
Accessing school communities

Access to employment was one of the major challenges for casual teachers in general and was particularly challenging for ECCTs as newcomers to the profession. Relationships developed with members of a school community appeared to increase the possibility of employment, although this had not been noted in previous literature regarding casual teachers. Although the most common strategy for accessing employment was providing a curriculum vitae to schools, with 18 out of 21 participants in this study using this strategy, it did not necessarily lead to employment. In this study, the most successful strategy participants used for gaining employment was through relationships within their personal communities, and is shown by the word “brokerage” between personal and school communities in Figure 12.1. For some participants access was provided through close personal relationships. For example, Amy gained employment at her children’s school, Lexi’s teacher friend requested her when absent, Alexis was recommended by her teacher mother-in-law and Fran was recommended to schools by her friend who was a deputy principal. Whilst family and friends could be considered “insiders” in personal communities, as per Wenger’s (1998) framework, personal communities also included more peripheral members, as outlined in Chapter 3. For some ECCTs, mentor teachers and school administrators from their professional experience schools became peripheral members of their personal community. In this sense the relationships developed during professional experience assisted ECCTs gain access to these school communities as teachers, as was the case for Jaz, Amy, Betsie, Lexi, Karyn, Jade and Michael. Although the importance of relationships in gaining employment has not been emphasised in previous research regarding ECCTs, this was similar to the findings that principals preferred to employ casual teachers already known to the school (Crittenden, 1994). It might be that opportunities to demonstrate competency during professional experience assisted ECCTs in their pursuit of employment as literature suggests that schools value competency and flexibility in their casual teachers (Charteris et al., 2015; Junor, 2000). Therefore, with the increasing number of early career teachers beginning their professional working lives as casual teachers, universities could highlight the importance of developing relationships with colleagues and administrators in schools for pre-service teachers during their final professional experience.
It should be noted however, that despite personal relationships providing brokerage into the school community, regular employment might not eventuate. Research suggests that lack of control over work hours results in casual teachers often experiencing financial instability (Bamberry, 2011; Junor, 2000). This study supports the idea of financial instability of casual teaching, as 14 out of the 21 participants (66%) had additional employment outside of teaching. Early career teacher attrition has also been linked to lack of regular employment (Dupriez et al., 2015; Mayer et al., 2014). In this study, Michael was unable to secure sufficient regular employment as a teacher and was increasing his hours of alternate employment, which he considered might affect his availability for teaching work. This was a valid concern, as Bamberry’s study (2011) suggests that schools require casual teachers to be flexible, which might not be possible with additional employment. The impact of additional employment may warrant further investigation.

**Access to professional communities**

Relationships also appeared to be an important component in gaining access to some formal professional communities. The assistance of personal connections is shown in the ACoP framework in Figure 12.1 by the word “brokerage” between personal and professional communities. This section discusses access to a variety of professional communities, such as information on the secure websites of employment bodies, formal professional learning communities, and the broad professional community of teachers through ongoing registration and online professional communities.

Employment bodies, such as the DoE could be considered to be a professional community, and their secure website has resources such as professional learning opportunities and policy documents (Department of Education, 2017). At the time of this study, the website required a login using a DoE email which was not easily obtained by casual teachers. Personal relationships however, afforded some participants access to the secure portal. For example, Michael’s partner, an education assistant, had access to information and resources on the secure website and shared this knowledge with Michael. Alexis was able to access some resources on the secure DoE website through a family member, her mother-in-law. Relationships also assisted Chloe in gaining access to the DoE’s secure website, but this was
through the relationships she had developed with administrators in one school community. She was given a DoE email, which then gave her full access to the DoE resources. Many forms and information related to additional teaching requirements, such as mandatory reporting, first aid requirements and links to resources regarding teaching students with special needs were stored on this secure section of the employment body website. Lack of access might constrain ECCTs from staying informed about policy changes. There was a scarcity of research related to the assistance offered to casual teachers by personal connections, although there is some evidence that early career teachers’ personal communities provide assistance in sharing resources and providing emotional support (Papatraianou & Le Cornu, 2014). Assistance in accessing resources was particularly pertinent in regards to accessing professional learning opportunities. Amy specifically mentioned the difficulties she faced finding information about professional learning as this was stored on the DoE secure website and as she did not have a DoE email address could not access this information. Amy’s experience supports Colcott’s (2009) findings that 74% of casual teachers indicate that their reasons for not accessing professional learning was lack of information about professional learning opportunities.

Findings from this study suggest that although access to formal professional learning opportunities was difficult for ECCTs, developing strong relationships within school communities assisted some participants to gain access to professional learning. This is shown by the word “brokerage” between school and professional communities in Figure 12.1. There were several avenues where formal professional learning was available, although access might have been challenging. One participant, Chloe, had developed strong relationships at a school and was invited to attend several in-school professional learning sessions. The school also provided her access to the GTPLP, which was described in Chapter 1. This professional learning program, designed to assist early career teachers, was only accessed by five of the 21 participants who were afforded access by their connections to a school community. Regular employment, however, did not guarantee access to professional learning. Amy had strong connections to a school community, but she felt inhibited in requesting support due to her complex situation as parent, Chair of the School Board, and casual teacher. Whilst some participants were able to access the GTPLP, Chloe and Lexi were the only ones who had participated in school-based professional learning. The lack of opportunities to access professional learning communities has been reported in other research, suggesting that all
casual teachers face challenges accessing professional learning (Bamberry, 2011; Colcott, 2009; Lunay & Lock, 2006). Participants commented that they did not know how to access relevant professional learning and had neither time or funds to attend professional learning. This was unsurprising as these reasons for lack of participation have also been reported by Colcott (2009). Whilst lack of access to professional learning is a concern for all casual teachers, it can be considered more problematic for ECCTs as opportunities for professional discussions are particularly important for early career teachers in order to conceptualise and negotiate roles and identity (Haddy, 2009; Hsieh, 2010; Morrison, 2013b). In addition, access to professional learning is vital for ECCTs as, at the time of this study, full registration required completion of 60 hours of professional learning (TRBWA, 2014). This study, therefore, highlights the need for schools and employment bodies to assist ECCTs access professional learning, although it appears that this is more readily available once ECCTs have been able to develop relationships with colleagues and administrators within a school community.

This study provides evidence that developing strong relationships with school communities assists ECCTs fulfilling the regulatory requirements of full registration. The connection between teacher registration within the professional community and school communities is indicated by the word “brokerage” between school and professional communities in Figure 12.1. In Australia, in order to teach in schools, even in a casual capacity, teachers must be registered with the relevant teacher registration body in their state. Access to the formal regulatory professional community is granted to ECCTs as part of their provisional registration, which then provides access to employment in school communities. As explained in Chapter 1, the transition from provisional registration to full registration requires certain conditions to be met. At the time of this study, all early career teachers were required to teach for 60 days and have completed 60 hours of professional learning within three years (TRBWA, 2014), as well as provide evidence of competency for all of the Standards set by the AITSL (2012). This study highlighted some of the challenges faced by ECCTs in achieving ongoing registration. There was only one participant, Chloe, who was close to completing the regulatory requirements and this had been expedited by her strong connections to a school community and the relationships she had developed. She was employed regularly and had achieved the minimum number of teaching days and had participated in sufficient professional learning. Her strong connection to one school
community meant that she felt able to seek assistance in accruing evidence of proficiency in assessment and reporting and the school provided her with a short-term block of work to facilitate this. As Chloe was nearing the end of her provisional registration period and was very aware of the necessity to complete all the requirements, this may have been the impetus for seeking assistance, but it was the relationships that helped this process. Prior to the support provided by a school, she found accessing information difficult, even when contacting the registration board. Amy also experienced the lack of easily accessible information and at the time of the research she was unsure if she would be able to fulfil the regulatory requirements, particularly as she had been unable to access any professional learning. Lexi also seemed unsure of how to approach fulfilment of ongoing registration; however, at the end of her participation in this study she obtained a short-term contract and it appeared that the school was providing assistance in navigating the process. Therefore, it seemed that the relationship she had as an employee provided her with continued access to this professional community. Interestingly, the three participants in their first year of casual teaching, Michael, Briana and Hugh seemed unsure of the requirements needed to progress to full registration. As they still had at least two years to achieve this it may not have been an immediate concern for them. Whilst fulfilling the regulatory requirements is necessary for all teachers, it appears that ECCTs face particular challenges in this area. These challenges have not been explored in the literature and this is possibly because the requirement to provide evidence of achievement of all standards is a fairly new phenomenon, as a time limit on provisional registration has only existed since 2011 (Teacher Registration Act 2012 (WA)). Access to professional learning communities is of particular importance in these times of increasing accountability and the regulatory requirements for ongoing teacher registration.

**Relationships in School Communities**

The relational component of professional identity negotiation and construction was highlighted in this study. Developing relationships with students, colleagues and parents emerged as an important component of developing a sense of belonging to school communities, through the mode of engagement. This in turn contributed to developing the qualities of connectedness and effectiveness of a strong identity.
Relationships with students

Attempting to develop relationships with students emerged as an important component of “teacher work” for ECCTs in this study. Although, the importance of developing relationships may have emerged as participants were specifically asked about their relationships with students (see Appendices H and I for details of questions). It appears that developing positive relationships with students reduces instances of inappropriate student behaviour.

In both phases of this study, participants indicated that they placed great emphasis on developing relationships with students. Participants in Phase 1 mentioned a variety of strategies used to develop these relationships including learning students’ names, finding out about their interests and talking to students during break times. Fielder’s (1991) findings indicate that casual teachers who experience less challenging student behaviour personalised their interactions with students by using names, and it is interesting to note that this strategy was used by several participants. These relationship-building strategies provide opportunities for engagement between students and ECCTs in a socialising manner rather than a teaching manner. In Phase 2, participants were asked to arrange “teacher work statements” to show their perception of their work as a casual teacher. Participants perceived “engaging with students”, “controlling the class” and “developing relationships with students” as their core activities, although this may be related to their limited opportunities to participate in other “teacher work”. The importance placed on developing relationships with students contrasts to other research regarding casual teachers, including ECCTs. When considering student–teacher interactions, a majority of research suggests that casual teachers found managing student behaviour to be the most significant challenge (Bontempo & Deay, 1986; Duggleby & Badali, 2007; Lunay & Lock, 2006; Wood & Knight, 1989). Managing student behaviour was noted as the key concern for ECCTs as well (K. Jenkins et al., 2009; McCormack & Thomas, 2005; Pietsch & Williamson, 2007), but the possibility of ECCTs developing relationships with students is a new contribution. The qualitative approach used in this study might have provided a more nuanced understanding of student-teacher interactions and the focus on relationships rather than behaviour management has provided an opportunity for this possibility to be explored.
Whilst participants acknowledged the importance of developing relationships with students, the depth of student-teacher relationships for ECCTs varied depending on employment context. The fragmented nature of some participants’ employment resulted in student-teacher relationships being surface level relationships or “daily” relationships. Similarly Pietsch and Williamson (2009) note that due to teaching multiple classes in several schools, ECCTs experience more difficulty developing relationships with students. In contrast, for ECCTs who had regular employment, there were opportunities for deeper relationships with students to develop. For example, Amy, Catherine, Fran and Chloe considered their regular employment at one or two schools contributed to students considering them to be “just one of the teachers” at the school. Deeper student-teacher relationships were also evident when ECCTs returned to a class where they had completed their professional placements, such as Lexi and Jade, who found the already developed close relationships with the students continued when they returned to the school. Therefore, from the ACoP framework perspective, it can be considered that engagement with students as a mode of belonging to a community provides opportunities to develop strong connectedness to students, which contributes to effectiveness in entering the social world of the classroom.

Whilst student-teacher relationships for ECCTs have not been explored previously in research regarding casual teachers, the importance of student-teacher relationships has been reported in research on teacher identity. It is acknowledged that the early career stage is a key time of professional identity negotiation and construction (M. L. McKenzie, 2005; Pearce & Morrison, 2011). Part of forming a stable professional identity for teachers is related to developing relationships with students (Day, Kington, Stobart, & Sammons, 2006). Therefore, student-teacher relationships are important for all early career teachers including ECCTs. Whilst the findings from this research provide a more nuanced understanding of ECCTs’ experiences of interacting with students, further research is required into this relational component of ECCTs’ work.

**Relationships with colleagues**

There are three key findings from this research concerning the experiences of ECCTs in developing relationships with colleagues. Firstly, occasions to develop relationships with
colleagues depend on employment opportunities. Negotiating the social and political school environment is also challenging for ECCTs, particularly staffroom interactions. Finally, relationships between ECCTs and colleagues differ to that of full-time or contract teachers.

Developing relationships with colleagues was dependent on opportunities to engage with staff in both informal and professional contexts. Participants found interacting with colleagues challenging when employed for the first time, or with sporadic employment. In part this was due to a lack of time to interact with colleagues as they had extra supervision duties (Alex, Jaz), or were busy planning work for students (Lulu). These findings support K. Jenkins et al.’s (2009) study, which shows a link between irregular and sporadic employment and difficulties developing relationships with colleagues for ECCTs. Casual teachers being given extra supervision duties therefore limiting opportunities to engage with colleagues is noted in the literature (Cleeland, 2007; Lunay & Lock, 2006; McCormack & Thomas, 2005). Whilst this might be the usual experience for casual teachers, extra supervision presented particular challenges for ECCTs as their sporadic employment might occur partly because they had yet to develop relationships within a school community. In contrast, regular employment assisted ECCTs to develop relationships with colleagues, particularly if they were able to obtain sufficient employment at one or two schools as was the case for Amy and Chloe. As noted by Jade, Chloe, Michael and Briana, developing relationships with colleagues took time and regular employment provided repeat opportunities to engage in informal conversations, as well as professional discussions regarding pedagogy. This finding is not surprising as other research suggests that it is regular employment at one or two schools that enables ECCTs to start building relationships with colleagues (K. Jenkins et al., 2009; McCormack & Thomas, 2005). Taking these factors into consideration, the importance of developing relationships with colleagues while on professional experience and continuing to engage with colleagues from university could assist ECCTs feel part of the teaching profession.

