Who am I? Deconstructing the Emotional Experiences of Novice Teachers' Identity

Construction

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ABSTRACT

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The rising rate of teacher attrition within the first five years of entry into the profession has initiated inquiries of new educators' working conditions, perspectives, and identities (Beauchamp & Thomas, 2009; Conway, 2006; Jalongo & Heider, 2006; Ruohotie-Lyhty, 2013; Scherff, 2008). This qualitative study considers an area that is relatively unexplored, that is, the connection between emotions and identity, by examining one central question: *How are emotions embedded in the identity construction of novice teachers?* Two participants were involved in this investigation over the course of their first year of teaching. They engaged in exploratory discussions in three focus group interviews during which they shared personal accounts and individual perspectives. They also produced three written reflections, which allowed them to explore their experiences more introspectively. Findings from this study support the existing literature in two areas: firstly, the workplace acted as a site for fulfillment and vulnerability, and secondly, contextual factors affected both emotions and identities (Beauchamp & Thomas, 2009; Nias, 1996; Rippon & Martin, 2006; Ruohotie-Lyhty, 2013). However, contrary to the work of Schutz and Lee (2014) and Zembylas (2005), emotions and identity did not have a reciprocal relationship. Emotions informed the identities of both participants, but their identities did not inform their emotions. With negative emotions being reported 1.5 times as often as positive emotions, these findings raise concerns about the emotional preparedness of novice teachers. The results from this study suggest the need to address emotional preparedness in university teacher education programs and to integrate emotional awareness and coping strategies into induction models.

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The alarming rate of teacher attrition sheds light on the vulnerability of young educators entering the field as "nearly 50 per cent of all new teachers in North America leave the profession within their first five years of teaching" (LewKowicz, 2013, p. 1). Inquiries have indicated that poor preparation, lack of support and difficult working conditions are central to the exodus of young educators (Jalongo & Heider, 2006). Novice teachers are quickly cast into the profession and expected to assume the vast responsibilities of a classroom teacher (Lortie, 2002). This hasty transition from student to teacher is the result of a very brief induction process (Beauchamp & Thomas, 2009; Conway, 2006) at the end of which young educators struggle to find themselves within a preexisting set of norms and expectations (Scherff, 2008). Consequently, novice teachers often experience 'reality shock' as they seek to meld their initial ideals with the existing realities of the profession (see Haggarty & Postlethwaite, 2012; Schatz-Oppenheimer & Dvir, 2014).

Many times, this precarious entry into the field leaves new teachers on unstable grounds as they strive to form their professional identities. Those with a strong sense of agency can merge their preconceptions with the realities they encounter, creating an altered view of themselves and the profession; however, many lack this ability (Ruohotie-Lyhty, 2013). Their idealized perceptions overwhelm their ability to adapt to their environment, consequently disrupting the formation of a solid professional identity (Ruohotie-Lyhty, 2013).

Further complicating the typical novice teacher's entry into the field is the onslaught of emotions that are inherent to the profession. Teachers are required to manage student, parent and staff relationships as well as their own emotional experiences. Educators have frequently reported feelings of isolation, vulnerability and stress (Flores & Day, 2006). It is easy to imagine how magnified these sentiments might be upon entry into the field. In fact, according to Scherff (2008), "[n]ovice teachers repeatedly cite the first years in the classroom as unsupportive and lonely, with feelings of isolation and being overwhelmed contributing to the high percentage leaving the profession" (p. 1319). Scherff's claim that negative emotions are contributing to the rise of teacher attrition acknowledges a growing concern that educators entering the field are "ill equipped to deal with the emotional transactions involved in the profession" (Schutz & Lee, 2014, p. 170). This leads one to question the emotional nature of teaching for the novice teacher.

If isolation and feeling overwhelmed are characteristic of educators' entry into the profession, how then are these emotions impacting novice teachers' identity formation? More specifically, could they interfere with the identity formation of young teachers causing them to question their longevity in the field?

Despite the vast area of research that examines how educators constitute their professional identities, the role of emotions in identity formation has only emerged as an area of exploration in the last decade. A growing body of literature, which has sought to investigate the role of emotions in identity formation, contends that emotions shape a teacher's understanding of his/her professional self (Brown, Horner, Kerr & Scanlon, 2014; Flores & Day, 2006; Zembylas, 2005) by attributing meaning to experience. In that regard, emotions, acting as meaning-making agents, inform one's identity (Yin & Lee, 2012). Findings indicate that emotions and identity serve to sustain and change one another "through an ongoing, multidirectional, transactional process" (Schutz & Lee, 2014 p. 174). That is to say, emotions and identity have a bidirectional relationship.

However, in order to understand the nature of this relationship, we must also examine a third variable, context, which influences the interaction of emotions and identity formation. Lasky (2005) claims that, "[w]hat individuals believe, and how individuals think and act is always shaped by cultural, historical, and social structures…" (p. 900). External contexts, which are tacit norms and expectations embedded in the workplace, influence how emotions are manifested and expressed. This, in turn, impacts how one constitutes his/her professional identity (Rippon & Martin, 2006; Ruohotie-Lyhty, 2013). Beauchamp and Thomas (2009) contend that both external and internal contexts (i.e., individual personality and perceptions) inform teacher identity. Taken together, contextual factors must be given consideration in the investigation of emotions and identity.

Although the correlation between emotions and identity construction in teaching has recently been addressed, most inquiries have examined experienced educators. Very few studies have explored the interplay of emotions and identity formation in novice teachers. By examining how new educators constitute their identities through their emotional experiences, we can gain insight into how the subjective experience of novice teachers informs their understanding of themselves and the profession. These findings could benefit university programs, administrative

bodies and induction models in order to address, and ultimately reduce, the attrition rates of new educators.

This paper is aimed at deepening our understanding of how emotions shape the professional identities of novice teachers by exploring one central question: *How are emotions embedded in the identity construction of novice teachers?* The literature review seeks to tease apart the key concepts of emotion, identity and context with the understanding that there are many intersecting points of convergence.

Review of the Literature

Emotional Aspects of Teaching

Teaching as an emotional practice. According to Lasky (2005), emotion is a state of consciousness that arises from an individual's interaction with the environment, people and events. It is both biologically and socially constructed and linked to individual beliefs and cultural norms. Emotions are manifested and identified through cognitive judgment, actions and feelings (Franks, 2001).

Emotions are intrinsic to teaching. Although teaching is concerned with the cognitive development of students, it is an emotional practice that requires teachers to be "emotionally passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy" (Hargreaves, 1998, p. 835). In other words, emotions are manifested through interpersonal engagement and instructional practices. Nias (1996) suggested three reasons that emotions are essential in teaching and for teachers. Firstly, teachers often feel passionately about their instructional practices, students, colleagues, and dealings with parents. To elaborate, the nature of the profession involves extended and often close interactions with people, which are inherently emotional. Teachers invest so much of their selves into their teaching that their personal and professional identities often merge. In other words, their workplace becomes a site for both "fulfillment and vulnerability" (Nias, 1996, p. 297). Secondly, Nias states emotions are embedded in cognition. Emotions are therefore integrally connected to teachers' perceptions, thoughtful actions and judgments. Thirdly, teachers' emotions occur within a sociocultural context. Emotions shape and are shaped by the established norms and expectations that exist within the workplace.

Based on the theories of the aforementioned authors, emotions are inextricably linked to teaching. Teachers are emotionally implicated in their students' lives, curriculum and methods of

instruction. However, these emotions are also influenced by the environment within which they occur. Therefore, it is imperative that we examine the sociocultural context which impacts the ways in which emotions are manifested and expressed.

Emotional labor. In adopting Nias' (1996) perspective, it can be concluded that teaching is a site for emotional experiences; however, how these feelings are conveyed is confined by the established norms of the profession. According to Hargreaves (2001), "[e]ach occupation and its culture has different emotional expectations, contours, and effects on workers and their clients. Teaching is no exception" (p. 1057).

The term *emotional labor* has drawn significant attention in recent inquiries into the investigation of emotions in teachers (Brown et al., 2014; Schutz & Lee, 2014; Taxer & Frenzel, 2015; Yin & Lee, 2012). In the 1980's, Hochschild (1983) explored the emotional regulation of employees in the service sector and coined the term *emotional labor* to describe workers' deliberate suppression or fabrication of emotions due to institutional rules or workplace objectives. Hochschild presented this concept as exploitative in nature. For instance, a flight attendant dealing with an impolite passenger would be obliged to suppress her natural emotional reaction and manufacture a smile and compliant response in order to ensure the passenger's satisfaction.

The notion of *emotional labor* has, in recent years, been analyzed from an educational perspective (Brown et al., 2014; Hosotani & Imai-Matsumura, 2011; Isenbarger & Zembylas, 2006). Although Hochschild (1983) understood the concept of *emotional labor* as exploitative, Isenbarger and Zembylas (2006) suggest it can embody both negative and positive dimensions in teaching. Suppressing one's natural emotional response for the sake of an organization can generate internal dissention and external withdrawal. Emotional labor in teaching has been associated with teacher burnout (Isenbarger & Zembylas, 2006) as educators experience alienation and become emotionally consumed by the demands of the profession. However, Isenbarger and Zembylas (2006) argue that emotional labor in the context of caring teaching can be rewarding. Fostering relationships in teaching is recognized as a source of satisfaction. Caring for students is necessary in building a trusting relationship. Therefore, in the context of caring teaching, an educator's suppression (or fabrication) of emotions may be justified (Isenbarger & Zembylas, 2006). When the teacher's emotional response serves the purpose of helping a student, he or she feels that it is a warranted behaviour.

Regardless of whether emotional labor is rewarding, it is prevalent in the teaching profession. In a recent study, 100% of the participants were found to engage in emotional labor (Brown et al., 2014). Emotional display rules, implicit in cultural and professional norms, determine which emotions are appropriate to convey and in what capacity (Brown et al., 2014; Yin & Lee, 2012). Emotional display rules are culturally, historically and politically situated. These tacit rules often serve as the driving force behind emotional labor. Although there is not yet a significant body of literature on this phenomenon, some current studies examine the cultural implications of emotional display rules in emotional labor.

From a North American perspective, Brown, Horner, Kerr and Scanlon (2014) explored how emotional acting and teachers' perceptions of emotional display rules impacted their professional identity in the mid-Atlantic region of the United States. Their findings revealed two forms of emotional acting: 'deep acting' or "purposefully shifting their emotional state to align with expectations attributed to employers" (p. 214) and 'surface acting', meaning putting their own emotional responses aside to convey unfelt emotions that adhere to the school's standards. The performance of the desired emotional response was used to uphold the image of the good, nice teacher. The irregularity of the participants' understanding of what constituted emotional display rules was also evidenced in their results. Because emotional display rules were not explicitly stated, variations in the teachers' interpretations were apparent.