The social and political environments of schools differed and impacted on the ability of ECCTs to develop relationships with colleagues. Regardless of employment regularity, participants noted differences in school environments. Some school environments were welcoming and friendly, even on the first encounter, making it easier for ECCTs to begin
developing relationships with colleagues. In contrast, other school environments did not appear friendly or welcoming and were more difficult spaces in which to develop relationships. Where possible, participants’ decisions on accepting or declining employment were based on the school environment. This is similar to the finding of K. Jenkins et al. (2009), who suggest that ECCTs may avoid returning to unsupportive schools if at all possible. One key place where supportive and unsupportive school environments were evident was the school staffroom. Staffrooms were difficult spaces to navigate, with tacit understandings regarding seating and access to tea and coffee existing. Some participants (Fran, Alex and Jane) found it easier to sit on their own, or stay in the classroom, partially because they did not want to make mistakes they felt might impact on future employment. Michael, on the other hand, considered break times an important opportunity to make connections in order to secure additional employment, even though he did not enjoy making “small talk”. Whilst Pietsch and Williamson (2009) suggest that ECCTs met with resistance when attempting to engage with staff even informally, the comments by Fran, Alex and Jane suggest that this may not be the whole story. Due to the tacit understandings that are not made explicit for ECCTs, they may be hesitant to interact with staff for fear of negatively impacting further employment. Charteris et al. (2015) suggest that regardless of the reason for “mistakes” occurring, ECCTs are often deemed at fault. This might be the reason that some ECCTs were reluctant to engage in staffroom socialisation. As positive staff relationships are considered vital for early career teachers’ resilience (Johnson et al., 2014), schools therefore have an important role in assisting ECCTs develop relationships with staff and providing a positive supportive environment.

Regardless of opportunities to develop relationships with colleagues, these relationships were not congruent with relationships between regular staff members of a school. Despite regular employment at one or two schools, Lexi, Amy and Chloe considered the relationships they had developed with colleagues were different than regular staff members. For example, they were not invited to social events outside of the school, which is consistent with the findings of Pietsch and Williamson (2009). However, Chloe also commented that despite her relationships, colleagues did not enquire after her health or her children’s health if she had not been at the school for several days. Her perception of this situation was that as a casual teacher, colleagues would assume that her absence was because her services were not needed. So, despite her relationships with colleagues she was not an “insider” in the community.
Whilst it might not seem that developing relationships with colleagues was vital for ECCTs, as they could be employed at multiple sites, literature suggests that social interactions between early career teachers and colleagues are an important component of professional identity negotiation and construction (Barkhuizen, 2016; Kuteyi, 2013; Pearce & Morrison, 2011). Although this relational component is not a new concept, considering the ACoP framework, it is these relationships that appear to provide the possibility of an inbound trajectory into a school community and possibly the broader professional community of teachers.

**Relationships with parents**

This research provided some insights into ECCT-parent relationships. It became evident that ECCT–parent interactions differed between secondary and primary teachers, as to be expected. Secondary teachers Catherine, Olivia, Alex and Chloe rarely encountered parents on school grounds and therefore had not developed any degree of relationship with parents within the school community. In contrast, primary teachers, particularly those working in early childhood classes (such as Jaz, Trixie, Alexis and Fran) often interacted with parents as they brought their children to the classroom. Opportunities to develop relationships with parents assisted primary teachers Michael and Amy feel connected to the school community and positive comments from parents promoted a sense of competency in their teaching. In contrast, Lexi’s opportunities to interact with parents were limited and contributed to her sense she was on the periphery of the community. Developing relationships between teachers and parents has not been explored in research concerning ECCTs. However, there is literature that suggests it is important for early career teachers to develop relationships with parents in order to feel a sense of belonging to a school community (Aspfors & Bondas, 2013). As shown in the ACoP framework, *engagement* with the school community contributes to a sense of belonging and parents are part of the school community. Whilst it might be difficult for secondary ECCTs to develop relationships with parents as parents rarely visit schools, primary ECCTs would benefit from instigating interactions with parents as a way of beginning to develop relationships with them.
Negotiation and Construction of Professional Identity

Five key themes emerged in this study concerning negotiation and construction of ECCTs’ professional identity. Firstly, the theme of integrating personal and professional identity arose, which was to be expected as it has been acknowledged that personal and professional identities are interconnected (Alsup, 2006). For ECCTs, there might be also be multiple professional identities, due to multiple professions from previous employment or additional employment to counteract financial instability. Next, the potential ECCT professional identities made possible through interactions within school communities, as early career teachers negotiate how they view themselves and how they are viewed by others through their experiences in learning communities (Horn et al., 2008). The influence of professional communities on ECCTs’ professional identity negotiation and construction also emerged, as professional identity is influenced by government policies (Day, 2011). The final theme was the emotional component of professional identity for ECCTs. This discussion focuses mainly on the findings from Phase Two, where professional identity negotiation and construction was the focus.

Integrating personal and professional identity

Findings from this study indicated that there were some tensions as well as accords between personal and professional identities for ECCTs. Lexi struggled to integrate her personal identity as a “cool person” with the perceived professional identity assigned her by students as “old”. She also commented that there was the “teacher Lexi” and the “normal Lexi”. The use of the word normal seemed to indicate that the teacher Lexi was not part of her normal persona. This disequilibrium between personal and professional self has been shown to cause difficulties negotiating and constructing a professional identity in early career teachers (Cook, 2009). However, for Lexi, her difficulties integrating her personal and professional identity may have been exacerbated by her limited employment as teacher and therefore restricted opportunities to construct her professional identity as teacher. Hugh commented:

“I go around feeling as though everyone has a badge and they know what they are the badge is vocation and career or employment. I feel that I do not have that badge.”

This indicated that he was struggling with integrating his personal and professional identities as he did not consider that he had a professional identity as yet. In contrast, for some
participants (Amy, Chloe and Brianna) casual teaching provided a more harmonious integration of their professional identity with their identity as “parent”, due to the flexibility casual teaching provided. Although Alsup (2006) contends that personal and professional identity are intertwined, for ECCTs who are still negotiating a professional identity this integration may take time. With more opportunities to construct her professional identity, Lexi may be able to integrate her personal and professional identities and Hugh may develop a professional identity, but time limitations precluded further investigation. There is a paucity of research regarding ECCTs and professional identity and further investigation may provide insight into how ECCTs integrate their personal and professional identities.

**Integrating multiple professional identities**

It appeared that some participants had multiple professional identities. For some this was related to having additional employment and for others it was related to retaining professional identities from previous careers.

For some ECCTs the lack of financial stability due to sporadic employment caused them to seek additional employment. Although participants in Phase One mentioned alternative employment, multiple professional identities were only explored during Phase Two. Additional employment caused tension for Lexi who, due to the seasonal nature of casual teaching, had no teaching employment for more than eleven weeks, and at that time perceived herself to be a hospitality worker rather than a teacher. Although her hospitality work provided more stable employment, she considered being a teacher was higher status and as she obtained more regular teaching employment preferred to say she was a teacher rather than a “bar worker”. The concept of status of casual teachers is evident in other research; however, this has been related to casual teachers considering they had a lower status than their full–time colleagues (Bourke, 1993; Cleeland, 2007). When considering Lexi’s situation, though, her desire to be seen as a teacher rather than bar worker could be considered as part of her professional identity negotiation as teacher as this was how she wanted others in the general community to view her. Day and Gu (2014) postulate that identity is not only related to how a person sees themselves, but is also “the image of ourselves that we present to others” (p.53) and in this sense Lexi was presenting herself as teacher to others. When
conceptualising identity, Horn, Nolen, Ward and Campbell (2008) highlight that others’ views contribute to identity negotiation, although this relates to perceptions of others in the teaching profession. As professional identity negotiation and construction can be viewed as a personal journey, perceptions of others, regardless of whether they are other teachers or the general community, influence the construction process.

For other participants, teaching was a second career and they were attempting to find a degree of alignment between professional identities. Chloe previously worked as a scientist and as she began to work regularly as a secondary science teacher was able to integrate these two professional identities. This phenomenon of complementary but integrated professional identities in career-change teachers has been previously noted in the literature, particularly for secondary teachers, whose professional identity might be more enmeshed with their subject area (Schuck et al., 2012). For Briana, however, her strong identity as “biologist” was difficult to integrate with her teaching practices. Although her teacher education qualified her to teach science up to Year 10, the majority of her employment was in primary schools. She did not feel that she was able to use her previous skills and continued to view her biologist self and teacher self as two discrete identities. Her experiences as a pre-service teacher did not align with her experiences as a casual teacher leading to what Ruohotie-Lyhty (2013) considers as unstable or multiple identities. Strong connectedness to another professional identity is not surprising, particularly if it had been a long-term career, as noted by other researchers (Fox & Wilson, 2009; Green, 2014; Grier & Johnston, 2012). Casual employment, particularly irregular employment, might inhibit the opportunities for ECCTs to negotiate and construct a professional identity as teacher, therefore foregrounding other professional identities. Although the scope of this study did not allow for investigation of these multiple identities over a longer period of time, this is an avenue that might be beneficial for future research into the long-term integration of multiple professional identities.

Possible ECCTs professional identities: a continuum from “babysitter” to teacher

Experiences within school communities contributed to identity negotiation and construction for ECCTs, with two main possible identities being identified by participants in this study:
babysitter and teacher. These two possible identities were the end points of a continuum of possible identities and these end points will be explained. Professional identities were fluid and could change depending on daily experiences. Day and Gu (2007) suggest that the first three years is a key time for professional identity negotiation and construction; however, there has been limited investigation of how this occurs for early career teachers who are employed on a casual basis. This discussion aims to provide insights into the conditions that contribute to a babysitter or teacher identity and then consider how these identities impact trajectories of belonging to school communities.

There were certain conditions that contributed to the development of a babysitter identity. The babysitter identity of casual teachers has been noted in previous research, with the term babysitter used frequently to describe casual teachers’ perceptions of themselves (Brace, 1990; L. A. Ewing, 2001; Fielder, 1991; Kraft, 1980; McCormack & Thomas, 2005; Pietsch & Williamson, 2007; Weems, 2003; Williams, 1995; P. Young & Carrick, 1993; Zak, 1999). In this study, key experiences contributed to the construction of babysitter identity. Casual teachers in secondary schools often teach out-of-field and, due to a lack of knowledge of the subject area, considered they were a babysitter, as they often “just” handed out worksheets. This was particularly evident when teaching subjects such as foreign languages, music and art. Both Chloe and Alex commented on the difficulties of trying to teach a language that they did not know and therefore could not even pretend to be able to assist students. On some of these occasions secondary teachers such as Olivia, Jasper and Chloe found they were provided busy work in the form of worksheets or videos and perceived their role to be keeping students on task rather than progressing their learning. McCormack & Thomas (2005) note that early career secondary teachers are increasingly teaching out-of-field due to the shortage of maths, science and language teachers. Whilst this might be a concern, casual teachers teaching out-of-field may be more problematic, as repeat employment seemed to be reliant on an appearance of competency which may not be evident when teaching out-of-field. The primary school teachers in this study used the term babysitter less frequently, usually when referring to occasions when they taught a variety of classes on one day rather than a single class. When required to teach specialist subjects such as languages, music, art and physical education, primary teachers also considered this more of a babysitter role if they had no prior experience in these subjects. This babysitter identity appeared to occur when ECCTs did not have evidence that they were progressing student learning. Even though
research suggests that teaching out-of-field is common for secondary teachers (Mayer et al., 2014), the impact of this was profound for ECCTs’ identity negotiation and construction when identity was in transition in the early stage of teaching.

In contrast there were other conditions and opportunities that contributed to the development of a teacher identity for ECCTs. As discussed previously, the core activities for ECCTs in this study were related to “engaging with students”, “controlling the class” and “developing relationships with students” as shown in Appendix N. Although sporadic employment made it difficult to develop relationships with students, regular employment at only a few schools provided opportunities for this to occur, as was the case for Chloe and Amy and eventually for Lexi as well. Alternatively, prior relationships could be reignited when employed at schools where they were already known, such as a school where they completed a professional experience. Amy commented that students “treated her in a similar way to their regular teacher” and Chloe tried to “find something in the lesson at the start to have them see me as someone who will teach them a lesson”. It also seemed that having a sense of positively contributing to student learning in turn positively contributed to a teacher identity. While the relational aspect is rarely mentioned in literature regarding ECCTs, the relational work of teaching has been recognised as an important component of professional identity negotiation and construction for early career teachers (Cross & Hong, 2009; Schuck et al., 2012). Research also suggests that being afforded the status of teacher by students and colleagues is also considered an important element of the professional identity construction process (McNally & Blake, 2012; Santoro, 2012). Participants perceived that they were a teacher when given opportunities to plan lessons and assess student work, although these opportunities did not always arise and were more likely once regularly employed at one or two schools. This autonomy appeared to provide ECCTs with a sense that others perceived them as competent, which is consistent with Day and Gu’s (2007) argument that developing competency is an important component of developing a professional identity for all teachers. Despite opportunities to engage in planning, assessment and reporting being limited Chloe, Briana, Amy and Lexi placed “teacher” at or near the top of their arrangement of identity statements (see Appendix O for all arrangements). They considered they were teaching even when they had not planned the learning activities, particularly if the work provided appeared to be a usual lesson and was directly related to what the students would usually be doing. It appeared that these experiences led to participants feeling they were trusted by their
colleagues and a perception that colleagues had afforded them the status of teacher. This idea that others’ perceptions influence professional identity negotiation and construction is not new, and highlights the social context of identity construction (Gee, 2000; Horn et al., 2008). There was a relational component to these experiences, even though literature suggests that ECCTs experienced difficulties developing relationships with colleagues (McCormack & Thomas, 2005; Pietsch & Williamson, 2009). Whilst there might not be close relationships, providing ECCTs with authentic teaching opportunities appeared to contribute to a sense of being a teacher.

Whilst the two main possible identities of babysitter and teacher were evident in this study, these possible identities were fluid. The fluidity of identity negotiation and construction is noted in other research regarding teacher identity (Adie, 2012; Chong & Low, 2009). For example, Michael placed the term babysitter at the top on his arrangement of identity statements in the second interview (see Appendix O), although this professional identity was not stable and was more an indication of his feelings on that particular day. Reflecting on his journey in the final interview, Michael had constructed a strong imagined self as teacher, which he contributed to developing relationships with a school community where he was given some autonomy and had developed relationships with colleagues and students. Another example of the fluidity of professional identity of the participants was that of Chloe. Whilst Chloe commented that she had found teaching out-of-field challenging, once she took ownership of the lesson, regardless of the subject, and looked for the “teaching moments” she perceived herself as teacher rather than babysitter. Professional teacher identity of these ECCTs was negotiated and constructed through their experiences within school communities and the fluidity was a result of different experiences. For ECCTs their teaching experience was not static but could encompass multiple schools, classes and subject areas, therefore they were continually negotiating their professional identities and might have little opportunity to integrate these multiple identities into what Horn et al. (2008) call identification. Some of these tensions were evident in all early career teachers as they attempted to align their pre-service and early career experiences (Pillen, Beijaard, & den Brok, 2013a). These tensions might be resolved with support from colleagues and mentors. The ECCTs in this study, however, were rarely provided feedback from colleagues or school administrators.
Although professional identities for ECCTs appeared to be fluid and move between babysitter and teacher identities, these identities could also be considered in terms of participation or non-participation, linked to trajectories of belonging to communities of practices (Lave & Wenger, 1991). The ACoP framework, as shown in Figure 12.1, included three trajectories of belonging: peripheral, inbound and outbound. Within school communities, the majority of participants operated on the periphery of school communities. This was evident in those who had irregular employment and lacked opportunities to develop deep relationships with students, colleagues and parents. Limited opportunities to engage in teacher work such as planning lessons and assessing students’ work, and limited access to professional learning appeared to contribute to this sense of peripheral participation. Research suggests that mentors are an important component of early career teachers’ process of professional identity negotiation and construction, and having a mentor could assist early career teachers feel part of a community of teachers (Blair, 2008; Devos, 2010). For the ECCTs in this study, only two—Rocky and Alex—had access to a mentor teacher, further positioning them on the periphery of school communities. However, White and Moss (2003) consider that often the mentor–mentee discussions focus on providing evidence of competency with teaching standards rather than collegial discussion, so it is possible the absence of a formal mentor might allow ECCTs to construct their own professional identity not confined to fulfilling regulatory requirements. Participants in this study did not experience induction into the school community, which is a common occurrence for ECCTs (McCormack & Thomas, 2005). Literature suggests that induction is key in keeping early career teachers in the profession (R. Ewing & Manuel, 2005; Fantilli & McDougall, 2009; Schuck, Brady, & Griffin, 2005), assists early career teachers feel connected to and engaged with the teaching profession, and improves student learning (AITSL, 2016a). Therefore, lack of induction contributed to ECCTs’ perceptions they were on the periphery of the profession. In contrast, an inbound trajectory appeared to occur as ECCTs obtained more regular employment, and were able to develop relationships with members of the school community. Michael, Briana and Lexi were beginning to have an inbound trajectory, whereas, the close connections Amy and Chloe had developed with one school resulted in a definite inbound trajectory in that school community. Amy and Chloe in particular, described instances when they felt students treated them similarly to their regular classroom teacher and they felt trusted by colleagues. Chloe participated in professional learning at one school and was given support to fulfil regulatory requirements. Whilst she did not have a formal mentor, the
relationships she had formed provided her with opportunities to reflect on her practice and gain feedback on her teaching. Only one participant in Phase Two, Hugh, had an outbound trajectory, which appeared to be due to his inability to obtain enough employment in schools to provide financial security, eventually leaving school based communities of practice.

**Negotiation and construction of professional identity within professional communities**

Negotiation and construction of professional identity occurred through interactions within professional communities as well as school communities. Whilst there was a myriad of possible teacher communities, this discussion will focus on three types of professional communities: registration bodies, employer bodies and online teacher communities. Registration bodies and employer bodies could be considered formal professional communities, whereas online teacher communities were more informal.

Teacher registration bodies act as guardians of the profession and exist in many countries (ATRA, 2011; Connecticut State Department of Education, 2016; Gov.UK, 2014), ensuring that teachers are appropriately qualified and continue to maintain professional standards. Teacher registration is mandated for all teachers in Australia and in this sense, it could be perceived that teacher registration bodies not only act as gatekeepers to the teaching profession, they set the parameters of “proficient teacher” and therefore contribute to ECCTs’ professional identity negotiation and construction. The regulations demand that all teachers demonstrate competency against a set of standards, although Devos (2010) suggests that the documentation requirement itself is a “textualisation of work and identity, wherein identity is produced through the documentation of one’s behaviours and values” (p. 1222). Mockler (2011) also suggests that professional identity is more “multifarious than assessments of teachers’ work based on ‘role’ or function such as those inevitably embedded in professional standards” (p. 518). Participants in this study considered they had developed skills that were not recognised by the standards, such as adaptability and flexibility. For example, in Interview 3 Amy commented, “You are not valued unless you do this, this and this. Even though you have this skill set we only value this skill set”. As discussed in Chapter 1, early career teachers in Western Australia had a time limit to transition to full registration, and it
was evident from this research that the time limit was of particular concern to ECCTs as they had limited opportunities to provide evidence of all the Standards, presented in Appendix A. Whilst Michael, Chloe, Amy and Lexi had strong imagined selves as teachers, they were concerned about the registration process, as without continued registration, they would be unable to continue teaching in schools. The regulatory nature of registration bodies impacted on identity negotiation and construction, even though there was limited interaction between the registration bodies and ECCTs.

Employment bodies also had limited interactions with teachers; however, as discussed in Chapter 1, they did provide opportunities for teacher engagement through professional learning opportunities. The DoE, CEOWA and all provided professional learning opportunities for teachers and developed specific programs for early career teachers (AISWA, nd; Catholic Education Office of Western Australia, 2016b; Department of Education and Training Western Australia, 2016). Whilst these programs were available for early career teachers, only seven of the 21 participants in this study had accessed them. Access to the programs, such as the GTPLP enabled early career teachers to engage with colleagues and develop professional judgement. These types of collegiate incidents might contribute to professional identity negotiation and construction and provide opportunities to improve teaching and learning (Mockler & Sachs, 2007). Chloe attended the GTPLP and considered this an important factor in improving her teaching. She was reminded of teaching skills explored during her pre-service teacher education and became aware that other early career teachers were struggling with classroom management, even those with full-time teaching employment. This affirms similar findings of Patrick (2008) who discusses the importance of teachers being part of and contributing to a professional community in order to establish their place in the profession and their self-identity as teacher. Lack of participation in professional learning was not necessarily through lack of desire, as several participants commented that they participated in this research as a way to engage with the profession. Engagement in professional dialogue with colleagues is important for ECCTs, and Pietsch and Williamson (2007) consider that without the opportunities to articulate belief, ideals, and values professional identity is likely to be constrained.
Engaging with professional communities included participation in informal professional communities, which are increasingly being used by teachers as a way to connect to the broader teaching community (Hur et al., 2012). Informal professional communities might include communities of “teacher friends” who meet and discuss their teaching practices and experiences but there were also online social networks such as closed Facebook groups of teachers, LinkedIn and Edmodo. These professional communities were easily accessible and appeared to be gaining in popularity. Fourteen of the 21 participants in this study were members of online professional communities and considered these online communities were places where they could share ideas and pose questions. Caution must be taken when considering this high percentage, as this might be a reflection of the recruitment process; however, it may also be a reflection of the relatively easy accessibility. Despite the high proportion of participants who accessed online communities, engagement was more passive than active. Michael, Trixie and Fran classified themselves as “lurkers”; reading online posts but not responding to posts or asking questions themselves. As early career teachers, they were concerned about asking questions that other members of the online communities would perceive as trivial. This peripheral participation is similar to that reported by Lu and Curwood (2015), who found that some online members with a lurker identity did so because of insecurities or shyness and as such were considered “hidden identities”. Kelly and Antonio (2016) also note that online communities seem to focus on practical sharing of resources rather than critical reflection or pedagogical discussions. As online professional communities provided ready access for ECCTs, more research focused on the process of developing online communities to support critical reflection and pedagogical discussions for ECCTs would be beneficial. Some participants in this study (Michael, Lexi and Briana) spontaneously mentioned the value of participating in it and considered that their engagement with the research provided opportunities to reflect on their practice and lessened their feelings of isolation. Similarly, Chloe and Amy commented that their reason for initially participating in the focus groups was linked to wanting opportunities to engage with others in the profession.

Some new findings related to trajectories of belonging to professional communities emerged from this study. Unsurprisingly all participants in Phase Two appeared to be peripheral participants in the professional community. Their status as “provisionally” registered teachers positioned them on the periphery of the profession as they had yet to be afforded full registration, similar to the conditions of all early career teachers. While all early career
teachers are on the periphery of the regulatory body, for casual teachers their inability to
access the secure section of the employer website also positioned them on the periphery of
that professional community. Bourke’s (1993) findings that 33% of casual teachers felt they
were “just a number” rather than an employee highlighted the peripheral nature of casual
teaching, which is also supported by Lunay and Lock’s (2006) study showing that 20% of
their participants have “poor relationships with the wider educational bureaucracy” (p. 181).
Although Michael, Briana, and Lexi had a slight inbound trajectory into the professional
community of teachers, this was mainly through their inbound trajectory into school
communities. The experiences that contributed to that were presented in the previous section,
but it is mentioned here to emphasise the idea of the overlapping communities within school
and professional communities. Chloe had a more pronounced inbound trajectory into
professional communities, through the deep relationships made in a school community that
meant she felt that she could be able to fulfil the regulatory requirements for full registration.
Hugh was an interesting case as despite having an outbound trajectory from school
communities, he had a slight inbound trajectory into professional communities. His regular
employment in the adult education sector afforded him entry into a professional community
of teachers, although this was not a community of primary or secondary school teachers. This
trajectory of belonging highlighted the complexity of professional teacher communities in
which professional identity negotiation could occur. Hugh also had an outbound trajectory
from the professional community of primary and secondary teachers as he had not paid his
registration fee and was no longer teaching in a school. Amy also potentially had an outbound
trajectory at the time of the research as she was not sure she was prepared to “jump through
the hoops” necessary for full registration as there was no guarantee she could fulfil the
requirements within the necessary time frame. Although she was employed regularly at one
school, her complex position within the school, as described in Chapter 10, meant she did not
feel comfortable requesting assistance brokering access to any form of professional learning.
Many early career teachers had conflicting trajectories of belonging to school communities
leading to difficulties negotiating their professional identity as highlighted in the research by
Morrison (2013b). However, ECCTs face particular challenges due to their fragmented
employment and it appeared that developing strong relationships with school communities
might contribute to an inbound trajectory within professional communities.
Emotional Component of Professional Identity Negotiation and Construction

An emotional component of professional identity negotiation and construction emerged during data analysis although it was not specifically explored in the interview questions. Both positive and negative emotions were expressed regarding access to employment and student–teacher interactions. Navigating professional communities and in particular the regulatory process seemed to produce feelings of isolation.

The expression of positive or negative emotions regarding access to employment appeared to be linked to whether ECCTs had choice or agency in their employment decisions. Duggleby and Badali (2007) suggest that for some casual teachers their satisfaction with casual teaching is due to the flexibility afforded in managing other commitments, which was the case for Briana, Amy and Chloe. Although Lexi, Michael and Alexis ideally preferred more regular employment, they were aware of the challenging economic conditions and the high incidence of casual employment for early career teachers so their casual employment was not unexpected. This relative satisfaction with casual employment may also be related to the fact that Alexis was working very regularly and Michael had been offered full–time employment but had declined this offer. As a mid-year graduate, Lexi had only expected to obtain casual employment. In contrast the situation for Lulu and Hugh was quite different and both expressed anger at their lack of regular employment. It appeared that for both of these participants this emotional response was related to their lack of choice and their expectations of full employment. Their comments suggested this was partially due to the choice they made to study teaching as a response to a perceived teacher shortage alluded to in the media. This strong emotional response was not surprising as strong negative emotional responses to uncontrollable events has been noted in literature regarding emotions (Nichols et al., 2016).