Yin and Lee (2012) explored display rules in Mainland China and found that four rules governed teachers: 1. Commit to teaching with passion, 2. Hide negative emotions, 3. Maintain positive emotions, and 4. Instrumentalize emotions to attain teaching goals. In a similar investigation in Japan, Hosotani and Imai-Matsumura (2011) also found support for the instrumentalization of emotional response. Their inquiry revealed that high-quality primary teachers intentionally used direct staging of emotions (a purposeful display) as well as suppression (an inhibited emotional response) to achieve desired objectives. Further, Hosotani and Imai-Matsumura equated the purposeful use of emotions with more competent educators.

When evaluating the cultural determinants of emotional display rules that impact emotional labor, it is also necessary to examine the historical and political forces that have governed norms and expectations. Given the location of this study, the following section will examine the historical and political culture of emotions in education from a North American perspective.

Historical, political culture of emotions in education. Prior to the 20th Century, a Western bias elevated rational thought over emotions (Franks, 2001). Emotions were associated with irrationality, impulsiveness and subjectivity. When juxtaposed to cognitive thought, emotions were perceived as both primitive and childish (Sutton & Wheatley, 2003). It was only towards the end of the twentieth century that psychology research began a slow shift in understanding the necessary role emotions play in human processes. As Franks (2001) stipulates, present day emotion, which was "once seen as the enemy of rationality, is now viewed as the foundation for our engagement in the world" (p. 4477). Links between cognition and emotion further validated its importance in society, propelling the investigation of emotional conduct, management and progress in various fields.

Despite the increased acceptance of emotions in Western society, there is still a gendered association around emotions that permeates institutional norms and expectations. Women are typically regarded as more emotionally vulnerable and expressive than men, a characteristic that is both devalued and degraded in the work environment. In the 1930's, Willard Waller extended this trend in teaching as he advocated for professional distance in education. He maintained that social and emotional detachment was essential to preserving authority in the classroom (see Hargreaves, 2001; Shapiro, 2009). Furthermore, Waller believed it was the teacher's responsibility to conceal emotional dissonance in order to sustain educational effectiveness.

Hargreaves (2001) described the masculine ideal of professional distance as "classical professionalism" (p. 1069). Typically male dominated fields such as medicine and law demonstrated the masculine ideal of professionalism through impartiality and emotional detachment. Other institutions sought to replicate this model of professionalism depicted in these highly-regarded fields. However, the convergence of "classical professionalism" in education, a profession governed by principles of care, has and continues to create a certain degree of ambiguity with regards to social and emotional proximity (Shapiro, 2009). Hargreaves (2001) explains that the dilemma teachers face is that while teachers "are supposed to care for their students, they are expected to do so in a somewhat clinical and detached way" (p. 1069).

Although professional distance is still a dominant ideology in the educational system, an ethic of care is also ingrained in the teaching profession (Noddings, 2001; 2012; O'Connor, 2008). O'Connor (2008) defines caring as "emotions, actions and reflections that result from a teacher's desire to motivate, help or inspire their students" (p. 117). Teachers care because they

are invested in the lives and success of the students. O'Connor stipulates that teachers feel the need to care for their students in order to foster solid relationships and fulfill their role as teacher. In other words, educators' underlying beliefs about their roles as teachers are deeply embedded in their caring behaviour. Noddings (2012) also claims that caring in the teaching profession involves listening, dialogue and reflective response. She maintains that the individual self emerges through relationships—the teacher-pupil being a prominent relation. However, even though a caring ethic in teaching is accepted, it is not promoted in educational policies and standards (O'Connor, 2008).

In sum, emotional experiences in teaching are manifested through a sociocultural filter that is historically and politically bound. What is deemed permissible or acceptable in the school environment will shape how emotions are expressed and managed by educators. This can be particularly challenging for novice teachers who are unaccustomed to the latent expectations that govern display rules and emotional practices.

Emotions in Teacher Identity

Emotions are directly linked to the shaping and reshaping of an individual's professional identity (van Veen & Lasky, 2005). Some researchers contend that the relationship between emotions and identity is not linear; rather the two serve to define and refine one another (Schutz & Lee, 2014; Zembylas 2005). According to Schutz and Lee (2014), "[d]uring emotional transactions, teachers' emerging identities not only influence their actions and emotions, but their actions and emotions also influence their professional identity formation" (p. 173). In this cyclical process, a teacher's self-perception and portrayal of themselves to their students serve as images through which they understand their professional identity.

In reviewing the research on professional identity, four principles that situate teacher identity in an emotional context were found. Firstly, professional teacher identity is formed through relationships. In other words, teaching is a profession that demands constant interaction with students, parents and colleagues. Emotions are inherent to these relationships as all counterparts are equally invested in an outcome (Nias, 1996). For example, parents care deeply about the academic and social success of their own child. This emotion drives their goals and expectations as well as their conduct with teachers.

Secondly, teachers attribute meaning to their individual experiences in ways that inform their professional identity. Yin and Lee (2012) reaffirm the interdependence of emotion as a

meaning-making agent in identity formation stating that "emotions act as the glue of identity by connecting people's thoughts, judgments and beliefs and giving meaning to human experiences" (p. 57).

Thirdly, identity is constantly changing due to lived experiences. Emotions that arise from these experiences subsequently impact the (re)negotiation of one's identity (Zembylas, 2003). Therefore, identity evolves as an individual accumulates diverse experiences that continuously mold his/her values, beliefs and perspectives. Given that these dimensions are in a constant state of flux, identity is "constantly *becoming*" (Zembylas, 2003, p. 221).

Lastly, teacher identity is affected by internal and external contexts (Beauchamp & Thomas, 2009). Internal contexts are comprised of an individual's perceptions and personality traits (Zembylas, 2003), whereas external contexts refer to the norms and expectations of the educational system (Flores & Day, 2006). Sociocultural values are inherent to the teaching profession and influence teachers' judgments (Hargreaves, 2001). Therefore, teachers' personal thoughts, beliefs and emotional responses that attribute significance to an event exist within a larger system of values and beliefs. These work together to shape one's professional identity (Beauchamp & Thomas, 2009; see Ruohotie-Lyhty, 2013).

Narrative and discourse. Many researchers believe that identity is negotiated through narrative and discursive accounts (Zembylas, 2003; Connelly, & Clandinin, 1990; Beauchamp & Thomas, 2009; Ruohotie-Lyhty, 2013; Soreide, 2006). Beauchamp and Thomas (2009) contend that narrative and discourse shape and are shaped by identity as both practices provide individuals with opportunities to discover and expose parts of themselves.

Teacher identity is frequently examined through narrative accounts to capture how an understanding of oneself comes into fruition through stories (Connelly & Clandinin, 1990; Ruohotie-Lyhty, 2013; Soreide, 2006). Stories involve the storyteller's perceptions and ideals thereby revealing aspects about his or her identity. As Soreide (2006) explains, "[o]ntological narratives are the stories we tell in an effort to make sense of how we experience ourselves and how we would like to be understood" (p. 528). Stories provide a medium through which individuals can deepen their own understanding of themselves and their identities (Beauchamp & Thomas, 2009). A recounting of an event will accentuate the parts that are salient to the narrator thereby creating a representation of his/her values. Connelly and Clandinin (1990) note that it is through the retelling of personal stories that we deepen meaning and change our understanding of

ourselves. As such, identities are challenged and reconstituted through teachers' accounts of their personal experiences (Ruohotie-Lyhty, 2013).

The discursive role in identity formation echoes the poststructuralist perspective adopted by Zembylas (2003). He maintains that emotions and identity are inextricably linked. Zembylas (2003) asserts that teachers' inner dialogue about emotions and emotional experiences with students, parents and colleagues is what constitutes their identities. Through this discourse, emotions and identity shape and refine one another. The implication here is that the teacher does not have a fixed identity; rather is always in a state of *becoming*. In addition to this concept of ongoing identity formation, Zembylas (2005) believes that emotions are *performative*; therefore, the ways in which educators understand, discuss and perform emotion is indicative of their sense of self. How emotions are rationalized, what actions emerge as emotional responses and what inner and outer dialogues constitute emotional experiences all shape an individual's identity.

Agency and vulnerability. Professional agency can be understood as an individual's ability to "influence, to take stances, and to make choices concerning their own work and their professional identities" (Eteläpelto, Vähäsantanen & Hökkä, 2015, p. 662). Zembylas (2003) suggests that teachers' emotions are manifested within a system of socially, politically and historically established norms. Thus, identity forms and evolves within a sociocultural and political context. Through discussion, teachers can situate themselves within this context and come to understand their personal beliefs. Zembylas (2003) argues that individual agency, which includes independent choices and actions, can emerge in this dynamic of power relations. When a conflict arises between value systems, a teacher can choose to acquiesce to the existing ideologies or defend his or her own values, beliefs and dispositions. Therefore, a teacher's source of agency can be borne through this socialization process.

Although, for some educators, the interplay of emotions, identity and context can develop their sense of agency, it can also become a site of vulnerability. Nias (1996) claims that teachers often invest their selves into their teaching, blurring boundaries between personal and professional identities. This renders them more vulnerable as their sense of self-efficacy becomes wholly anchored to the success of their workplace objectives. However, according to some theorists, the emotional nature of teaching demands a degree of vulnerability (Lasky, 2005; Palmer, 2007). Lasky (2005), for instance, contends that vulnerability is necessary in teaching. It

can encompass positive attributes such as the trust necessary for collaboration or it can become a source of powerlessness and loss of control (Lasky, 2005).

Palmer's (2007) work supports both Nias' (1996) and Lasky's (2005) perspectives on vulnerability in teaching. In alignment with Nias, Palmer maintains that effective instructional practices and subject knowledge depend upon teachers' self-knowledge. As such, he does not discriminate between personal and professional identities; rather he believes in teaching from the wholeness of oneself. Palmer (2007) also recognizes that this investment of the heart makes teaching a site for vulnerability. Just as Lasky (2005) explored the importance of vulnerability in education, Palmer (2007) also deems it necessary to the art of teaching: "[t]o reduce our vulnerability, we disconnect from students, from subjects and even from ourselves. We build a wall between inner truth and outer performance" (p. 76). Accordingly, effective instruction and solid student relationships necessitates a degree of openness. In adopting Palmer's (2007) framework, it can be concluded that educators must strive for balance between agency and vulnerability.