Although research suggests that accessing employment has been an ongoing challenge for ECCTs (K. Jenkins et al., 2009; Mayer et al., 2014; Pietsch & Williamson, 2007), there has been limited articulation of the emotional response of ECCTs to this situation. These emotional responses seemed to be related to a sense of agency as well as a dissonance between expectations and reality. Ruohotie-Lyhty (2013) suggests that a disconnect between expectations and reality impacts on professional identity construction, although this relates to early career teachers’ experiences within schools. As a dissonance between expectations and reality appeared to challenge early career teachers’ professional identity negotiation and
construction, it seemed that initial teacher education courses needed to ensure pre-service teachers were aware of the employment climate.

There appears to be an emotional aspect of teacher work related to student–teacher interactions (Cross & Hong, 2012; Sutton & Wheatley, 2003). Opportunities to develop relationships with students, for some ECCTs in this study, contributed to positive emotions, such as satisfaction (Amy, Alex), and happiness that students remembered them (Jaz). For the majority of the participants a “good day teaching” equated to days where student–teacher interactions were positive and they considered they had “made a difference” to student learning. Literature suggests that interactions with students can produce positive emotions if students achieve expected outcomes of a lesson (Pietsch & Williamson, 2010). In contrast, the findings by K. Jenkins et al. (2009) suggest feelings of disillusion occur when ECCTs consider they are not making a difference to student learning. Participants in this study also mentioned negative emotions such as frustration (Alex), horror (Lulu) and defeat (Jade) when discussing inappropriate student behaviour. This was not surprising, as literature suggests there is an emotional response to student misbehaviour for all teachers, but particularly early career teachers (Sutton & Wheatley, 2003). It has been reported that, particularly for early career teachers, emotional episodes contributed to professional identity negotiation and construction as these emotional episodes either confirm or contribute to a deeper understanding of teacher work (Nichols et al., 2016). Although this study provided some insights into the emotional component of ECCTs’ interactions with students, this was not specifically investigated and requires further research, as the teaching conditions for ECCTs were particularly complex.

It appears there was also an emotional response to interactions with professional communities. Although literature mentions casual teachers feel isolated (Lunay & Lock, 2006), this study highlighted the fluid nature of emotional responses. When asked to arrange identity statements, Chloe, Lexi and Briana placed the word “isolated” at the bottom of the arrangement (see Appendix O) and indicated they rarely felt isolated. However this might be a reflection of their regular employment at the time of Interview 2. Michael had quite sporadic employment and felt isolated as he did not know many other teachers, although he
commented later that he felt more connected to a community with more regular employment at one school. Amy's feelings of isolation were related to her difficulties accessing professional learning and navigating the regulatory process. The regulatory process seemed to bring about an emotional response in ECCTs with Hugh finding it intimidating, Amy experiencing frustration and Chloe feeling defeated by the process at times. Nicholas and Wells (2016) suggest that casual teachers feel less confident in their abilities to demonstrate their competency in meeting the teaching standards, but with limited support available for ECCTs the emotional aspect of teacher registration challenges needs more investigation.

Summary
This chapter highlighted the importance of relationships in gaining access to school and professional communities. Developing relationships with students and colleagues appeared to assist in creating connectedness to a school community and provided opportunities to engage in the broader profession of teachers. Professional identity for ECCTs seemed to be fluid along a continuum from babysitter to teacher, but was not linear. ECCTs often taught in a variety of schools and across many learning areas, and professional identity changed depending on experiences. As well as experiences within school communities contributing to professional identity negotiation and construction, the regulatory process also had an impact. For some ECCTs there was also a strong emotional response to their experiences, with both positive and negative emotions being expressed. The following and final chapter returns to the research questions, addresses the limitations of this research and highlights the conceptual and methodological contributions of this study as well as the professional implications.
CHAPTER 13

CONCLUSION
Introduction

This study used a longitudinal and qualitative approach to explore early career casual teachers’ negotiation and construction of professional identity, with a conceptual framework adapted from Wenger’s (1998) community of practice. This concluding chapter returns to the research questions presented in Chapter 2 and presents an overview of the findings from this study. The ACoP framework and the multi-modal methodology are discussed, to highlight the conceptual and methodological contribution of this study, followed by the professional implications of the study for multiple stakeholders. An acknowledgment of the limitations of this study is included before some recommendations for further research.

Answering the Research Questions

The answers presented here are a brief response to the research questions that instigated this study, as the major findings have been addressed in depth in the discussion chapter.

How do early career casual teachers in Western Australia experience their work in their first three years of teaching?

There was a large variety of experiences for the ECCTs in this study. The teaching experiences for primary and secondary teachers differed as ECCTs working in primary schools worked mainly with one class for the whole day whereas ECCTs in secondary schools taught a number of classes throughout the day and the process of professional identity negotiation is influenced by opportunities to engage in teacher work in each class. Experiences also appeared to differ dependent on whether ECCTs were teaching at a new school or one where they had previously taught. In a new school, the process of negotiating a teacher identity begins anew as ECCTs prove their competency in a new space, whereas in a known school the process builds on their previous professional identity in this space. In addition, teaching out-of-field seemed to be a different experience for ECCTs, particularly secondary teachers, as lack of competence appeared to contribute to an identity as babysitter rather than teacher. Frequency of employment also impacted the teaching experience, and regular employment at a few schools increased opportunities to develop relationships with students and colleagues, which is part of the professional identity negotiation process. As
explored in the discussion chapter, it was the variety of experiences that influenced the negotiation and construction of professional identity.

What are early career teachers’ experiences of membership of multiple teaching communities?

This study highlighted the complexity of ECCTs’ experiences of membership of multiple teaching communities. The dynamic interactions with both school and professional communities highlighted the interrelatedness between various teaching communities. Teaching communities could be small, intimate communities of teachers within the personal sphere, such as friends and family. It could also encompass multiple school communities, a common experience for ECCTs. There were also professional teaching communities outside of schools, such as professional learning communities, online communities, and regulatory communities. It was the frequency of ECCTs’ engagement with a school community that impacted on the quality of relationships with students and colleagues and influenced their trajectory of belonging to individual school communities. An inbound trajectory in a school community helped mobilise resources in that community, such as colleagues and school administrators, and enabled access to professional communities. The quality of relationships with colleagues and school administrators was found to assist or constrain access to professional communities outside of the school community and an inbound trajectory into professional communities was found to be reliant on support from school communities. Regardless of ECCTs’ trajectory of belonging to school and professional communities, the Teacher Registration Board had the power to make or break membership of the broader community of teachers. ECCTs could have a different professional identity in each community and therefore the process of identity negotiation was particularly complex as ECCTs attempted to integrate these potentially disparate identities.

What professional identities are made possible by the experience of being a casual teacher?

Professional identity for ECCTs and the negotiation was fluid and fluctuating process, with identity shifting along a continuum from babysitter to teacher, rather than being a linear progression. This study highlights the complexity of ECCTs’ experiences, as they often
taught in a variety of schools and across many learning areas, and professional identity was re-negotiated and re-constructed depending on experiences in individual schools. Regular employment, progressing student learning, demonstrating competence, and being able to fulfil regulatory requirements contribute to the process of negotiating a teacher identity. On the other hand, irregular employment as a teacher, regular employment in another profession, teaching out-of-field and teaching multiple classes were some of the experiences that appeared to influence professional identity negotiation and construction as babysitter. These possible professional identities were discussed in depth in the previous chapter and highlight the ongoing process of re-negotiation and re-construction of professional identity for ECCTs.

How are professional identities of early career casual teachers negotiated and constructed?

The process of professional identity negotiation and construction for ECCTs was complex. Three key ideas regarding ECCTs negotiation and construction of professional identities emerged from this study: integration of personal and professional identity, the relational component, and regulatory requirements.

For some ECCTs there were challenges integrating personal and professional identities and integrating multiple professional identities. Lack of regular employment caused some ECCTs to pursue additional employment outside of teaching, resulting in multiple identities. Some career-change ECCTs had professional identities from their previous career and their ability to integrate multiple professional identities depended on their teaching experiences. Due to their complex teaching context, ECCTs required time to integrate their personal and professional identities in order to find alignment between personal and professional self, or alternatively construct a professional identity that sat comfortably with alternate identities of self and professional self and this attempt at integrating identities was part of the negotiation process.

This study highlighted the relational component of professional identity construction. Professional identity as teacher required teaching employment and relationships assisted in
brokering access to school communities and obtaining further employment. Regular employment at one or two schools provided opportunities for ECCTs to develop relationships with students, colleagues and parents. These relationships contributed to ECCTs feeling part of the community and having an inbound trajectory. The inbound trajectory provided experiences that contributed to an identity as teacher. Relationships within school communities also helped ECCTs broker access to professional communities. Opportunities to align practices with both school and professional communities through discussing pedagogy, creating shared understanding of effective teaching strategies and developing connectedness to these communities furthered ECCTs’ perceptions of themselves as a teacher within these communities. These opportunities or lack of opportunities contribute to the negotiation process towards either a babysitter or teacher identity.

Within the broader community of teachers, the regulatory requirements impacted on ECCTs’ professional identity negotiation. The regulatory requirements acted as a gatekeeper to ongoing teacher registration. However, without regular employment at one or two schools, ECCTs experienced difficulties forming deep connections with school communities. It was the connections with school communities that appeared to assist ECCTs gain evidence of competency and access to professional learning. Regardless of their engagement, connection or alignment with school communities, an inability to fulfil registration requirements would lead to an outbound trajectory from the teaching profession within the primary and secondary sector and therefore fulfilling regulatory requirements was an essential part of the identity negotiation process.

As shown in Figure 13.1, professional identity is negotiated within school and professional communities and integrates personal identity with relationships playing an important role in the negotiation process.
Integration of personal and professional identity is important

Relationships between personal and school communities contribute to development of professional identity.

Professional communities contribute to negotiation and construction of professional identity.

Relationships with school communities assist in accessing professional communities.

**Figure 13.1** Process of identity negotiation and construction within the ACoP framework

**Conceptual Contribution**

The key conceptual contribution of this study is adapting Wenger’s (1998) Community of Practice framework to use as a lens for exploring the process of identity development for ECCTs. The ACoP framework, as shown in Figure 13.1, highlights the interrelatedness of multiple communities of practice and enables identity negotiation to be viewed from different perspectives.

The inclusion of personal, school and professional communities within the ACoP framework provides a useful tool to understand the experiences of ECCTs in this study. Incorporating practice and meaning within school and professional communities provides an avenue for exploring different ways ECCTs experience practice and meaning in these different communities. Identity negotiation and construction occurs when ECCTs attempt to integrate personal and professional identities as well as through experiences in both school and professional communities. In school communities it is the interactions with students, colleagues and parents and the opportunities to engage in teacher work that contributes to a teacher identity. In the broader professional community of teachers, it is through navigating teacher registration and accessing resources through employee bodies and online
communities that impact on professional identity construction. The importance of these three communities is evident in other research, for example Andrews and Crowther (2003) include three dimensions of pedagogy in their model of 21st Century teacher professionalism. They postulate that teachers at work incorporate personal pedagogy, school-wide pedagogy and authoritative pedagogy. Three domains that influence professional identity are also recognised by Mockler (2011) who considers identity development to be influenced by personal experiences of school and life, experiences in a professional context, and the external political environment. Similarly, Day and Gu (2010) also acknowledge the influence of the personal, situated, and professional components when investigating teacher resilience. Although inclusion of personal, school or situated, and professional dimensions in the contextualisation of professional identity is not new, incorporation of these communities within the ACoP framework provides a more nuanced representation of the influences of communities of practice for ECCTs.

The inclusion of trajectories of belonging, modes of belonging and qualities of a strong identity provide a unique approach to investigating the multifaceted aspects of professional identity negotiation and construction for ECCTs. Lave and Wenger (1991) consider that newcomers begin their employment at the periphery of the community of practice. Including trajectories of belonging in the ACoP framework allows for discussion of each participant’s trajectory of belonging, which provides some distinction between individual ECCTs experiences within both school and professional communities. In addition to trajectories of belonging, Wenger (1998) identifies modes of belonging to the community that appear to provide an inbound trajectory: engagement, alignment and imagination. Including these modes of belonging offers an effective way to discuss the variety of ECCTs’ experiences in both school and professional communities. Engagement relates to the initial engagement via employment then provides opportunities to develop relationships with students, colleagues, and parents. Alignment includes aligning practices within a school and the broader teacher community through teacher registration. Imagination incorporates ECCTs’ perception of self, within both school communities but also a broader view of teacher, potentially even outside the teaching profession. These modes of belonging then influence what Wenger (1998) describes as qualities of a strong identity: connectedness, effectiveness and expansiveness. Incorporating these qualities into the ACoP framework enables discussion of these identity qualities in relation to both school and professional communities. Connectedness to school
communities occurs through regular engagement, which in turn provides connectedness to professional communities. It is through connectedness that ECCTs begin to effectively enter the social world of the school community, which leads to identifying with the broader community of teachers. Having an expanded view of themselves as teachers does not always correlate to connectedness and effectiveness, highlighting the differences in experiences. Incorporating these modes of belonging and qualities of identity into the model provides a useful lens through which to view the experiences of ECCTs. It is possible to highlight differences in individual ECCTs’ experiences of engaging with communities. As shown in the results chapters, each of the Phase Two participants had different experiences of engagement, alignment, imagination, connectedness, effectiveness, and expansiveness.

The ACoP framework offers a new and more nuanced analytical tool to explore the experiences of ECCTs with particular attention to identity negotiation and construction within personal, school, and professional communities, and allows individual differences to be highlighted and explained.