Novice Teachers

When compared to other professions, teaching requires more general education and less specialized training (Beauchamp & Thomas, 2009; Lortie, 2002). Many professional models use mediated entry as seen in law and medicine; however, education employs 'practice teaching' as a means of apprenticeship (Lortie, 2002). A student teacher engages in practice teaching for a brief period of time and gradually assumes responsibilities in the classroom with constant supervision of the associate teacher (Fottland, 2004). Following graduation, however, novice teachers must manage the many demands of entering a new profession alone creating sentiments of insecurity and vulnerability. In fact, many teachers feel that they lack preparedness for the profession (Fottland, 2004). Conversely, medical residencies provide individuals with more responsibility and independence (Killeavy, 2006) better preparing them for the realities of the profession upon completion of their studies. Legal internships and medical residencies follow formal processes, whereas practice teaching is "comparatively casual" (Lortie, 2002, p. 59) indicative of the informal nature of a teaching apprenticeship.

The rise of teacher attrition, particularly for teachers in the early stages of their career, has forced Western countries to reevaluate the induction process for new teachers (Conway, 2006; Haggarty & Postlethwaite, 2012; Killeavy, 2006; Rippon & Martin, 2006). Europe has made

significant improvements in the last decade providing novice educators additional time and support in their first year of teaching (Killeavy, 2006; Rippon & Martin, 2006). Particularly impressive is Scotland's induction program, *Teacher Induction Scheme*, which was implemented in 2002 (Rippon & Martin, 2006). This government-funded initiative provides new teachers with time that is set aside for planning, meetings with a mentor and other professional development opportunities. Two salient features of this program are the creation of developmental targets and regular observations by colleagues (Rippon & Martin, 2006).

Scotland's program presents a stark contrast to the induction processes seen in the United States, which vary considerably between districts (Killeavy, 2006). More affluent districts offer assigned mentors; however, many areas cannot afford to pay mentors nor provide professional development opportunities. Unfortunately, this leaves new teachers to manage the demands of beginning their career alone (Conway, 2006). Of the existing induction programs, most are characterized as 'shallow,' a term attributed to more basic orientation type information (Haggarty & Postlethwaite, 2012), which fail to offer the emotional support, classroom management strategies and reflective processes new teachers need (Killeavy, 2006). With ever increasing societal demands on teachers to differentiate instruction for *all* learners and elevate existing student standards, these changes necessitate support in the introductory years for novice teachers (Killeavy, 2006). Yet the expectation remains that new teachers assume the same responsibilities as experienced teachers, with or without the necessary support (Beauchamp & Thomas, 2009; Killeavy, 2006).

The overwhelming realities of this situation are further convoluted with the tacit norms and expectations embedded in the organizational structure of schools. Young teachers are confronted with a multiplicity of emotions as they constitute and reconstitute their identities through encounters with misbehaving students, challenging parents or uncooperative colleagues. Yet, implicit in the educational system are strong notions of classical professionalism that value detachment in managing these relationships. The bureaucratic side of teaching and the existence of implicit rules have a negative impact on novice teachers (Flores & Day, 2006) especially when the adoption of professional perspectives is significant in the first year of entry into a workplace (Killeavy, 2006). This places new teachers in a particularly vulnerable position. In fact, the participants of Flores and Day's (2006) study adopted more conservative teaching styles and conformed to the dominant practices of the school in their first year as practitioners. The authors

findings revealed these new teachers experienced isolation as their "identit(ies) became both bounded (by the culture) and boundaried" (p. 229).

Within this vein of context, a heightened tension emerges in novice teachers between emotions experienced and emotions displayed as they struggle to meld their initial, and perhaps idealized, notions of the teaching profession with the actualities they face. Eteläpelto Vähäsantanen and Hökkä (2015) investigated novice teachers' understanding of their professional agency and found that all participants had to renegotiate their ideals. Beauchamp and Thomas (2011) also captured this transition with first year educators who represented their professional identities through metaphors. The participants' metaphors immediately after graduation conveyed optimism and confidence. For instance, "[I am] the offensive line in a football team. The teacher protects the classroom and the students in the class" (Beauchamp & Thomas, 2011, p. 765). However, the metaphors that emerged after their first year of teaching had strong overtones of survival and desperation: "A duck, you know, above the water it all looks calm and collected, and under the water the feet are paddling like crazy. Only this duck looks frazzled above the water too" (Beauchamp & Thomas, 2011, p. 766). The results exemplify the difficulty young teachers encounter in rectifying their initial conception of themselves and the profession with the contextual realities. The authors from both studies maintain that the findings are illustrative of the challenge many novice teachers face in developing a professional identity upon entry into the field.

The identity conflict new educators encounter in marrying their preconceptions of the profession with the realities they encounter is represented by other researchers as well. For instance, Goodson (1998) refers to this duality in the form of the 'authentic self' and the 'artificial self.' The authentic self is consistent with an individual's values and beliefs whereas the artificial self is the outcome of a calculated effort to appease contextual demands and social expectation. Lauriala and Kukkonen (2005) depict the multidimensionality of identity in teaching and the role of context in their theory that identity is comprised of three dimensions: the actual self, the ought self and the ideal self (see Beauchamp & Thomas, 2009). The actual self is the one that currently exists, the ought self is an objective governed by social norms and expectation and the ideal self is the self that the individual strives toward (see Beauchamp & Thomas, 2009).

Implications for novice teachers. In an analogy borrowed from Ted Aoki (2005), new teachers find themselves trapped in different ways between two worlds: their idealized view of

teaching and the actuality of teaching, emotions felt and emotions expressed, their aspired professional identity and their lived professional identity. In his work, Aoki described the two *curriculum* worlds that teachers must negotiate: the curriculum-as-planned and the curriculum-as-lived-experience. However, young educators find themselves confined between two realities in more than just a pedagogical paradox. Compliance with norms and expectations forces teachers to conceal their true emotional expression and instead exhibit a controlled affective response. Due to the conflicting nature of classical professionalism and the ethic of care as they coexist in teaching, educators are disconcerted with how their emotions should be manifested in the classroom. As Shapiro (2010) states, "Teachers begin to feel that they must choose between two identities—the competent professional or the caring pal" (p. 618). Reinforcing this dichotomy of professionalism and caring, Palmer (2007) claims that teachers exist between the public and private domains of society. Educators transcend beyond public domains as they enter into the personal lives of their students and foster relationships. It is in this more private interaction that educators invest themselves and expose their vulnerabilities. However, they must simultaneously remain in the public domain and employ a clinical approach to teaching. Again, two worlds stand in opposition, public and private, with teachers planted in between.

Aoki (2005) explains that educators must not choose between the curriculum-as-planned or the curriculum-as-lived-experience; rather, they must learn to dwell in the 'Zone of In-Between' and embrace the tension existing between the professional self (public) and the emotional self (private). However, how can a new teacher negotiate these boundaries? How can they exist within two worlds they have never experienced? Perhaps if young educators could convey their authentic feelings to colleagues then the tension of existing between these polarities would dissipate; however, as Shapiro (2010) noted, educators conceal their emotional expression and personal problems even amongst coworkers. The artificial self seems to be the dominant face of teaching.

Thus, young educators find themselves at the center of several complex dichotomies. Surrounding them are opposing worlds that pull these teachers in a multitude of directions. With little guidance from colleagues, novice educators are often left alone to navigate through the duality of professionalism and emotion. As they encounter experiences, new teachers suppress the realities of their emotional expression in the name of professionalism. In an effort to appear

competent, they confine their feelings of confusion and frustration that are, paradoxically, a consequence of existing within this tension.

Studies have started to examine newly qualified teachers' entry into the field (Beauchamp & Thomas, 2009; Beauchamp & Thomas, 2011; Chetcuti, Buhagiar & Cardona, 2011; Flores & Day, 2006; Hargreaves, 2005; Ruohotie-Lyhty, 2013). Specific emphasis on socialization processes and professional development have been central to several inquiries (see Ruohotie-Lyhty, 2013). Without addressing it directly, these concepts implicate the formation of teacher identity. In a more current study, Ruohotie-Lyhty (2013) sought to explore what aspects created a difficult or smooth entry into the field for educators with regards to their identity construction. Comparing two new teachers' experiences and how those experiences constituted their professional identity, Ruohotie-Lyhty found that both educators were affected by their initial identities and perceptions. In the case of the educator who had an easy transition into the field, she rectified her initial conception of teaching with the realities she faced and used agency as her anchor into her new identity, merging old and new. The teacher who had a difficult experience, however, could not negotiate the realities of the profession with her preexisting ideas. She embraced a *victimic* stance and developed two opposing identities: her 'ideal' professional identity and her 'forced' teacher identity. Her first year experience was characterized by this contention (Ruohotie-Lyhty, 2013).

As was illustrated in this example, a sense of agency facilitates novice teachers' transition into teaching and helps them converge their ideals of the profession with the realities of teaching. Beauchamp and Thomas (2009) believe that agency plays a central role in the discussion of identity. They confirm that "what may result from a teacher's realization of his or her identity, in performance within teaching contexts, is a sense of agency, of empowerment to move ideas forward, to reach goals or even to transform the context" (p. 183). Agency may therefore play a critical role in how identities are shaped and transformed.

Current Study

As shown, inquiry into the emotional nature of teaching is expanding. Current studies have examined emotional labor and identity (Brown et al., 2014), emotional display rules (Hosotani & Imai-Matsumura, 2011; Yin & Lee, 2012), types of emotions experienced and expressed (Hosotani & Imai-Matsumura, 2011), and emotional regulation in teachers' lives (Taxer & Frenzel, 2015); however, few reports have explicitly considered the role of emotion in

identity construction of new teachers. In transitioning into the profession and aiming to showcase their potential, novice teachers are particularly susceptible to powerful emotional experiences. Entry into the field can lead to feelings of "helplessness, loneliness, foreignness, alienation, insecurity, obscurity, and ambiguity" (Schatz-Oppenheimer & Dvir, 2014, p. 140). If we could access the emotional investment of young educators, then I believe we could gain insight into how their identities are shaped and reshaped. This would provide valuable information for universities to better prepare student teachers for the teaching profession, and for schools to better adapt the induction process to support for new teachers in their first few years in the field. Perhaps this would help reduce attrition rates.