Methodological Contribution

This study used innovative approaches to investigate the experiences of ECCTs. The longitudinal, qualitative data collection enabled a more nuanced and in depth understanding of ECCTs’ changes in professional identity over time that cannot be identified in Quantitative studies. The longitudinal approach taken in this research purposefully incorporated the findings from Phase One to inform interview questions and tasks in Phase Two.

This study also utilised a variety of data collection tools, including activity–based interviews and reflective tasks. In Phase Two, each interview used a different strategy to facilitate the interview. The variety of tasks during interviews enabled a different type of discussion and provided multiple ways for participants to reflect on their experiences. The first interview used a more traditional approach, with the researcher asking a series of questions. In the second interview, participants arranged a series of statements regarding teacher work and identity. The arranging activity then presented a platform for the interview where participants
explained the position of each statement. The process of arranging statements was also a reflective tool and gave participants an opportunity to reflect on their practices. By photographing each response, these artefacts were then used as data themselves. The third interview used images of teachers as a tool to delve into participants’ views of themselves as teachers. This interview also looked back to responses to reflection tasks, which provided an opportunity for participants to comment on changes in perceptions, experiences, and opinions over the time of their participation. Other studies have used an activity–based methodology—for example drawing (Beltman, Glass, Dinham, Chalk, & Nguyen, 2015; Weber & Mitchell, 1995) and narrative writing (Strangeways & Papatraianou, 2016) — however, this study’s use of multiple and varied activities is a novel approach. Integrating a standard interview, an arrangement activity, responding to images, and reflective tasks enabled insights into the fluidity of professional identity construction.

Implications of the Study

This study has implications for a range of stakeholders, including teacher education, pre-service teachers, ECCTs, school leaders, employer bodies and regulatory bodies.

Teacher education

With increasing numbers of early career teachers in Australia beginning their professional lives working as casual teachers, teacher education needs to prepare pre-service teachers for the reality of fragmented employment, which may lessen the disparity between expectations and reality. In addition it may be beneficial to pre-service teachers if the importance of developing relationships with colleagues and administrators during the final professional experience is highlighted. It may assist pre-service teachers if strategies for developing relationships with students and colleagues are explicitly taught. As it appears that many teacher education courses incorporate online forums, this could be an opportunity to assist pre-service teachers develop professional dialogic practices in online communities. Encouraging pre-service teachers to develop their own online professional communities may also provide supportive online communities once they have graduated.
Pre-service teachers

For pre-service teachers, this research highlights the importance of developing relationships with mentor teachers and administrators, who may be able to assist in obtaining employment after graduation. Therefore, as many ECCTs seem to encounter difficulties gaining initial employment, pre-service teachers may find it useful to discuss casual employment possibilities while on their final professional experience. As colleagues from university also appear to be able to assist with casual employment, developing relationships with colleagues during their teacher education may be beneficial.

Early career casual teachers

Early career casual teachers have an important role in managing their teaching career and constructing their professional identity. This study suggests several implications for ECCTs. Firstly, even though interacting with colleagues can be difficult, it is important to try and develop relationships not only to obtain further employment, but as an avenue to engaging in professional discussions regarding curriculum and pedagogy. These relationships may also result in teachers providing meaningful lessons for ECCTs to teach, rather than “busy work”, leading to ECCTs feeling they are progressing student learning rather than “babysitting”. Secondly, this study has highlighted the importance of developing relationships with students. Even if these are “daily” relationships rather than deep relationships, this may help mitigate inappropriate behaviour and assist in students acknowledging ECCTs as teachers. Finally, although there may be limited opportunities to interact with parents, particularly for secondary teachers, these opportunities appear to assist ECCTs to feel part of the school community.

School leaders

While acknowledging that school leaders have many responsibilities and may be time poor, they have a role in assisting ECCTs’ integration into the profession. Providing a friendly collegiate atmosphere may be beneficial for all staff but it appears this is particularly important for ECCTs. Part of creating a friendly environment for ECCTs is having processes to ensure casual teachers new to their school are introduced to at least one teacher whom they can rely on for support for the day. Where possible, school leaders could provide feedback to
ECCTs so that they can improve their practice. In addition, school leaders can assist ECCTs to enter the broader professional community of teachers by providing access to professional learning and information regarding the registration process.

**Employer bodies**

At the time of this study ECCTs did not appear to have access to the secure sections of employer body websites and gaining access to professional learning seemed to be difficult. Therefore, employer bodies may consider providing access to the secure website through an employee number. This then can assist ECCTs to access the available professional learning opportunities. Alternatively, they may consider providing clear guidelines about how to access professional learning on the public section of their websites.

**Regulatory bodies**

Whilst it is acknowledged that the role of the regulatory body is to ensure that all teachers meet the required standards, there are ways they can support ECCTs. As it seems that some ECCTs have limited support through the transition to full registration, it may be helpful if the regulatory bodies provide specific information for casual teachers, or have some information sessions for ECCTs. As the regulatory bodies have information regarding employment status they may be able to provide details of employment status of early career teachers in order to monitor trends in casualisation. They may also be able to raise awareness with the Minister of Education of the challenges for ECCTs of transition to full registration within three years.

**Limitations**

There were several limitations of this study. Firstly, due to the difficulties in finding participants, there might be some unintended biases in opinions and experiences. As many of the participants were recruited through social media, the high rate of engagement with informal professional communities might not be a reflection of the whole community of ECCTs. Despite the use of a variety of data collection activities, such as repeated interviews and reflection tasks, the results were reliant on self-report. Therefore, the findings were limited by the experiences that participants chose to share with the researcher. There was no
opportunity to observe participants or gain a perspective from their employers, as with sporadic employment observation days could not be scheduled. There was also the possibility that involvement in the research influenced the data as the act of engaging with the research might have resulted in reflection on practice that may not have occurred otherwise.

Recommendations for Further Research

This study contributes to the research regarding ECCTs professional identity because of innovative activities that enabled in-depth exploration of ECCTs’ experiences and their negotiation of identity. It highlights the complexity of the process of professional identity negotiation and construction for ECCTs. To date this particular cohort has not received focused attention in research and therefore a number of avenues for further research have been identified. Although this study indicates that ECCTs consider developing relationships with students is a core activity, further research regarding the impact of student-ECCT relationships on professional identity negotiation may provide a deeper understanding of this relational component of ECCTs’ work. With many ECCTs needing additional employment outside of teaching, more research into the impact of this additional employment on professional identity negotiation and construction for ECCTs will be beneficial. At times ECCTs seem to have limited teaching employment, and further investigation on the impact of limited teaching employment on the integration of personal and professional identities could assist in understanding this process. With increasing numbers of early career teachers beginning their career working as casual teachers, further investigation of how ECCTs navigate the regulatory requirements of full registration is necessary. With few ECCTs having mentors, further research is needed into possible ways to offer support and provide mentoring for this cohort of teachers. Although emotions were not the focus of this research, it was apparent that there was a strong emotional response to ECCTs’ experiences of teaching. This unexpected finding requires further research considering the large numbers of ECCTs in Australia.

Conclusion

The process of professional identity negotiation and construction for ECCTs is complex and occurs within personal, school, and professional communities. Professional identity negotiation and construction can-not occur without access to both school and professional
A key finding from this research shows the relational component evident in gaining access to school and professional communities. The negotiation and construction process of professional identity varies depending on the context. Within school communities, opportunities to develop relationships with students appear to provide ECCTs with a sense that they are afforded the status of teacher rather than babysitter. Regular interactions with colleagues create opportunities to develop relationships with colleagues and opportunities for ECCTs to demonstrate competence. These opportunities result in some engagement in professional dialogue. In addition, relationships developed in school communities assist in accessing professional learning and provide opportunities to collect evidence needed for ongoing teacher registration. It appears that without support from a school community, fulfilling the regulatory requirements of ongoing teacher registration is difficult for ECCTs. It also seems that these experiences have an emotional effect on ECCTs which impacts on their professional identity construction.
APPENDICIES
Appendix A  AITSL Standards (Graduate and Proficient)

From AITSL website http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

Professional Knowledge

<table>
<thead>
<tr>
<th>Standard 1 Know students and how they learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 Understand how students learn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
</tr>
<tr>
<td>Understand knowledge and understanding of research into how students learn and the implications for teaching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
</tr>
<tr>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
</tr>
<tr>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.6 Strategies to support full participation of students with disability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
</tr>
<tr>
<td>Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.</td>
</tr>
</tbody>
</table>
## Standard 2  Know the content and how to teach it

### 2.1 Content and teaching strategies of the teaching area

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
<td>Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</td>
</tr>
</tbody>
</table>

### 2.2 Content selection and organisation

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise content into an effective learning and teaching sequence.</td>
<td>Organise content into coherent, well-sequenced learning and teaching programs.</td>
</tr>
</tbody>
</table>

### 2.3 Curriculum, assessment and reporting

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
<td>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</td>
</tr>
</tbody>
</table>

### 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
</tbody>
</table>

### 2.5 Literacy and numeracy strategies

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</td>
<td>Apply knowledge and understanding of effective teaching strategies to support students’ literacy and numeracy achievement.</td>
</tr>
</tbody>
</table>

### 2.6 Information and Communication Technology (ICT)

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
<td>Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</td>
</tr>
</tbody>
</table>

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**Professional Practice**

288
<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Plan for and implement effective teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Establish challenging learning goals</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Set explicit, challenging and achievable learning goals for all students.</td>
</tr>
<tr>
<td>3.2 Plan, structure and sequence learning programs</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</td>
</tr>
<tr>
<td>3.3 Use teaching strategies</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Include a range of teaching strategies.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
</tr>
<tr>
<td>3.4 Select and use resources</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Select and/or create and use a range of resources, including ICT, to engage students in their learning.</td>
</tr>
<tr>
<td>3.5 Use effective classroom communication</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</td>
</tr>
<tr>
<td>3.6 Evaluate and improve teaching programs</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</td>
</tr>
<tr>
<td>3.7 Engage parents/ carers in the educative process</td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Describe a broad range of strategies for involving parents/carers in the educative process.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children’s learning.</td>
</tr>
</tbody>
</table>

<p>| Standard 4  | Create and maintain supportive and safe learning environments |</p>
<table>
<thead>
<tr>
<th>4.1 Support student participation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong> Identify strategies to support inclusive student participation and engagement in classroom activities.</td>
<td><strong>Proficient</strong> Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2 Manage classroom activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong> Demonstrate the capacity to organise classroom activities and provide clear directions.</td>
<td><strong>Proficient</strong> Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.3 Manage challenging behaviour</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong> Demonstrate knowledge of practical approaches to manage challenging behaviour.</td>
<td><strong>Proficient</strong> Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.4 Maintain student safety</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong> Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.</td>
<td><strong>Proficient</strong> Ensure students’ wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.5 Use ICT safely, responsibly and ethically</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong> Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching</td>
<td><strong>Proficient</strong> Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Assess, provide feedback and report on student learning</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td><strong>5.1 Assess student learning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</td>
</tr>
<tr>
<td><strong>5.2 Provide feedback to students on their learning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</td>
</tr>
<tr>
<td><strong>5.3 Make consistent and comparable judgements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</td>
</tr>
<tr>
<td><strong>5.4 Interpret student data</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</td>
</tr>
<tr>
<td><strong>5.5 Report on student achievement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td>Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</td>
</tr>
</tbody>
</table>
## Professional Engagement

<table>
<thead>
<tr>
<th>Standard 6  Engage in professional learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 Identify and plan professional learning needs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</td>
<td>Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.2 Engage in professional learning and improve practice</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Understand the relevant and appropriate sources of professional learning for teachers.</td>
<td>Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.3 Engage with colleagues and improve practice</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</td>
<td>Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6.4 Apply professional learning and improve student learning</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate</strong></td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</td>
<td>Undertake professional learning programs designed to address identified student learning needs.</td>
</tr>
</tbody>
</table>
### Standard 7  Engage professionally with colleagues, parents/carers and the community

| 7.1 Meet professional ethics and responsibilities |  
| --- | --- | --- |
| **Graduate** | **Proficient** |  
| Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | Meet codes of ethics and conduct established by regulatory authorities, systems and schools. |  

| 7.2 Comply with legislative, administrative and organisational requirements |  
| --- | --- | --- |
| **Graduate** | **Proficient** |  
| Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage. | Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. |  

| 7.3 Engage with the parents/carers |  
| --- | --- | --- |
| **Graduate** | **Proficient** |  
| Understand strategies for working effectively, sensitively and confidentially with parents/carers. | Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing. |  

| 7.4 Engage with professional teaching networks and broader communities |  
| --- | --- | --- |
| **Graduate** | **Proficient** |  
| Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice. | Participate in professional and community networks and forums to broaden knowledge and improve practice. |  


Appendix B  Questionnaire

Name: _________________________________________________________________

Please choose a name you wish to be referred to during this study.

Pseudonym:____________________________________________________________

Please mark the appropriate answer:

Year Graduated: _________________

Teaching Position: Primary  Secondary  

Age: 20-25  25-30  30-40  40-50  over 50

Gender: Male  Female

How have you found work? (Mark all which apply)

  Schools where you have done teaching placements

  Schools you have visited and left CV

  Employment agency

  Other (Please specify)

How many school have you worked at this term? (approximately)

  1-3  4-5  6-7  8-10  more than 10

How many days per week do you usually have teaching work?
Do you have another paying job?    Yes  □  No  □

Are you a member of any professional societies?  Yes  □  No  □

If Yes, which ones? ____________________________

Have you accessed any online teaching networks?  Yes  □  No  □

Have you been able to name a Mentor for teacher registration?  Yes  □  No  □

If Yes, how did you find your Mentor? ______________________

Have you accessed any professional learning?  Yes  □  No  □

If Yes, how did you access it? ____________________________

If No, what were the barriers to you accessing it? ____________________________
Appendix C  Phase 1 Information letter

How do casual beginning teachers in Western Australia experience their first few years of teaching?