In this study, I used narratives provided through reflections and small-group discussions with novice teachers to investigate the role of emotion in identity formation. This inquiry sought to answer the central question: *How are emotions embedded in the identity construction of novice teachers?*

Methodology

Research Design

This study employed a qualitative, exploratory research approach around two case studies (Merriam, 2009). The case study method yields descriptive data of the participants, which is necessary to understand the interplay and complexity of emotion and identity. The qualitative design used narrative inquiry to investigate constructions of identity. Creswell (2011) maintains that humans live 'storied lives' and tell stories of their experiences. The researcher's role is to collect, describe and produce narrative accounts of the participants' lives (Connelly & Clandinin, 1990). Connelly and Clandinin (1990) claim that, in that sense, both participant and researcher form a collaborative relationship and play an active role in the construction and reconstruction of the investigated phenomenon.

This narrative inquiry used personal written reflections and focus group discussions to access the emotional experiences and identity constructions of two novice teachers. These methodologies were selected as they are complementary in nature and provide considerable insight into the individual experience without being overly intrusive. Written reflections and focus group interviews engender both individual and collective meaning-making. Given the exploratory nature of this study, an emphasis was placed on the shared voice that the participants

generated. It must be stated that the goal was not to compare and contrast these two individuals; rather, it was to closely examine their emotional journeys throughout the first year of their teaching.

Written reflection. Written reflections were included in the design of this study as they promote individual consideration of emotions and experiences, and how these are manifested in one's self-conception. As the participants tell their stories in their written reflections, they are simultaneously drawing meaning and shaping and reshaping their identities. The concept of reflection in teaching originated in the works of John Dewey who, in the early 1930's, theorized that reflection is the contemplative consideration of one's beliefs or understanding (see Quinn, Pultorak, Young, & McCarthy, 2010). Dewey claimed that it is through reflection of one's experiences that learning is achieved. In alignment with Dewey's principles on reflection, Schön (1983) described 'reflection-in-action' as an ongoing process by which an individual reflects on an action or event while in the process of it (see Molander, 2008). This permits the individual to reshape his or her conceptions and courses of action. Lastly, in producing written reflections for the purpose of this study, novice teachers had the opportunity to clarify their understanding of an event and, ultimately, themselves through this reflexive process.

Focus groups. In qualitative research, focus groups are interviews conducted with a small group of people (typically 3-6) that yield both personal and collective perspectives (Creswell, 2011; Krueger, 1994). Focus groups "afford more opportunity to share" than individual interviews (Krueger, 1994, p. 17). The aim of focus group interviews is to generate a more thorough understanding of experience, beliefs and perceptions, and to expose the shared context within which these ideals are formed (Vaughn, Schumm, & Sinagub, 1996). This type of data collection reveals the nature of context and the influence of social norms (Kitzinger, 1994). The term *focus* is appropriate as individuals participate in a collective discussion that is geared towards exploring their thoughts and perspectives on a particular *focused* topic (Kitzinger, 1994). When a relaxed environment is fostered, focus group interviews promote dialogue and openness amongst participants who may otherwise be reserved in a one-on-one interview. Their attention shifts towards the other participants as opposed to being fixed on the expectations of the researcher. The emphasis on interaction and discourse thus gives preference "to the respondents' hierarchy of importance, *their* language and concepts, *their* frameworks for understanding the world" (Kitzinger, 1994, p. 108). Through this common form of communication, everyday

language such as jokes or expressions reveal inner layers of understanding that would not otherwise be accessible in individual interviews (Kitzinger, 1994). In establishing a relaxed environment, participants experience a 'loosening effect,' an increased sense of comfort in disclosing personal information derived from the feeling that their experiences and perspectives are valued (Vaughn et al., 1996). They are therefore more likely to engage in responding openly to questions and sharing their opinion.

Although I had initially intended to have three participants, the qualitative nature of this study allowed me to adjust my direction and be "open to discovering new paths" (see Hays & Singh, 2012, p. 8). Therefore, proceeding with two participants (in a focus 'pair'/group) was a logical course of action given the duality of my role. Throughout this study, I occupied the space of both researcher and participant. In other words, due to the dynamic, informal style of data collection, I had the opportunity to direct the discussion as researcher, and partake in the discussion as participant.

Focus group interviewing, to my knowledge, has not yet been used to examine the role of emotions in identity construction of novice teachers, yet data drawn from both the individual and collective perspectives are necessary in deepening our understanding of the emotional experiences of new educators and how they constitute their professional selves. As well, given the complex nature of identity - an entity shaped by the representations we create of ourselves through the narratives we tell (Beauchamp & Thomas, 2009; Zembylas 2003) – this methodology is grounded in interactive language. Consequently, it was important that participants were provided with a discursive measure to capture more wholly the negotiation of their emotions, experiences and identities.

Participants

Headmasters and directors of human resources of various English private schools in the greater Montreal region were initially contacted to request permission to contact new teachers about their possible involvement in the study (see Appendix B). Purposeful sampling of novice teachers in a private school setting was intended to ensure some structural similarities (resources, class sizes etc.) with the understanding that differences in the student population and demands would serve to provide insight into the diverse experiences of novice teachers. New teachers entering the school received an email explaining the purpose and requirements of their

involvement in this study (see Appendix C). They were also informed that I was available via telephone or email for any additional questions or concerns participants may have.

The two participants involved in this study, Alexandra and Jennifer, responded with great interest. At the time of the study, neither women had children, but both were involved in serious relationships. Alexandra, a Caucasian woman in her late 30's, was beginning her career at a private school for children with special needs. Her classroom consisted of ten students between the ages of 9 and 11, all with varying cognitive ability. A teacher's aid worked directly with her in the classroom throughout the year and her students had access to a physiotherapist, occupational therapist, speech therapist and behavior technicians at the school. In addition, specialists instructed classes to target specific developmental areas such as gross motor skills. Alexandra had previously worked in the school as an assistant before she went on to obtain her teaching degree in a one-year program in Ottawa in order to become a full-time teacher at that facility. Her first degree was in the Arts and obtained in New Brunswick. She had also taught abroad and worked in an adult education center before beginning in her role as a teacher's assistant at the special education school.

Similarly, Jennifer, a Caucasian woman in her late 20's, worked as a shadow in her school the previous year before being hired for a maternity leave. She was teaching grade three at a primary/secondary private school for boys. She taught English and Math to approximately twenty students and also did Math enrichment for grade one students. Jennifer completed a four-year child and youth development degree in Nova Scotia. She had also previously volunteered at the elementary school her mother taught at in Halifax.

Researcher's role. As previously mentioned, I acted as both researcher and participant in this study. Hays and Singh (2012) encourage the balanced embodiment of both roles in qualitative research as it allows for richer data collection and insight. In this case, marrying the two roles fostered a more comfortable environment for the participants that promoted open dialogue. Using my own experiences, I helped create a climate of trust between Alexandra, Jennifer and myself. For instance, when Jennifer described how she felt confident in some moments and insecure in others, I said:

> "That's definitely something I felt I wrestled with my first year was that, that exact –
> almost like this paradox – like in some moments I feel like, yes I'm a really good teacher
> and there's this confidence and then these other moments where I was like, 'What am I
> doing?'" (FG1 p. 13).

By imparting my own vulnerabilities, I removed the hierarchy that can sometimes exist between researcher and participant. That being said, Alexandra and Jennifer were the principal speakers and, the majority of the time, I served to prompt, probe or simply listen.

Procedure

Upon agreement to act as participants, Alexandra and Jennifer were provided with a detailed consent form which outlined the purpose and procedures of the study (see Appendix A). In addition, all ethical issues were highlighted in the consent form. Both participants were reassured that they had the right to withdraw at any point from the study should they feel it necessary.

Data collection. The data collection process occurred at key times over the course of a year (see Table 1).

Table 1

September 2013 to May 2014 Data Collection Timetable

Month	Written Reflection	Focus Group Interview
Beginning of September	Participants compose first reflection	
End of September		First group interview
End of November	Participants compose second reflection	
End of January		Second group interview
Beginning of May	Participants compose final reflection	
End of May		Third group interview

Written reflections. For their first written reflection, participants were asked to write about how they viewed themselves as teachers as their year began. They were provided with the following open-ended questions: *Why did you become a teacher? How do you see yourself as teacher? What do you anticipate in your first teaching experience?* Alexandra and Jennifer were given the option to meet before composing the first written reflection if they felt the need to do so, but neither requested a meeting. They were asked to produce a minimum of two typed pages for the first and all subsequent reflections and both participants emailed a copy of their reflection upon completion.

I communicated with the Alexandra and Jennifer via email for all subsequent reflections and, they in turn, submitted them electronically. The second and third reflections used prompts to access the participants' ongoing self-perceptions, experiences and emotions, including: *How do you see yourself as a teacher now? What experiences and emotions do you attribute to how you now see yourself as a teacher now? What do you believe is critical as a teacher?*

It is important to note that the practitioners were reflecting at critical times in the year: as the school year began, after the first parent-teacher interview, and towards the end of the school year.

Focus group discussion. Focus group sessions occurred towards the end of September, end of January and end of May. These intervals were intended to capture the teachers' changing conceptions of themselves and the profession throughout the school year. Given the proximity of Alexandra, Jennifer and myself, we all agreed to hold the discussions at my house. All three sessions took place in the morning and I served a brunch-type meal. I restated the open-ended questions from the written reflections to elicit stories of the participants that targeted emotional experiences and understanding; however, the discussion flowed very naturally between the three of us. Many questions arose in the course of the conversation to prompt the participants to further explain, clarify or expand upon their ideas. As previously mentioned, I did share some of my own personal experiences which helped create and maintain an open, trusting environment. I listened to what Alexandra and Jennifer had to say and offered support when I felt it was necessary.

E-mail communication. Outside of the focus group sessions, email was used as the primary means of communication between the participants and me. It served additionally the purpose of scheduling discussion dates and reminding the participants of upcoming meetings

and/or reflections. Maintaining continuous contact throughout the year helped promote an increased level of comfort for the focus group sessions.

Data Analysis

Two epistemological perspectives were assumed for the data analysis of this study. Social constructivism, the notion that our realities and meaning-making processes are social constructions (Stewart, Shamdasani, & Rook, 2006), was adopted in order to interpret the shared perspective of both novice teachers; however, I could not deny the individual within this process. Therefore, my analysis also utilized a phenomenological approach to take into account the "subjective, idiosyncratic perceptions" and traits of both women (Stewart et al., 2006, p. 112). With both social constructivism and phenomenological theory guiding my analysis, Glaser and Strauss' (1967) coding method was used to create meaningful categories (see Merriam, 2009). The constant comparison method of analysis is comprised of three primary stages, which will be examined below: open coding, axial coding and selective coding (Onwuegbuzie, Dickinson, Leech, & Zoran, 2009).

The focus group interviews were video and audio recorded to ensure accurate transcriptions (see Appendix D). Upon completing the transcriptions, a naïve read was conducted of both the written reflections and transcriptions. Based on the information I gleaned from my initial read and the notes I made in the margins of the printed copies of all reflections and focus group interviews, *open coding* was used to chunk the data into smaller units. Using the initial codes that were generated, I created a table with transcript selections from the focus group interviews (FG) and written reflections selections (R). The number indicated the time period within which the session or reflection occurred (e.g., R2 is the second written reflection), with the exception of one of Alexandra's reflections (see Appendix F). She felt compelled to write an additional reflection (coded as RE for *Reflection Extra*). Given that this was my initial phase of analysis, some codes were too specific, vague or, in some cases, redundant.

In my secondary stage of analysis, the *axial stage,* I proceeded to group the codes into broader categories. In order to achieve this level of synthesis, I created a graphic organizer to help centralize my ideas and funnel them into more coherent, succinct categories representative of the data.

The graphic organizer informed my *selective* coding in the final stage of the process. Overarching themes became apparent as I reorganized the data into larger categories (see

Appendix E and G). In doing so, patterns in the data emerged. I generated a table to depict the location of each item. This assisted in my interpretation and understanding of the data which are presented in the following section.

<div align="center">**Findings**</div>

The methodology of this study was designed to take into account the individual and the shared voice that Alexandra and Jennifer formed. As such, my data analysis used both lenses (individual and shared) to draw themes and interpret findings from written reflections and focus group transcripts. Findings were elicited from three main categories: Emotions, Individual Perceptions and Traits, and Context (see Figure 1).
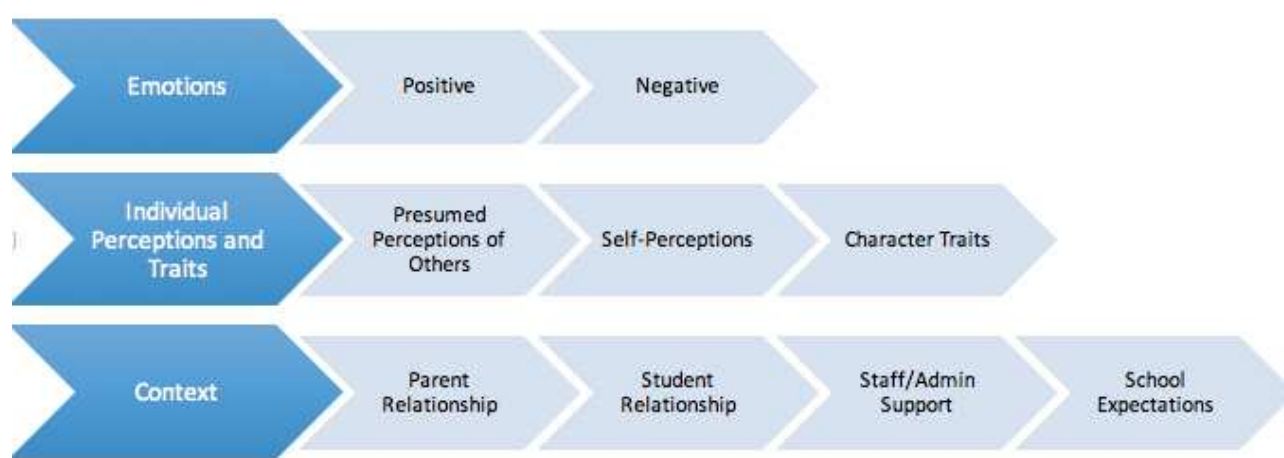
Figure 1. Graphic Organizer used in Selective Coding Phase to Identify Broad Categories

Emotions

Alexandra and Jennifer expressed a number of positive and negative emotions. These were either stated explicitly or were implicit in their remarks. The following example of the participants conveying a sense of pride demonstrates this distinction. Alexandra's comment, "So I'm *proud* of myself for praising everybody all day long…" (FG1 line 276) demonstrates an explicit expression of an emotion whereas Jennifer's comment, "I feel like, I just feel like, I can do it! That's what I learned about myself, I can do it!" (FG3 line 418) depicts how pride was embedded in their dialogue. Emotions were grouped into a positive or negative category. Subcategories were then created to identify the various emotions that emerged. For instance, negative emotions included sentiments such as insecurity, fear, pressure, stress, despair, guilt, shame etc. The exact citation, either focus group or reflection, and page number were charted. These were tabulated to determine the frequency by which these emotions were expressed. To exemplify this process, Figure 2 outlines two of the negative emotions expressed.

Negative Emotion (Total Expressed 248)	J (Total Negative 116)	A (Total Negative 132)
Insecurity: 20 J: 8 A: 12	R2 p. 1 FG1 p. 2, 8, 19, 21 (x2) FG2 p. 12 FG3 p. 6	R3 p. 3 RE p. 3, 4 FG2 p. 2, 9, 14 FG3 p. 5, 8, 25 (x2), 48, 49
Pressure: 18 J: 11 A: 9	R1 p. 3 (2x) R2 p. 11 FG1 p. 1, 2, 3, 4, 7 (2x) FG2 p. 14 FG3 p. 19	R1 p. 9 R3 p. 2 RE p. 6 FG1 p. 3, 5, 11, 18 FG2 p. 15, 17

Figure 2. Frequency Sample of Negative Emotions

The most common positive and negative emotions are presented below.

Positive emotions. Confidence, pride and affection were the most frequently reported positive emotions, as evidenced in Table 2.

Table 2

Frequency Counts of Positive Emotion Expressed

Frequency of Positive Emotion Expressed	Alexandra	Jennifer	Total Frequency
Confidence	11	24	35
Pride	20	11	31
Affection	10	17	27

Confidence/gaining confidence was the most frequently reported positive emotion experienced by the participants. Developing confidence was cited in relation to a sense of professional competence and self-efficacy in the classroom (e.g., Alexandra FG1 line 111: "Because at that point, I think I was like, 'What I am I doing?'… And so now I've got a lot of that stuff under my belt") as well as in regards to their role as teacher (e.g., Jennifer R2 p. 1: "… I feel that everyday I am more comfortable and confident in my role as a teacher"). Alexandra's expression of gaining confidence appeared predominantly in our final focus group session whereas Jennifer shared this positive emotion over the course of the year in both her written reflections and in our discussions. Not surprisingly, Jennifer reported feeling confident more often than Alexandra.

A *sense of pride* was the second most frequently cited positive emotion. Pride was related not only to a sense of accomplishment (e.g., Alexandra FG3 line 38: "I think we've been put into

this position of responsibility and we made it."), but also to their students' behavior (e.g., Jennifer R3 p. 1: "…I was blown away by how thoughtful and caring my class of silly and immature students turned out to be.") and students' success (e.g., Alexandra R3 p. 1: "I am so proud of my students. I have seen such a tremendous growth in them this past year"). A discrepancy was found between participants as Alexandra cited feeling proud almost twice as often as Jennifer; however, Alexandra relied heavily on the feedback of others before admitting to a sense of pride (e.g., FG2 line 4: "And it's going very well. I mean I've had my, they have to do reports on us, and I've gotten mine back and I'm doing very well."). The external validation she received from her colleagues seemed to play a necessary role in her sense of pride and self-efficacy.

Affection towards their students was the third most common positive emotion expressed. Although it was apparent that both participants valued their students and the relationships forged with them (e.g., Jennifer R2 p. 6: "While meeting all of the parents of my students, I also developed such a stronger understanding of my boys…"), Alexandra expressed this sentiment half as often as Jennifer. Other positive emotions included: *a sense of fulfillment, happiness, gratitude and excitement.*

Negative emotions.

Table 3

Frequency Counts of Negative Emotion Expressed

Frequency of Negative Emotion Expressed	Alexandra	Jennifer	Total Frequency
Fear	26	24	50
Overwhelmed	26	6	32
Insecurity	12	8	20
Stress	12	7	19
Pressure	9	11	18

Despite the diverse and frequent number of positive emotions expressed by both novice teachers, there were one and a half times as many negative emotions reported overall. The emotion of *fear* was significantly the most dominant negative emotion, exhibited equally by both participants. They primarily linked the notion of fear to their performance and desire to be seen as a positive, competent professional (e.g., Alexandra FG2 line 147: "So I really don't want to make any big mistakes… So we're all kind of on shards. It's really scary."). This emotion was consistently reported throughout the year in written reflections and focus group sessions. It was

also related to their concerns for continued employment the following year (e.g., Jennifer FG2 line 488: "See so I find that really scary because time is going by so fast and what if I'm out on my butt next year? What if I don't have a job? Like that's terrifying to me."). At times, fear even dictated how they approached controversial dealings with their colleagues. Alexandra, for instance, chose not to address an issue with her colleague for fear it could escalate and she could not manage it appropriately (e.g., Alexandra FG1 line 166: "I'm not mentally prepared to deal with this other thing because I know it's going to be huge.").

Feeling overwhelmed was the second most frequently cited negative emotion, but it was mainly expressed by Alexandra (26 times) and not Jennifer (6 times). Repeatedly, in both written reflections and discussions, Alexandra shared her sentiments of feeling overwhelmed by the many demands her job entailed (e.g., Alexandra R1 p. 1: "I have a lot to do. I have a lot of responsibilities. I have a lot to remember and a lot to think about."). She also tended to juxtapose feeling overwhelmed with her sense of love and fulfillment of her job (e.g., Alexandra FG1 line 364: "So I feel a lot of, I just feel so fulfilled and overwhelmed at the same time."). Although Jennifer did not report feeling overwhelmed as often as Alexandra, that sentiment was still expressed by her on a number of occasions (e.g., Jennifer FG2 line 429: "And so there are days that I love my job. I come home and I'm on cloud nine and there are days that I hate it. I feel like it's an emotional rollercoaster.").

Both participants expressed feeling *pressure, stress* and *insecurity* approximately to the same degree. These emotions surfaced equally in the data and tended to occur in unison. In other words, when one participant would share feeling pressure, the other would impart similar sentiments (e.g., Jennifer FG2 line 162: "I'm really nervous about next year… So I'm trying to show everything that I can," and Alexandra FG2 line 178: "Don't be shown as imperfect, don't make any mistakes. That's a lot of pressure."). As evidenced in these two examples, pressure was most often related to the participants' performance and their desire to prove their teaching ability. Stress was an emotion that frequently arose in this context as Alexandra and Jennifer deliberated whether or not they would be hired for the following year. Stress also emerged in their discussions about workload, reports, parent-teacher interviews, and administrative perceptions of their level of proficiency. Both participants acknowledged that the main source of their stress and pressure was internal (e.g., Jennifer FG1 line 119: "I think it's [the pressure] coming more from me than them…"); however, there was also an external association as the pressure they placed

upon themselves, and the stress that caused, was linked to their understanding of school expectations.