Dear

I am contacting you because you have previously expressed interest, through response to a flyer/advertisement, in being involved in research about the experiences of beginning casual teachers in Western Australia. Thank you very much for your interest in participating in a focus group to discuss your teaching experiences. As you may remember, this study is part of my PhD in Education, supervised by Dr. Jane Pearce and Dr. Caroline Mansfield at Murdoch University. The purpose of this letter is to extend a special invitation to participate in this research study looking at the experiences of beginning casual teachers in Western Australia, and to provide further details about the aims of the study and what your participation will involve.

Nature and Purpose of the Study

Research has shown that approximately 30% of graduate teachers will work as casual relief teachers in their first few years of teaching. A few studies have been conducted on casual beginning teachers in New South Wales and Victoria demonstrating that the experiences of beginning casual teachers differs from their permanent colleagues and also from experienced casual relief teachers. I am interested to learn whether this is the case with beginning casual teachers in Western Australia and how their experiences impact on their sense of belonging to the teaching profession and how they view themselves as a teacher.

If you consent to take part in this research study, it is important that you understand the purpose of the study and the tasks you will be asked to complete. Please make sure that you ask any questions you may have, and that all your questions have been answered to your satisfaction before you agree to participate.

What the Study will Involve

As this study is investigating the experiences of beginning casual teachers, we are only recruiting teachers in their first five years of teaching, who are only working as casual relief teachers.

If you decide to participate in this study, you will be asked to complete the following tasks:

- Participate in a focus group discussing your experiences as a beginning casual teacher.
  The focus groups will be held at Murdoch University during August and September 2013. Questions will be asked about:
    - How you access work and what your work experiences have been like.
What you feel is your role as a teacher.
Your relationships with colleagues and students.
Your support networks.

It is estimated that the focus group will take approximately 60 – 90 minutes.

It is not the intention of this study to cause you any anxiety or distress, but if you find that you have become distressed during any of the tasks you are free to withdraw at any time during the session. If these feelings of anxiety or distress continue after the completion of the session, arrangements will be made to you to access support from the Murdoch University Counselling Service at no expense to you.

**Voluntary Participation and Withdrawal from the Study**

Your participation in this study is entirely voluntary. You may withdraw at any time without discrimination or prejudice. All information is treated as confidential and no names or other details that might identify you will be used in any publication arising from the research. If you withdraw, all information you have provided will be destroyed, unless the information provided has already been presented at a conference, or submitted or published in a journal.

**Privacy**

Your privacy is very important. It will thus not be possible to identify you, neither will you be identified in any publication arising out of this study. Focus groups will be audio-recorded but recordings will be deleted once transcribed with pseudonyms.

**Benefits of the Study**

It is possible that there may be no direct benefit to you from participation in this study, but being part of a focus group may give you the opportunity to discuss your feelings and the connections you make may assist you in developing some professional contacts, especially if you have not had the opportunity to do so in your working environment.

While there is no guarantee that you will personally benefit, the knowledge gained from your participation may help others in the future. Understanding the experiences of beginning casual teachers may assist universities prepare pre-service teachers for the realities of the early years of teaching. It may also assist education authorities in providing appropriate professional development opportunities and resources for beginning casual teachers. Finally, this study may provide information to schools on ways to support beginning casual teachers who work at their schools.
Possible Risks

There are no specific risks anticipated with participation in this study. However, if you find that you are becoming distressed you will be advised to receive support from the Murdoch University Counseling Service at no expense to you. You will be given information about how to contact the counseling service at the beginning of the focus group.

If you have any questions about this project please feel free to Dr. Jane Pearce on 08 9360 7021 or by email: J.Pearce@murdoch.edu.au. She is happy to discuss with you any concerns you may have about this study. You may also contact me via email: h.dempsey@murdoch.edu.au.

Once I have analysed the information from this study I will email a summary of my findings. You can expect to receive this feedback in approximately six months from the completion of the focus group interviews.

If you are willing to consent to participation in this study, please complete the Consent Form and email it to me at: h.dempsey@murdoch.edu.au

Thank you for your assistance with this research project.

Sincerely

This study has been approved by the Murdoch University Human Research Ethics Committee (Approval 2012/197). If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University’s Research Ethics Office (Tel. 08 9360 6677 or e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix D  Phase 2 Information Letter – Individual Interviews

How do casual beginning teachers in Western Australia experience their first few years of teaching?

Dear

I am contacting you because at the focus group session you expressed interest in being involved in Phase Two (Individual Interview) of this research. Thank you very much for your interest in participating in the Individual interview phase. As you may remember, this study is part of my PhD in Education, investigating the experiences of beginning casual relief teachers in Western Australia. The purpose of this letter is to extend to you a special invitation to participate and to provide further details about what is involved in Phase Two. To refresh your memory of the aims of this study, I have included this information and information about the commitment involved in this second phase.

Nature and Purpose of the Study

Research has shown that approximately 30% of graduate teachers will work as casual relief teachers in their first few years of teaching. A few studies have been conducted on casual beginning teachers in New South Wales and Victoria demonstrating that the experiences of beginning casual teachers differs from those of their permanent colleagues and also from those of experienced casual teachers. I am interested to learn whether this is the case with beginning casual teachers in Western Australia and how their experiences impact on their sense of belonging to the teaching profession and how they view themselves as a teacher.

If you consent to take part in this research study, it is important that you understand the purpose of the study and the tasks you will be asked to complete. Please make sure that you ask any questions you may have, and that all your questions have been answered to your satisfaction before you agree to participate. Interviews will be held at Murdoch University between October 2013 and April 2014.

What the Study will Involve

If you decide to participate in this study, you will be asked to complete the following tasks:
• To volunteer for three individual interviews where you will be asked to reflect on your experiences working as a casual relief teacher. These interviews will be conducted over seven months.

• You will also be required to complete eight simple tasks over approximately seven months. Your responses to these tasks may be completed in writing, as an audio recording or through drawing.

It is estimated that each interview will take approximately 1 hour and responses to the questions will take around 10 – 15 minutes.

It is not the intention of this study to cause you any anxiety or distress, but if you find that you have become distressed during any of the tasks you are free to withdraw at any time during the session. If these feelings of anxiety or distress continue after the completion of the session, arrangements will be made to you to access support from the Murdoch University Counselling Service at no expense to you.

**Voluntary Participation and Withdrawal from the Study**

Your participation in this study is entirely voluntary. You may withdraw at any time without discrimination or prejudice. All information is treated as confidential and no names or other details that might identify you will be used in any publication arising from the research. If you withdraw, all information you have provided will be destroyed, unless the information provided has already been presented at a conference, or submitted or published in a journal.

**Privacy**

Your privacy is very important. It will thus not be possible to identify you, neither will you be identified in any publication arising out of this study. The individual interviews will be audio-recorded, but the recordings will be deleted after they have been transcribed using a pseudonym.

**Benefits of the Study**

It is possible that there may be no direct benefit to you from participation in this study, but being part of a focus group may give you the opportunity to discuss your feelings and the connections you make may assist you in developing some professional contacts, especially if you have not had the opportunity to do so in your working environment.
While there is no guarantee that you will personally benefit, the knowledge gained from your participation may help others in the future. Understanding the experiences of beginning casual teachers may assist universities prepare pre-service teachers for the realities of the early years of teaching. It may also assist education authorities in providing appropriate professional development opportunities and resources for beginning casual teachers. Finally, this study may provide information to schools on ways to support beginning casual teachers who work at their schools.

Possible Risks

There are no specific risks anticipated with participation in this study. However, if you find that you are becoming distressed you will be advised to receive support from the Murdoch University Counseling Service at no expense to you. You will be given the contact information for the Counseling Service.

If you have any questions about this project please feel free to contact Dr. Jane Pearce on 08 9360 7021 or by email: J.Pearce@murdoch.edu.au. She will be happy to discuss with you any concerns you may have about this study. You may also contact me via email: htdempsey@hotmail.com

Once I have analysed the information from this study I will email a summary of my findings. You can expect to receive this feedback within twelve months of the final data collection period.

If you are willing to consent to participation in this study, please complete the Consent Form.

Thank you for your assistance with this research project.

Sincerely

This study has been approved by the Murdoch University Human Research Ethics Committee (Approval 2012/197). If you have any reservation or complaint about the ethical conduct of this research, and wish to talk with an independent person, you may contact Murdoch University’s Research Ethics Office (Tel. 08 9360 6677 (for overseas studies, +61 8 9360 6677) or e-mail ethics@murdoch.edu.au). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
Appendix E  Phase 1- Focus Group Consent Form

How do casual beginning teachers in Western Australia experience their first few years of teaching?

Participant

I have read the participant information sheet, which explains the nature of the research and the possible risks. The information has been explained to me and all my questions have been satisfactorily answered. I have been given a copy of the information sheet to keep.

I am happy to be part of a focus group and for the focus group to be audio recorded as part of this research. I understand that I do not have to answer particular questions if I do not want to and that I can withdraw at any time without consequences to myself.

I agree that research data gathered from the results of the study may be published provided my name or any identifying data is not used. I have also been informed that I may not receive any direct benefits from participating in this study.

I understand that all information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

______________________________________________________________
Signature of Participant                                           Date

Investigator

I have fully explained to _____________________________ the nature and purpose of the research, the procedures to be employed, and the possible risks involved. I have provided the participant with a copy of the Information Sheet.

______________________________________________________________
Signature of Investigator                                           Date

______________________________________________________________
Print Name                                                           Position

Please email the completed consent form to: h.dempsey@murdoch.edu.au
Appendix F Phase 2 Consent Form

How do casual beginning teachers in Western Australia experience their first few years of teaching?

Participant

I have read the participant information sheet, which explains the nature of the research and the possible risks. The information has been explained to me and all my questions have been satisfactorily answered. I have been given a copy of the information sheet to keep.

I am happy to be interviewed and for the interview to be audio recorded as part of this research. I understand that I do not have to answer particular questions if I do not want to and that I can withdraw at any time without consequences to myself.

I agree that research data gathered from the results of the study may be published provided my name or any identifying data is not used. I have also been informed that I may not receive any direct benefits from participating in this study.

I understand that all information provided by me is treated as confidential and will not be released by the researcher to a third party unless required to do so by law.

___________________________________ ______________________
Signature of Participant Date

Investigator

I have fully explained to _____________________________ the nature and purpose of the research, the procedures to be employed, and the possible risks involved. I have provided the participant with a copy of the Information Sheet.

___________________________________ ______________________
Signature of Investigator Date

___________________________________ _______________
Print Name Position

Please email the completed consent form to: h.dempsey@murdoch.edu.au

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Appendix G Ethics Approval

Dr Jane Pearce  
School of Education  
Murdoch University

Dear Jane,

Project No. 2012/197
Project Title How do casual beginning teachers in Western Australia experience their work in their first years of teaching?

Your application in support of the above project was reviewed by the Education Expedited Sub-Committee of the Murdoch University Human Research Ethics Committee.

Decision of Education Sub-Committee:

APPROVED

Approval is granted on the understanding that research will be conducted according the standards of the National Statement on Ethical Conduct in Human Research (2007), the Australian Code for the Responsible Conduct of Research (2007) and Murdoch University policies at all times. You must also abide by the Human Research Ethics Committee’s standard conditions of approval (see attached). All reporting forms are available on the Research Ethics web-site.

I wish you every success for your research.

Please quote your ethics project number in all correspondence.

Kind Regards,

Dr. Erich von Dietze  
Manager of Research Ethics  
Cc: Dr Caroline Mansfield  
Helen Dempsey  
School of Education – Dr Lindy Norris
Human Research Ethics Committee: Standard Conditions of Approval

a) The project must be conducted in accordance with the approved application, including any conditions and amendments that have been approved. You must comply with all of the conditions imposed by the HREC, and any subsequent conditions that the HREC may require.

a) You must report immediately anything which might affect ethical acceptance of your project, including:
   - Adverse effects on participants
   - Significant unforeseen events
   - Other matters that might affect continued ethical acceptability of the project.

b) Where approval has been given pending copies of documents such as letters of support / consent from other organisations or approvals from third parties, these must be provided to the Research Ethics Office before the research may commence at each relevant location.

c) Proposed changes or amendments to the research must be applied for, using an Amendment Application form, and approved by the HREC before these may be implemented.

d) An annual Report must be provided by the due date specified each year (usually the anniversary of approval) for the project to have continuing approval.

e) A closure report must be provided at the conclusion of the project.

f) If, for any reason, the project does not proceed or is discontinued, you must advise the committee in writing, using a Closure Report form.

g) If an extension is required beyond the approved end date of the project, an extension application should be made allowing sufficient time for its consideration by the committee. Extensions cannot be granted retrospectively.

h) You must advise the HREC immediately, in writing, if any complaint is made about the conduct of the project.

i) Any equipment used must meet current safety standards. Purpose built equipment must be tested and certified by independent experts for compliance with safety standards.

j) Higher degree students must have both Candidacy and Program of Study approved prior to commencing data collection.

k) You must notify the Research Ethics Office of any changes in contact details including address, phone number and email address.

l) The HREC may conduct random audits and / or require additional reports concerning the research project.

Failure to comply with the National Statement on Ethical Conduct in Human Research (2007) and with the conditions of approval may result in the suspension or withdrawal of approval for the project.

The HREC seeks to support researchers in achieving strong results and positive outcomes.

The HREC promotes a research culture in which ethics is considered and discussed at all stages of the research. If you have any issues you wish to raise, please contact the Research Ethics Office in the first instance.
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Appendix I  Focus Group Question Samples

What is a typical day for you as a relief teacher?

Prompts: Describe what happens on a typical day, from that phone call in the morning to leaving the school.

What types of things do you usually do in a day?

Can you tell me about a good day that you have had teaching?

Prompts: Describe a day that you enjoyed teaching.

What made this feel like a good day?

How have you managed to find work?

Prompts: What methods of finding work have been the most effective?

What do you feel is your role as a teacher?

Prompts: What word would you use to describe what you do?

Do you feel you are teaching? If not, what do you feel you do?

What type of relationships do you have with other teachers?

Prompts: When you are in the staff room, do you chat to other teachers?

Do you find it easy to ask other teachers for help if you need it?

Do you meet with any of your teaching friends from university?

Have you had any interactions with the Principal or other leadership personnel?

Do you feel welcome at the schools you have taught at?
What types of relationships do you have with students and parents?

Prompts: How do you manage student behaviour?

Do you feel the students treat you with respect?

Have you had any interactions with the student’s parents/guardians?

Who do you rely on for support in your teaching?

Prompts: Who do you talk to when you need help?

Who do you talk to when you have had a bad day?

If you were asked to give advice to beginning teachers starting out as relief teachers, what are the three key tips you would give them.

Prompt: What key pieces of advice do you wish someone had given you?
Appendix J  Individual Interview Question Samples

Investigating the experiences of beginning casual teachers, with particular focus on learning as explained through Wenger’s theory of Community of Practice (CoP). Questions for individual interviews will focus on different components of CoP; Practice (learning as doing), Meaning (learning as experience), Community (learning as belonging), Identity (learning as becoming)

• General introduction – outline the purpose and focus of the interviews
  o To discuss their experiences of working as a casual relief teacher and how these experiences impact on their learning about being a teacher.
  o To discuss their feelings of whether they are part of a ‘community’, with shared practices and meaning.
  o To enable the researcher to gain some understanding of how these experiences affect beginning teachers’ development of a professional identity

• Background information has already been collected during the focus group stage.

• Interview 1 (focusing on personal experiences, professional learning and relationships – CoP component of Meaning and Practice)
  o Why do you work as a casual teacher? How do you access work? In which system do you work?
  o Tell me about a typical day?
  o Tell me about a good experience you have had working as a casual?
  o Have you been able to access professional learning? How did you find out about the professional learning? How relevant did you find the professional learning?
  o What types of relationships do you have with other teachers? Administration? Students? Parents/Guardians?
  o How do you feel about being a teacher?
Interview 2 (focusing on discussion of themes generated from all participants and how these relate to Community of Practice (CoP) components; particularly Community, but reflecting on Meaning, Practice and Identity as well.

Responses from all individual interviews will be collated and common themes highlighted. These themes will then be written on strips of paper in duplicate

- Could you read through these core activity statements and arrange them in the order you think best describes your experiences of relief teaching.

- What was the reasoning behind arranging them in this particular order?

- Could you read through these identity statements and arrange them in the order you think best describes your experiences of relief teaching.

- What was the reason behind arranging them in this particular way?

Interview 3 (focusing on professional identity)

Have pictures of different types of teachers and discuss which ‘type’ is most similar to how they see themselves.

- Is this different from when they were pre-service teachers, began working as a teacher, began this study? If so how and if not, how has their view stayed the same.

- Reflect on their journal entries and snapshots. Did making a response (either written, orally or pictorially) help you think about your journey as a teacher? Highlight any specific highs/lows of their recorded teaching experience – how did these events impact on how they felt about being a teacher?
Appendix K  Journal Tasks

These Journal Tasks are designed to elicit data about the learning journey of beginning casual teachers through the lens of Wenger’s theory of Community of Practice. Learning is achieved through Meaning (learning as experience), Practice (learning as doing), Community (learning as belonging) and Identity (learning as becoming.

**Task 1:** The purpose of this task is to elicit data regarding learning as Meaning and Practice.

**Task description:** Choose a day this week and then write/record/draw about all the things that have happened today. Eg From the time you got the phone call to come into work until you got home.

**Task 2:** The purpose of this task is to elicit data regarding learning as belonging to a Community.

**Task description:** You may respond to these questions by writing, recording or drawing.

Think about the people in your life that you go to for support. Are these the same people you use when you need support in your professional capacity?

If not, who are the people you turn to when you need to discuss work issues?

**Task 3:** The purpose of this task is to elicit data regarding Meaning and Practice, focusing on the role of professional learning.

**Task description:** Give brief answers to the following questions.

What professional learning have you engaged in since you qualified? How relevant was it?

What type of professional learning do you think would benefit you?

**Task 4:** The purpose of this task is to elicit data regarding learning as belonging to a Community.

**Task description:** Respond to the following questions through writing, recording your response or creating a pictorial web of connections.

Who do you talk to about teaching? What aspects of teaching do you discuss?
Task 5: The purpose of this task is to elicit data regarding being part of a community of practice.

Task description: Think about what it is to be part of a community. Respond to the following questions in a way that you feel enhances your message.

What is a community?

Wenger’s theory of Community of Practice describes a community of practice as a group of people who negotiate meaning, share practices and help in forming an identity. With this definition in mind, do you think you are part of a Community of Practice?

Task 6: The purpose of this task is to elicit data on identity formation and development.

Task description: Respond to the following questions through writing, recording or drawing your responses.

What do you think a teacher is or does?

Do you think you are a teacher?

If so, what do you do that makes you a teacher, if not, why not

Task 7: The purpose of this task is to elicit data about identity and the relief teacher.

Task description: Use writing, recording or drawing to respond to the following questions.

How do you think colleagues, parents, students and society view relief teachers?

Do you agree with these views?

If not, what do you see as the role of a relief teacher?

Task 8: The purpose of this task is to elicit data on how the experiences of casual teaching for beginning teachers impacts on teacher retention.

Task description: Answer the following questions by writing, recording or drawing your responses.

Where do you see yourself in 5 years?

What do you think you will be doing?

What experiences of this last year have affected where you see yourself in 5 years?
Appendix L  Coding Decisions

24/6/2015 - 24/7/2015

Initial coding was done by focus group question, with detailed nodes being developed. This resulted in 167 nodes. Some of these nodes had only one source or one reference. Others were repeated under different questions (for example behaviour management). Therefore a merging of nodes was undertaken. The initial coding attempt was retained - called coding focus groups by focus group questions.

4/8/2015

Coding - step two folder developed. Original nodes copied into this folder and then the following steps were undertaken.

FG Question1 What is a typical day for you as a relief teacher?

Access to resource - moved to School processes
Access to work - moved to Access - opportunities
Arriving at school - moved items to organisation - both pre arrival and at school, school processes, affect
Car park - moved to socialisation into school
Discussing condition - moved to school processes and time
Duty - moved to school processes and managing behaviour
Early start - moved to time
Feelings – moved to Affect
Help from staff - moved to relationships with colleagues
Introduce self to other staff - moved to Personal organisation (at school) and lesson plans
Introduce self to students - moved to personal organisation (at school)
Late call up - moved to time
lesson plans provided - moved to Classroom experience (lesson plans)
Managing behaviour - moved to classroom experience - managing behaviour
Managing other commitments - moved to personal organisation - managing personal commitments
Managing teaching work commitments – moved to affect, relationships with students, personal organisation - at school

Names of students - moved to relationships with students

No typical day - moved to personal organisation - at school

No work left - moved to classroom experiences - lesson plans

Not getting work - moved to access - barriers

Organisation for the day - moved to personal organisation (pre-arrival at school)

Own work taken - moved to personal organisation (pre-arrival at school), lesson plans, school processes

Pre-booking - moved to access - opportunities

Reasons for doing relief - moved to access - opportunities and personal organisation (managing personal commitments)

Repeat work at a school - moved to school processes, relationships with colleagues, school environment, relationship with students

School routines - moved to school processes, school environment

Staffroom - school environment

Student help - moved to classroom experiences (relationships with students)

Teaching outside subject area - moved to classroom experiences (content knowledge)

Travel time to work - moved to time

From Focus group questions 2 Can you tell me about a good day?

Assistance from colleagues - moved to relationships with colleagues.

Attitude of staff - moved to expectations, relationships with colleague, school environment

Attitude of relief teacher - classroom experiences (relationships with students)

Bad day - moved to behaviour management, school environment

Behaviour - moved to classroom experience (behaviour management)

Feedback - relationships with colleagues

Finishing work - classroom experiences - lesson plan
Identifying as teacher – moved to Classroom experience (classroom teacher)

Know content- moved to classroom experience (content knowledge, classroom teacher)

Known class - moved to classroom experiences (relationship with student), school environment

lesson plans, own lessons & organised classroom- classroom experiences(lesson plans)

pre-booking - moved to pre-arrival at school

Recognition - moved to school environment

Relationships- moved to classroom experience (relationships with students)

Student learning -moved to classroom experiences - behaviour management, relationships with students, classroom teacher

Students respond - moved to classroom experiences(relationships with students)

**From Focus group question 3 How have you managed to find work?**

The initial nodes were consolidated or moved to the following codes.

Access - opportunities (from sent CV, personal contacts, prac schools, relief teacher agencies, teachers organising own relief, visit schools, work generating work)

- barriers (fit with family commitments, lists at schools, location of school, managing the work, personal contacts, turning down work, want know relief)

Managing the work - also some comments moved to expectations, lesson plans

Pre-booking - moved to lesson plans

Work left for relief - moved to lesson plans

5/8/2015

Node self efficacy from **FG question 2** was moved to coding node- self efficacy

**From nodes in FG Question 4 What do you feel is your role as a teacher?**

identified codes Role of relief teacher with sub-codes legal role, teacher,

Legal role included old nodes - duty of care and some from just watching the class
Teacher code included old nodes- assessing work, assist understanding of work, classroom teacher, engaging the students

Babysitter- old node babysitter, just watching the class

Following instructions includes old nodes-completing work, maintain routine, planning, whatever is asked of you

Feelings were moved to Affect
reflecting on trying to get work- moved to access (barriers)
respect from colleagues- moved to relationships with colleagues

student attitude - moved to classroom experiences (relationships with students)

Managing behaviour - after re-reading the contents, the items were moved to - expectations, legal role, affect

New code developed- School experiences with sub-codes; Processes, environment, socialisation, relationships with colleagues, relationships with parents

node school processes-moved into the school experience(processes) node.

Node school environment - some comments moved to school experience (environment) and some to (socialisation)

node socialisation- moved into school experience (socialisation)

New node developed- feedback- this is to tease out comments about feedback. Although it is part of the school experience it is a specific point which has been raised.

**Recoded FG Q5 - What type of relationships do you have with other teachers?**

the following nodes were merged or moved to the nodes as per listed.

Alienated/Isolated moved to Affect or Socialisation into school

Car park- moved to processes

Comments from other staff - moved to relationships colleagues, feedback

Connections outside of school - moved to relationships with colleagues

Difficulties of working as relief-moved to affect

Familiar school- moved to either relationships with colleagues or socialisation depending on content.

Feel part of team- moved to relationships with colleagues
Initial encounters - moved items to school experience (environment) and (relationships with colleagues)

Interactions with administrators moved with same heading to school experience. Keep to self - moved to socialisation

Opportunities to interact - moved to relationships with colleagues

School environment - moved to same heading in school experiences

Staffroom interactions - moved to socialisation into the school

University friends - relationships with colleagues

with TAs - moved to relationships with colleagues

Work mainly in one school - moved to relationships with colleagues

**Recoding of FG question 6 What type of relationships do you have with students and parents?**

The following nodes were merged or moved to codes developed under classroom experience or school experience.

Any for parents were moved to School experiences

Behaviour management - moved to Classroom experience (beh man), rewards,

Relationships with students included; chatting on duty, difficulties making relationships, finding student's interests, in class more than once, interactions with students, lots of different classes, see you as a teacher, learn names, teaching mainly at one school

**Recoding of FG question 7 Who do you rely on for support in your teaching?**

The following codes were developed and previous nodes moved to the relevant code.

Personal - family and friends, teacher friends

School based - Deputies/relief coordinators, feedback, not wanting to ask for help, other relief teachers, other teachers at school,

Other - colleagues from university, difficulties forging relationships, no-one, online, own reflection,

Reflections on behaviour were moved to classroom experiences (managing behaviour).
Recoding of FG question 8  Advice for early career teachers starting out

The following codes were developed from initial nodes.

Organisation - be prepared, finding resources, not like prac, organisation overcompensate

Professionalism - badge, business cards, culture of school, do a good job, don't take things personally, dress professionally, extra work outside school time, know school policies, notes to teacher, overcompensate, personal contact, stay calm, use sense of humour, using own money

Students - be consistent, extrinsic rewards, managing behaviour, relationships, think it is going to be easy, understanding teacher's instructions, use student knowledge of routine,

Reflections on self as teacher - moved to self-efficacy.

Reflections on working as a relief - moved to access (barriers)

Reflections on makeup of class - moved to classroom experiences (beh man)

Teaching own lessons -moved to self-efficacy

Testing your authority - moved to classroom experiences (beh man)

Recoding of FG question 9  Do you feel you belong to any particular community of practice?