Insecurity was an emotion that was most often related to their self-perception and the perceptions they believed others held towards their performance as a teacher (e.g., Jennifer R2 p. 1: "I am still unclear of how my students and parents see me, compared to how my colleagues see me and ultimately how I see myself"). At times, their insecurity clouded their decision-making processes and professional intuition. For instance, during her reporting period, Alexandra had difficulty with her evaluations. She explicitly expressed uncertainty about this process and how her principal would deem her performance in this area (e.g., Alexandra FG2 line 93: "I feel so insecure about what I'm going to write and about what she thinks is satisfactory and the way I think about what is satisfactory or what I've been told I should be thinking about satisfactory."). Feelings of guilt, nervousness, anxiety, shock, powerlessness, helplessness, frustration, exhaustion, disappointment and shame all surfaced throughout the focus group discussions and in written reflections. More specifically, these sentiments arose as participants discussed their management of curricular demands, needs of students, and staff and parent relationships.

Individual Perceptions and Traits

Another common theme that emerged in the data was based on individual attributes including the unique perceptions and character traits of the participants. Alexandra and Jennifer frequently made presumptions about how others viewed their performance while also sharing their self-perceptions. Their character traits emerged in the data as well and were revealed as self-declarations or were inferred from their statements. For instance, Alexandra appeared to be a perfectionist in both explicit (e.g., Alexandra FG2 line 24: "… I just want to be perfect") and implicit remarks (e.g., FG2 line 383 Alexandra "…I'm nervous I'm going to make a mistake"). Findings in this section will be organized and presented in the following three areas: 1) The presumed perceptions of others, 2) Self-perceptions and 3) Character traits.

Presumed perceptions of others.

Table 4

Frequency Counts of Presumed Perceptions of Others

Presumed Perceptions of Others	Alexandra	Jennifer	Total Frequency
Parent Judgment	3	3	6
Staff Judgment	3	3	6

Both participants *presumed perceptions of others.* They were primarily concerned with how parents and colleagues perceived them in their role as 'teacher'. Although the beginning of the year was characterized by more negative presumptions (e.g., Jennifer FG1 line 262: "And be able to stand up [for your marking] when parents come in and be able to say 'No, he deserves this because…'"), later trends revealed a more positive tone (e.g., Alexandra FG3 line 88: "They have really come a long way; teachers are happy, parents are happy…"). Even with more positive assumptions surfacing in the latter part of the year, both participants still felt their performance was constantly being judged by parents, staff and the administration, which fuelled the pressure and stress they often described.

> ### *Self-perceptions.*

Table 5

Frequency Counts of Self-Perceptions

Self-Perceptions	Alexandra	Jennifer	Total
Discovery Process	4	6	10
Growth	4	2	6
Work/life Balance	0	5	5
Work/life Imbalance	11	1	12

The *self-perceptions* of Alexandra and Jennifer framed how they viewed themselves in their role as teacher. Both participants described the discovery process of being a new teacher and referred to themselves as "teacher as learner" (Alexandra FG1 line 240). They described feelings of uncertainty as they adjusted to their new role (e.g., Jennifer FG1 line 252: "So I don't know what my identity is. I still feel like I'm trying to figure it out. I want to come across like I know what I'm doing but I don't always feel like I do."), and spoke about the growth and change they underwent. When asked about how they had changed over the course of the year, Alexandra responded, "…that's like a feeling and not something I can really articulate. I have *really* changed" (FG3 line 10). Alexandra and Jennifer considered their professional selves and shared their insights. In doing so, their self-perceptions informed their understanding of themselves reflectively.

Another important self-perception that frequently surfaced in the data was their preservation of a work/life balance. Overall, Jennifer felt she could take personal time to recuperate (e.g., Jennifer FG1 line 334: "I am more the one that's like, 'You need to take a break

or I need to take a break so let's go do something'"). In contrast, Alexandra consistently shared her inability to maintain a work/life balance (e.g., FG2 line 59 "I'm not pacing myself. I am going full steam and I still haven't figured out how to stop."). She seemed to believe that this pace was necessary in order to demonstrate her full potential (e.g., FG2 line 186: "But I do not know how to slow down. At the moment, I feel like if I slow down, I will not show myself. I won't showcase myself."). At times, Alexandra justified her work/life imbalance stating that because she didn't have children of her own, she could invest everything into her teaching (e.g., Alexandra FG1 line 323: "This is my life right now and it's okay. I'm in a place where I want to be. I'm obsessed about teaching. I'm obsessed about my class."). However, despite trying to account for being consumed by her teaching, the lack of balance threatened her well-being (e.g., Alexandra RE p. 1: "As a first year teacher, I really need to balance my job and my health. I really need to be careful that I don't burn out.") and often resurfaced as a concern. Therefore, their individual perceptions of how they managed the demands of their workplace also became embedded in their understanding of themselves professionally.

       Character traits.

Table 6

Frequency Counts of Character Traits

Character Traits		Alexandra	Jennifer	Total
Common	Empathy	3	3	6
	Flexibility	2	3	5
Distinguishing	Confident	1	4	5
	Insecure	12	1	13
	Self-Talk	9	0	9
	Perfectionist	9	0	9

       The *character traits* of the participants were also expressed in their responses. Both Alexandra and Jennifer communicated the importance of having empathy and flexibility as a teacher; however, the participants also exhibited a number of character traits that distinguished them from one another. Alexandra was visibly more insecure in her role and openly expressed this during our discussions (e.g., Alexandra FG2 line 168: "Yup, so I don't see myself as confident as I did in the beginning of the year. I see myself as a little more fragile, as a little bit vulnerable…"). Additionally, she relied extensively on self-talk (e.g., Alexandra FG1 line 183: "I'm going to be great, I'm going to work really hard – so yeah, you're going to do that, you want

to be a good teacher…") and external feedback for internal validation (e.g., Alexandra FG3 line 39: "My team leader actually yesterday said that, 'You know, you always put yourself down and you put yourself lower than you are, but everybody keeps saying what an amazing job you're doing' and I'm like, 'Yup that's me. I'm going to push it down a little bit because I'm never perfect and I need to keep striving,'"). The previous example also illustrates Alexandra's desire to be perfect. She often felt that her efforts were not good enough and that more was required of her in order to appear competent.

Jennifer cited more instances of gaining confidence in her role and she was able to delineate better between what was necessary for her to do and what was not. She even described herself as being "passionate but I have not had that like – obsession. Like I walk away" (FG3 line 466). However, despite her stronger sense of confidence and ability to maintain a more balanced approach to her work, Jennifer still expressed doubt, pressure to perform, sadness and stress in managing the demands of her teaching.

Context

Alexandra and Jennifer worked in two very different environments. Alexandra had to manage the diverse physical, social and cognitive capacities of her ten special needs students. Jennifer, on the other hand, had a larger class at an all boys school with a prestigious reputation for serving the elite. Despite these differences, both participants worked in a private school setting in which parents paid a relatively large fee for their children to attend. Their workplace, coupled with their role as first year teachers, played into how their emotions and identities interacted with the context. The data revealed four main contextual factors that affected the participants including: parent relationships, student relationships, staff/administrative support and school expectations.

Parent relationships.

Table 7

Frequency Counts of Parent Relationships

Parent Relationship	Alexandra	Jennifer	Total
Developing Relationships	4	6	10
Need to Prove	2	2	4

Both participants felt the relationships with their students' parents were an important part of their teaching role. Alexandra was proud of her relationships with parents and attributed her

success to her efforts in fostering collaboration (e.g., FG2 line 381: "I communicate a lot still and my relationship is very good, very collaborative."). Although she was nervous for parent-teacher interviews, she described herself as being confident in her dealings with parents. Jennifer felt the parents were content with her teaching; however, despite her attempts to communicate with them, she described most parents as unresponsive and uninvolved (e.g., FG3 line 333: "Like I try to be in touch with them, I try to collaborate with them, but I find that a lot of the time they're just really unresponsive..."). Jennifer attributed the parents' distance to their busy work schedules, but she also believed that their lack of involvement cultivated a higher expectation that she must "teach them [the students] everything". In her mind, the parents removing themselves from their child's education equated to more pressure on her to assume responsibility in her teaching role.

   Student relationships.

Table 8

Frequency Counts of Student Relationships

Student Relationship	Alexandra	Jennifer	Total
Developing Relationships	4	6	10
Authority Being Challenged	0	5	5
Intimacy	9	11	20
Responsibility/Well-being	6	3	9

   Alexandra and Jennifer both placed considerable emphasis on developing strong relationships with their students. Both shared the belief that knowing their students' needs was an integral component to their success (e.g., Jennifer R3 p. 2: "Building a relationship with each and every student is the key to success in my opinion. A strong relationship builds a partnership between the student, teacher and parents."). They regarded this as a natural, intuitive part of their teaching (e.g., Alexandra FG2 line 345: "Knowing my students needs yes. That part I think is easy. I put a lot of work into it but that is the easy part to use my gut, to watch and follow"). Jennifer was confronted with a few instances where students challenged her authority, which did not surface in Alexandra's accounts, but negotiated them relatively effortlessly.

   Both participants had close relationships with their students. They referred to them as 'my kids' or 'my boys' and admitted to developing a motherly affection toward their students (e.g., Jennifer FG2 line 427: "…I love my boys, like they just made me so proud today. Like I feel like their little mom and they make me super proud."). They regarded this level of intimacy as a result of their investment in the lives of these children (e.g., Alexandra FG3 line 343: "Like we're

watching them physically grow and mentally grow and change and you're there with them so many hours of their life."). In turn, this high level of intimacy anchored a deep sense of pride and responsibility in both participants. As previously mentioned, Alexandra and Jennifer felt proud of their students' behaviours and academic successes. In addition, Alexandra and Jennifer placed an enormous amount of pressure on themselves to ensure the safety and well-being of their students. Both women experienced traumatic situations that evoked negative feelings of anxiety, stress, sadness and despair. Alexandra dealt with a child's severe seizure in her class which impacted her overall state of mind and even prompted her to write an additional reflection.