Developed a code - Community with two sub codes

Other-online communities, professional societies

School- events outside of teaching, where I am working, joining school based PD, notin a place long enough, parents, repeatedly called

Summary

Codes developed - 12 codes with 8 of these having sub-codes -Total codes = 34

Access

-BARRIERS

-Opportunities

Advice for other Graduates

-Organisation

-Professionalism

-Students
Affect
Classroom experiences
  - Babysitter
  - Behaviour management
  - Classroom teacher
  - Content Knowledge
  - Lesson Plans
  - Relationships with students
Community
  - Other
  - School
Expectations
Personal Organisation
  - At school
    - Managing personal commitments
  - Pre-arrival at school
Role of Relief teacher
  - Legal role
  - Teacher
  - Babysitter
    - follow Instructions
School Experience
  - Environment
  - Feedback
  - Interactions with administrators
  - Processes
- Relationships with colleagues
- Relationships with parents
- Socialisation into school

Self efficacy

Support
- Other
- Personal
- School based

Time

6/8/2015

Read through each code/sub-code to check that all the items were directly related to the code. There was some changes to the coding through this process.

Access

Barriers-some comments coded here were more relevant to affect as they were talking about their feelings of working as a relief or the lack of work, rather than actual barriers to getting work.

Opportunities - after reading through, parts of some comments discussed barriers so they were recoded as barriers.

Advice for other graduates

Organisation - some comments moved to Time as they were really a discussion related to time eg need to give yourself time to get organised, might be rung up with little notice.

Professionalism - one comment moved to Affect as it related more to feelings and emotions rather than acting professionally

students- one comment moved to professionalism as it was about mixing with staff rather than staying on your own in the classroom.

Affect - nothing moved at this stage

Classroom experiences

babysitter - moved to Role of relief teacher- babysitter

behaviour management - no changes
classroom teacher - no changes

content knowledge - moved to either behaviour management or classroom teacher (code deleted)

lesson plans - no changes

Relationships with students - no changes

Community

school- no changes

other- no changes

Expectations - need to review - maybe go into different sections of school experience?

Personal organisation

Pre-arrival at school - some comments added to Time as they mentioned time they had to get ready, or time they needed to get organised

At school - no changes

Managing personal commitments - no changes

Role of Relief teacher

Babysitter - no changes

Follow instructions -no changes

Legal role - no changes

Teacher - no changes

School Experience

environment - move done comment to processes as it was more a comment about how school processes make the day easier.

feedback -no changes

interactions with administrators - one comment moved to processes - need to relook at this after discussion with colleagues as some may be more relevant to environment

processes-no changes

relationships with colleagues -no changes

relationships with parents -no changes
socialisation into school - no changes

**Self efficacy** no changes

**Support** - thinking of moving these items to either personal organisation (other and personal) of school experiences. Re-look tomorrow.

Other - no changes

Personal - no changes

School based

**Time**

7/8/2015

Reviewing comments under support will recode

Decision to change Personal Organisation- into Personal which will have all comments related to personal issues. Then change sub-codes to Organisation, Other commitments, Support

Moved at school and pre-arrival at school into Personal - Organisation

Moved Support - other and Personal into Personal- Support

Changed title of code Managing personal commitments - to Other commitments.

Support - school-comments were moved to School Experience and then put with codes feedback, administration or colleagues depending on the content of the comment.

14/8/2015

After discussion with colleagues (my supervisors), the data were recoded using deductive method. Utilising themes from the literature and my theoretical framework, the following codes were developed. It should be noted that it was decided to include affect in each coding theme to investigate whether affect was evident in all aspects of the experience. Additionally coding within access and relationships were given sub-nodes of barriers and opportunities. Also looked at the questionnaire information and included that for coding.

**Access** - affect, professional learning, resources, work

**Interactions with students**-affect, behaviour management, engaging students, relationships with students

**Relationships** - Affect, community, meaning, practice

**Status**-affect, Identity, community
So far most of the affect re access has been about access to work. Might need to move the affect code under work but will wait and see if there are affect issues in relation to access to resources and professional learning. I know there was one comment re access to PL from the questionnaire information.

17/8/2015
Recoded sections coded in 'Advice for other graduates' - although this discussion related to what advice they would give to other graduates working as relief, it gave insights into aspects of working as a relief which they deem important.

When coding for Practice, I carefully read the comments about what they actually did and made decisions about whether their practice was an opportunity to developing shared experiences or a barrier to shared practice. It was important to consider both explicit (symbols, procedures, documents etc) and tacit (tacit conventions, underlying assumptions) aspects of shared practice.

When coding for meaning - looking for opportunities to negotiate meaning or barriers to negotiating meaning.

Thinking of Agency as a major category - looking at all the different codes and see which experiences lead to sense of agency - Will look through later for this information.

Self efficacy as a category - link to practice which lead to feelings of self efficacy?

Still need to look at School experience, Time and Self efficacy
<table>
<thead>
<tr>
<th>Name</th>
<th>No of FG</th>
<th>No of Ref</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>0</td>
<td>0</td>
<td>Discussions related to access to work, resources, professional learning</td>
</tr>
<tr>
<td>Affect</td>
<td>4</td>
<td>11</td>
<td>Description of feelings and emotions related to access - all the comments related to affect and access were directed at access to work 6 from 18 people commented on this - <em>Examples a) will be a little bit disappointing but at the same time I don't really care, b) I was really angry with the department, c) As long as the work is there I am happy.</em></td>
</tr>
<tr>
<td>Professional learning</td>
<td>0</td>
<td>0</td>
<td>Information about access to professional learning - this information came from the demographic survey information</td>
</tr>
<tr>
<td>Barriers</td>
<td>1</td>
<td>2</td>
<td>Information about barriers to accessing professional learning - 5 of the eleven who had accessed professional learning commented about the barriers - one comment <em>'Not considered someone to invest in as I am only there once in a while.</em></td>
</tr>
<tr>
<td>Opportunities</td>
<td>1</td>
<td>3</td>
<td>Information about opportunities to access professional learning - a) 45% were members of a variety of societies  b) online teaching networks, 72%  c) 61% of these participants had accessed some professional learning.</td>
</tr>
<tr>
<td>Resources</td>
<td>0</td>
<td>0</td>
<td>Discussion about access to resources</td>
</tr>
<tr>
<td>Barriers</td>
<td>2</td>
<td>4</td>
<td>Discussion related to barriers in accessing resources- <em>examples a) One doesn't usually have keys to the room, b) You don’t always have access to, or even know where the resources are kept,</em></td>
</tr>
<tr>
<td>Opportunities</td>
<td>4</td>
<td>5</td>
<td>Discussion related to opportunities to access resources  <em>Examples a) yeah I mean again, that is with this school because they have quite a good relief coordinator so he is pretty much if for some reason the teacher hasn't got it done he will tend to have got it done in the morning so he's pretty good, b) to have a bank of resources with you</em></td>
</tr>
<tr>
<td>Work</td>
<td>0</td>
<td>0</td>
<td>Discussions related to access to work</td>
</tr>
<tr>
<td>---------------</td>
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<td>--------------------------------------</td>
</tr>
</tbody>
</table>
| Barriers      | 7   | 24  | Discussion related to barriers to accessing work  
Examples- a) So a few schools called me back and said they would just put me on their list, but they had a long list so  
b) We're at the bottom of the pecking order and that's okay. We work our way up.  
c) Lexi The super, because everyone's super got dipped into or something, the economic downfall or, I don't know. So teachers, not just teachers, people had to put off retiring for a few years |
<p>| Opportunities | 8   | 51  | Discussion related to opportunities to access work - Examples- a) Their relief list is about that long (showing a short list) now. There has been heaps of work. Well people get jobs as the year goes on and do other things b) it was my internship school and the teacher I had for my mentor teacher rang me up because she was going to be off one day so she asked me to cover her day and then they just put me on their roster then. |
| Interactions with students | 0   | 0   | Related to FG question about relationships with students – encompasses idea of beh. management as in the literature as well as creating relationships with students and engaging students - linked to components Community and Identity in COP |
| Affect        | 7   | 21  | Descriptions of feelings and emotions related to student interactions. Examples - a) If I’ve had a class previously and I have had a child that was behaviourally difficult or has learning issues, if the next time I go in there I have some wins with those kids and still keep everyone else I find that really satisfying b) and you’re getting really nervous and your reading all the teachers notes and you’ve never met these kids before and you’re in a school you don’t know. |
| Behaviour Management | 1   | 1   |</p>
<table>
<thead>
<tr>
<th>General comments</th>
<th>6</th>
<th>16</th>
<th>Discussion related to behaviour management in a positive light. <em>Examples a)</em> I haven't had any negative experiences yet in any class in regards to behaviour, and I know that can be a problem. <em>b)</em> So I've been lucky enough to develop most of that where I don't have to deal with so much behaviour management because they see me that regularly they think I am just another teacher inside the school anyway.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative behaviour</td>
<td>7</td>
<td>24</td>
<td>Discussion of behaviour management in a negative light. <em>Example a)</em> see what they can do. I was finding the roll was giving them time to test it out. See how much they could talk. <em>b)</em> And once they start testing your authority, which you just don't have that much, not really, <em>c)</em> That day was literally managing minute by minute what was happening. There were erasers everywhere, rulers, there was this kid up and down like a yo-yo. There was a worksheet that I only got halfway through, and it was just chaos.</td>
</tr>
<tr>
<td>Strategies</td>
<td>5</td>
<td>20</td>
<td>Discussion is basically about how they manage the student behaviour. <em>Examples a)</em> The biggest bit of advice I've followed, that somewhere along the line a lecturer or somebody told us, and I can't remember who. They said, &quot;Always have something for those kids who finish first because they are going to be the ones who get up wander around and annoying everyone else&quot;. <em>b)</em> just having fun things to fill if I need to so I just have a couple of games. I always have some kind of chocolate or something in my bag</td>
</tr>
<tr>
<td>Relationships with students</td>
<td>7</td>
<td>90</td>
<td>Discuss interactions with students in terms of building relationships. <em>Examples a)</em> but of course if you’re going to a school that your always been like there often, the children get to know you and then it makes work a lot easier. <em>b)</em> relationships, sometimes you might see them at, you know, around lunchtime and they’ll be like Oh you took us for Japanese or whatever’ and then they'll talk to you and that how you form relationships I guess <em>c)</em> I think it is all about relationships with kids. You need to find so’</td>
</tr>
<tr>
<td>Personal</td>
<td>0</td>
<td>0</td>
<td>Discussion related to personal organisation related to teaching</td>
</tr>
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328
<table>
<thead>
<tr>
<th>Category</th>
<th>Sum</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>Discussion of organisational strategies related to be organised to teach once at school. <strong>Examples</strong>&lt;br&gt;a) I make sure I check it before I leave that area, as they are notorious for having class lists missing and that kind of stuff. It's quite important to go through all that before the first class. b) Then I get in a class and I quite often introduce myself to a teacher next door especially if it is a 7 year class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other commitments</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Discussion of managing personal commitments outside of teaching, such as children, other work <strong>Examples</strong> a) Being a full time mum and wife and relief teacher if you work full time you don't get enough time to be around the house and do what you need to catch up on. b) I had another job so I had to have at least a days’ notice so I could let them know I wouldn't be there, and they knew that they were second.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Discussion of personal support systems, including self-reflection, family and friends <strong>Examples</strong> a) I don't think I have a lot of people I can do that, like, but with week basis, I don't, I just reflect and write my own notes  b) But the New Educator Network and the Growth Team are really invaluable to be a part of. c) But then it is nice to talk to my friend who is a teacher and discuss what is going on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Encompasses questions about support, relationships with administration, and colleagues. Linked to Practice, Community and Meaning in COP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affect</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Discussions related to emotions and feelings about interactions with administrators or colleagues <strong>Examples</strong> a) Oh you took us for Japanese or whatever’ and then they'll talk to you and that how you form relationships I guess. b) There you were completely alienated, you weren't accepted, c) I am terrified of making the wrong, doing the wrong thing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Related to barriers and opportunities to feel part of a community -includes discussions related to colleagues, administrators and parents</td>
<td></td>
<td></td>
</tr>
<tr>
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Appendix N  Phase 2 arrangements of ‘Teacher work’ statements

**Michael Figure 6.1**

- Controlling the class
- Engaging with students
- Developing relationships with students
- Preparing relevant, meaningful work
- Collaborating with colleagues
- Reporting on student learning
- Using assessment to plan learning
- Engaging with the community

**Briana Figure 7.1**

- Engaging with students
- Controlling the class
- Developing relationships with students
- Preparing relevant, meaningful work
- Collaborating with colleagues
- Reporting on student learning
- Using assessment to plan learning
- Engaging with the community

**Lexi Figure 9.1**

- Controlling the class
- Engaging with students
- Developing relationships with students
- Preparing relevant, meaningful work
- Collaborating with colleagues
- Reporting on student learning
- Using assessment to plan learning
- Engaging with the community

**Amy Figure 10.1**

- Controlling the class
- Engaging with students
- Developing relationships with students
- Preparing relevant, meaningful work
- Collaborating with colleagues
- Reporting on student learning
- Using assessment to plan learning
- Engaging with the community

**Chloe Figure 11.1**

- Engaging with students
- Controlling the class
- Developing relationships with students
- Preparing relevant, meaningful work
- Collaborating with colleagues
- Reporting on student learning
- Using assessment to plan learning
- Engaging with the community

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Appendix O  Phase 2 participants arrangement of Identity statements

Michael Figure 6.2

Briana Figure 7.2

Lexi Figure 9.2

Amy Figure 10.2

Chloe Figure 11.2


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