> "I am depressed. It hit me suddenly, yet slowly. I didn't recognize it at first, but then I took Friday off of work. I barely got out of bed yesterday. My head, chest and soul hurt. I felt sad. I felt very sad. I still feel sad… hopeless."

Her fragility in managing this situation later manifested itself into a sense of worry over her students' well-being. She made references such as, "You need to be on the ball," and "You have to watch, you really have to watch all the time," which highlighted the pressure she felt to be constantly alert, aware and diligent. She also acquired the belief that her students came before herself (FG3 line 273: "You can't be selfish. You have to keep thinking about those kids.").

Along similar lines, Jennifer recounted an instance when she forgot her students' EpiPens on a field trip and, like Alexandra, became preoccupied with the potential gravity of her mistake. She claimed that, "Since that incident I think I'm a little bit obsessive about that. You become more aware of it when you mess up" (FG2 line 414). Jennifer even recalled her colleagues trying to reassure her to calm down, but she was adamant that she was the one responsible for these children and their safety. Further magnifying her concern over her students' well-being, Jennifer lived through a tragic experience in her first year teaching. One of the students in the fifth grade suddenly passed away while vacationing with his father over the March Break. The school community was devastated and Jennifer was rattled. Not only was she trying to cope with her own grief in this situation, but due to her intimate relationships with her students, she immediately directed her concern towards their emotional states (e.g., FG3 line 239: "I was a mess 'cause I was so nervous. It's like, how do you explain that to an 8-year-old boy? Like it doesn't make sense."). She also experienced feelings of guilt as she posed herself questions about the depth of her relationships with all of her students (e.g., FG3 line 275: "I just have like this sense of guilt, like I didn't really know this kid, like if that had been one of my kids would I have known all his likes, all his dislikes, all his interests"). These examples highlight the degree to

which both participants felt love, affection, and concern towards their students thereby creating a relationship that resembled that of a parent and child.

Staff/Administrative support.

Table 9

Frequency Counts of Staff/Administrative Support

Staff/Administrative Support	Alexandra	Jennifer	Total
Support/Feedback Provided	12	6	18
Lack of Support/Feedback	1	5	6

Alexandra and Jennifer both claimed to feel supported by their colleagues and administration. Alexandra, in particular, had a systematic mentorship program in which her team leader would conduct observations, provide her with feedback and ask her to self-evaluate her performance. There were many concrete instances of peer support that Alexandra shared which helped her transition into her teaching role (e.g., R1 p. 2: "I think that having someone mentor me at the beginning was instrumental at helping me be more nurturing and less controlling."). In addition, as previously mentioned, Alexandra relied heavily on the external validation of her team leader and colleagues to boost her confidence. Comments such as, "I've gotten a lot of positive feedback from my team leader" (FG1 line 375), and "Everybody has said that they like working with me and that I am doing a really great job, that I'm a hard worker" (FG2 line 8) surfaced frequently in her dialogue.

Although Jennifer stated, "I feel like I have a really good support system" (FG1 line 254), she did not have the same inductive experience as Alexandra. She received little to no feedback throughout the year (e.g., FG2 line 154: "She'll [the principal] come in to talk to a student and just kind of hang out for a minute, but I've never had feedback."). Jennifer believed that being offered a job for the following year was a form of feedback and a testament to her performance over the course of her first year teaching (e.g., FG3 line 59: "That was the first time that I felt,

'Okay, she must feel happy with my work, right?'"). Unlike Alexandra, Jennifer rarely expressed external validation from others; however, she did describe a feeling of belonging and acceptance amongst her colleagues. In sum, it seemed as though Jennifer's feeling of being supported by her colleagues and administration was based more on her sentiments of connectedness and belonging to the school and less on the constructive feedback and mentoring that Alexandra experienced.

School expectation (beliefs and realizations).

Table 10

Frequency Counts of School Expectations

School Expectation		Alexandra	Jennifer	Total
Beliefs	Need to Prove	3	3	6
	Go Above and Beyond	2	7	9
	Fit the Mold	9	4	13
Realizations	University Preparedness	3	2	5
	Demands	5	5	10

Beliefs. Alexandra and Jennifer both felt the constant need to prove themselves to their colleagues and the administration. This appeared to be driven by their desire to be hired again the following year as exemplified in statements such as, "I want to continue working there so definitely I have to prove myself" (Alexandra FG1 line 122). In their discussions about proving themselves and meeting or, more specifically, exceeding expectations, it was clear the participants felt obliged to go above and beyond their required responsibilities. They believed that they had to appear willing to take on new challenges, even if that surpassed their typical set of demands (e.g., Jennifer FG3 line 134: "And you don't feel like you can say no, well, I feel like I can't say no because I'm still hoping for that permanent job."). Both participants also shared the belief that they did not want to stand out or draw negative attention from their colleagues or the administration. As Alexandra once explained, "Okay be invisible. Don't see me. Because I don't want to be, I don't want to stand out right now. I want to just blend in and be a part of it." (FG2 line 168). Jennifer too shared this feeling (e.g. FG2 line 171: "[you're trying to] just kind of fly

under the radar"). Again, this sentiment seemed to be associated with the desire to impress the administration in the hope of a potential renewed contract.

Realizations. Alexandra and Jennifer gained a more global awareness of the teaching profession in their first year. Both women described the discernment they learned to make between the theoretical framework provided in university and their instructional practices. From classroom management strategies to differentiation to pedagogy, Alexandra and Jennifer became cognizant of the discrepancy between what they learned in their teacher education programs and what needs to be done in the classroom (e.g., Jennifer FG1 line 187: "Like when I was in school and like hearing about all these great ideas, I was like, 'Ah, I'm going to do that…' But then when you get into the classroom, when you realize that would be a fun unit to do, but they need to know this and that's more important." In addition to the understanding they gained in practice, Alexandra and Jennifer also expressed a realization that the demands of teaching were much greater than they had anticipated. Several references to managing curricular demands, student relationships and parents were made throughout our focus group sessions. Alexandra even claimed she also had to be a nurse at times. Jennifer captured the realization she faced: "What I really love about being a teacher is like the homeroom aspect… you do the morning prep, you do afternoon prep, you communicate with parents, like you're in charge of report card comments… but I just realized that it's like triple the amount of work" (FG3 line 44). It appeared as though the participants felt mixed emotions. The demands are both what they loved and enjoyed about teaching, but also what became taxing on them.

Taken together, the findings from this study reveal some of the emotions, perspectives and insights that emerged from the subjective experiences of two novice teachers. The possible implications of the data will be further explored in the discussion that follows.

Discussion

The aim of this study was to explore the primary question: *How are emotions embedded in novice teacher identity construction?* This qualitative investigation honed in on the subjective experiences of two first-year teachers. The participants were asked to produce three written reflections and partake in three focus group sessions. Both forms of data collection used open-ended questions to elicit participants' personal accounts, perceptions and emotions. Although some distinctions emerged between the two participants, there were several consistent trends

which helped illuminate our understanding of first-year teachers' experiences and the ways in which their emotions, derived from these experiences, informed their identities.

The themes that emerged from the findings will be discussed in relation to the relevant literature: (1). The workplace as a site for fulfillment and vulnerability, (2). The role of context in emotions and identities, and (3). The relationship between emotions and identity. The first two points supported existing literature; however, the third did not. The implications, limitations and areas for future research will also be considered.

The Workplace as a Site for Fulfillment and Vulnerability

The findings from this study corroborate Nias' (1996) claim that educators' personal and professional identities tend to merge engendering feelings of fulfillment and vulnerability in the workplace. Nias believes the catalyst for this unison of identities in teachers is their substantial personal investment in their profession. It was evident that both novice teachers involved in this study were emotionally invested in their teaching, which served to merge their personal/professional identities and result in combined feelings of fulfillment and vulnerability.

Emotions merged personal/professional identities. Alexandra and Jennifer were both intimately involved with their students. They believed their emotional investment fulfilled their role as teacher, a belief which echoes O'Connor's (2008) claim that teachers' values are intricately tied to their ethic of care. Alexandra and Jennifer adopted a protective, loving role akin to a parent and child. As such, their feelings of pride, affection, sadness and fear were experienced at a heightened level of intensity. Both participants spoke affectionately about their students while simultaneously being preoccupied with ensuring their safety and well-being. Their intimate emotional involvement disregarded notions of classical professionalism that equates professional comportment with emotional detachment (Hargreaves, 2001). The emotions generated through their transactions with their students were deeply personal; however, they were experienced in the workplace therefore creating a point of convergence in their personal and professional domains.

The emotions Alexandra and Jennifer experienced in their self-perceptions also played a role in merging their personal and professional identities. They were concerned about how their performance was perceived by their colleagues and administration. Both women feared drawing

any negative attention from others. They wanted to go above and beyond the standard expectations, and admittedly accepted more challenges in order to prove their competence and eagerness. These conditions bred pressure, stress and worry in Alexandra and Jennifer, which drove them to invest considerable time into their work after school hours. Especially in Alexandra's case, her desire to exceed school standards seeped into her personal life as she strived for perfection. She made frequent statements, such as "I don't know when I'll get to that point where I'm actually taking time for myself" (FG1 line 304), which explicitly referenced her personal investment into her professional life. Although not to the same degree, this sentiment was also echoed by Jennifer. Again, the emotional climate drove these two women to commit considerable personal time to their professional obligations, which in turn blurred the boundaries between their personal and professional domains. As so much of their personal time was consumed by their professional responsibilities, the two identities became inextricably linked. It was an obvious challenge for both participants to manage the tension between these two worlds. Their emotional involvement in their students and in their own performance seemed to engulf their personal lives.

The tension between the personal and professional domains has been previously examined in the works of Palmer (2007) and Shapiro (2010). Palmer (2007) suggested that in order to be successful in their teaching, educators must live between the private (personal) and public (professional) spheres. Shapiro (2010), on the other hand, maintained that teachers must choose to identify themselves as either the 'caring pal' or the 'competent professional'. The evidence from this study suggests that, for these novice teachers, negotiating their personal and professional lives was challenging. They wanted to be both the 'caring pal' and the 'competent professional,' and yet existing between these two domains was all consuming.

Emotions created sense of fulfillment and vulnerability. In addition to merging their personal and professional identities, the significant emotional investment of these two novice teachers also created a sense of fulfillment and vulnerability. Both participants expressed profound fondness and gratitude for their occupation. These sentiments appeared to be anchored in their love for their students, the growth and success they saw in their students, and the personal value they placed on the profession itself, as evidenced in Alexandra's statement: "This job feels like one of the most important things in my life" (R3 p. 1). These emotions created a sense of fulfillment that both novice teachers shared.

Yet it was this deeply rooted investment that rendered the participants vulnerable as exemplified in Alexandra's statement, "… I just feel so fulfilled and overwhelmed at the same time" (FG1 line 364). The sense of devotion fuelled the pressure, stress and fear both women felt to preserve and protect their position. Their passion and love for teaching resulted in an added pressure they placed upon themselves to prove their worth and maintain their status as a teacher.

However, in what appeared to be an effort to prove their competency, both women shared a desire to go unnoticed, as reflected in Jennifer's remark, "I feel like I was walking on eggshells most of the year because I was just worried about rocking the boat, about saying anything" (FG3 line 492). They were silent in their roles and therefore powerless, making them more vulnerable to manipulation. Without a voice, colleagues and administration could seize the opportunity to take advantage of either woman's desire to exceed expectations and be perceived in a positive light. In fact, Jennifer described how, upon renewing her contract, she had agreed to take on a number of new roles the following year. She expressed a level of concern about her ability to manage all of the extra-curricular demands that will be added to her instructional demands. By being fearful of refusing a request from administration, Jennifer is taking on a considerable workload and potentially placing herself at risk of being overwhelmed next year. This is one example of how their desire to prove themselves could render them vulnerable.

Lastly, as novice teachers, the participants experienced a 'reality shock' upon entry into the field, which increased their vulnerability as captured in Alexandra's statement:

> "Well like at the beginning I didn't really know what I was doing and really all year, it's as if I've been learning all year how to be a teacher because I don't feel like what I learned in school really taught me how to be a teacher." (FG 3 line 15).

The feeling of shock corroborates the results of Beauchamp and Thomas (2011) and Eteläpelto et al. (2015). In both studies, the participants had to adjust their ideals once faced with the realities of the profession. In this case, Alexandra and Jennifer expressed two realizations: firstly, the theory learned in university did not adequately prepare them for entry into the field and, secondly, the teaching demands exceeded their initial expectations. In lacking a comprehensive understanding of what teaching entailed, the participants could not foresee potential demands, expectations or conflicts and, consequently, could not be as emotionally prepared for the outcomes of these situations. To illustrate, consider physical contact in a sports game such as football. If a player sees a hit coming, he can brace himself for the impact minimizing the potential for harm; however, if he is blindsided by the hit, he is more susceptible

to injury upon being struck. Therefore, Alexandra and Jennifer's unfamiliarity with the teaching profession rendered them more vulnerable than experienced educators.

The last two instances of the participants' vulnerability reiterate the importance of agency for novice teachers. Agency plays a pivotal role in the identity construction of young educators (Beauchamp & Thomas, 2009; 2011; Ruohotie-Lyhty, 2013) as it is necessary in merging their preconceptions with the realities of the profession. Although Alexandra and Jennifer expressed some degree of shock, they were able to reconcile their initial ideals with the realities they encountered. They did not, however, fully perceive themselves as agents within their environment. Instead, both participants adopted a more passive role in their workplace. Rather than attempting to impact their environment or defend their positions (Eteläpelto et al., 2015), Alexandra and Jennifer preferred to blend in with the status quo.

In sum, it was the acute level of emotions experienced by these participants that induced feelings of both fulfillment and vulnerability. This raises the concern that novice educators may in fact be more susceptible to the conditions implied in Nias' (1996) claim. The novelty of the profession may further intensify the emotional climate as new teachers experience a range of emotions for the first time. Unlike more seasoned teachers – who would presumably have accumulated diverse experiences after having taught hundreds of students - the participants in this study were new to the conditions they encountered in the classroom. As such, they experienced the ebb and flow of emotions with a heightened intensity. Their newness to the profession could be what amplified their impassioned approach, ultimately making them more vulnerable.

The Role of Context in Emotions and Identities

Evidence from a number of theorists indicates that contextual factors can shape emotions and identities (Beauchamp & Thomas, 2009; Rippon & Martin, 2006; Ruohotie-Lyhty, 2013), a finding which was confirmed in this analysis of two novice teachers. Both internal contexts, the character traits and perspectives of an individual, as well as external contexts, the norms and expectations of the school, impacted the identity formation of Alexandra and Jennifer.

Internal context. This study offers insight into the individual differences that may vary the degree to which emotions influence identity; that is to say that some people may be more emotionally susceptible than others. Zembylas (2003) asserted that internal contexts such as perceptions and character traits play a role in shaping teacher identity. Given this notion of internal context, the individual differences between the participants in this study could indicate

that Alexandra was more likely to experience sentiments of uncertainty and instability, which could have ramifications on her identity formation. "I love teaching. I have never had a job that consumes my thinking, my soul or my heart." (Alexandra RE p. 1). Alexandra was more emotionally volatile than Jennifer. She appeared to be less confident in her teaching ability, an emotion she reported half the number of times as Jennifer. Alexandra's insecurities were visible not only in her perceived level of competence but in other areas as well. Although she reported feeling proud more frequently than Jennifer, her sense of pride was anchored in the feedback of others. Alexandra often shared her doubts and worries about her instructional and evaluative decisions. These insecurities seemed to fester and grow as she continued to strive for perfection in her instructional and behavioural practices. Alexandra expressed feeling overwhelmed almost five times as often as Jennifer, perhaps a result of her quest for perfection. She often claimed that her drive to be perfect consumed her ability to find a work/life balance.

Taken together, these findings could indicate that Alexandra's personality may make her more susceptible to feeling vulnerable. Her response to situations may evoke a stronger emotional response, positive or negative, which could be more difficult to manage. The emotional highs and lows she experienced were prevalent in her written reflections and dialogue. The drastic shift from feelings of elation and fulfillment to utter despair and depression suggest that she is ill equipped to cope with the emotions she experienced when teaching. By her own claim, she feels emotions intensely. Her emotional sensitivity, coupled with her insecurities and perfectionism, could disrupt the formation of her professional identity and even impede her longevity in the field.

External context. Findings from this study also indicate that the external context influenced the constitution of the participants' identities. Implicit norms and expectations as well as more explicit environmental factors such as the student population were variables that shaped teacher identity.

Implicit contextual factors. In returning to Hochschild's (1983) notion of 'emotional labor', the participants concealed many of their emotional experiences in order to demonstrate to their students, colleagues and administrators their proficiency as educators. They stifled their insecurities in their new role as teacher in order to convey confidence as exemplified by Jennifer's observation: "I feel like I look the part. I always looks like a teacher and I am like talking like a teacher so to other people I look the part but I don't know" (FG1 line 258). Both

participants were also selective in what they expressed to their colleagues and superiors. Alexandra questioned what was appropriate to share with her team leader. Jennifer chose not to confront her colleague who, on several occasions, challenged her authority. Even though these situations made her feel 'uncomfortable' and 'insulted', when asked if she would address the issues with either her colleague or the administration, she replied, "I'm just trying to get through this year and so far I am the only teacher who has been able to make it without complaining or having fights with her or going to higher up and complaining about her" (FG2 line 130). Her comment conveyed a sense of pride that she, unlike others before her, could manage her colleague without conflict; however, her emotions still existed beneath her silence. On several occasions, Alexandra and Jennifer deliberately suppressed their actual emotional response to meet the expectations: "I definitely don't want to say anything and I will go with the flow and if somebody asks me to do something, I will do it." (Alexandra FG3 line 493). In doing so, their need to impress others superseded their natural emotional responses.

This finding also corroborates Shapiro's (2010) claim that teachers conceal negative emotions even from their coworkers. It is also aligned with the emotional display rule, *hide negative emotions*, found in Yin and Lee's (2012) study. In their inquiry, the authors sought to explore emotional display rules in teaching, the tacit norms that guide emotional expression, from a cultural perspective. Although not explicitly stated or intentionally discussed, the participants in this study did adhere to the notion of hiding negative emotions.

It could also be argued that, in an effort to conceal negative emotions, Alexandra and Jennifer strived to *maintain positive emotions*, a second emotional display rule revealed by Yin and Lee (2012). Both participants expressed the importance of conveying their cooperative approach and willingness to accept new challenges with their colleagues, which would require positive traits such as warmth, openness and friendliness. Furthermore, the emotional intensity experienced by Alexandra and Jennifer, which could be attributed to their novelty in the profession, could also be accounted for by their compliance with the third display rule found by Yin and Lee, *commit to teaching with passion.* Both participants spoke passionately as they discussed planning, instruction and student relationships. Their considerable time investment and ethic of care also reflected their 'passionate' dedication to teaching. These findings suggest that the existence of implicit emotional display rules could have also played a role in the participants' identity construction.

Explicit contextual factors. More explicit contextual factors were evident in the construction of the participants' professional identities. Both women were influenced by the ethos imparted by their colleagues and administrative bodies. For instance, Jennifer shared her school's value system, "…the headmaster's philosophy is, "Work smarter not harder'… If you get your work done at home, that's great. If you get your work done at school, that's great." (FG1 line 316). These standards became integral parts of their professional identities as they sought to replicate and enforce them in their instructional and disciplinary practices.

Perhaps the most influential external contextual factor on the participants' identities was the student body. In Alexandra's case, she was working with a special needs population, which required specific training and diverse instructional practices such as sign language and TEACCH, Treatment and Education of Autistic and Related Communication Handicapped Children, training. Her ability to connect with her students and meet their needs became a cornerstone of her professional identity as exemplified in the following statement:

> "My students are special needs children with different levels of communication, academic abilities and different breaking points. I have learned to adapt to their abilities and create a classroom that could help them deal with change, endurance and appropriate behaviours" (R3 p. 1).

Jennifer, on the other hand, taught in an all boys' school, which necessitated a different approach. She believed the boys were more rambunctious and playful because they were in a single-sex environment, and she consequently spent more time addressing classroom management issues. However, Jennifer was intuitively aware of the impact the setting had on her professional identity. "I think your identity will change with your kids. I'm teaching at an all boys' school right now so I think that would be different than if I was teaching at a girls' school" (FG1 line 412).

Based on the literature and the current study, schools are complex contextual arenas for teachers to negotiate. Alexandra and Jennifer conformed to the standards, expectations and approaches of their schools. As such, their emotional conduct and identity formation were directly affected by their workplace. This finding is similar to Flores and Day's study (2006), which found novice teachers to be complicit with the prevalent values and instructional approaches of their educational institution. The novelty for new educators may allow implicit norms and dominant practices and beliefs to play a more central role in how their emotions and identities are shaped.

The Relationship between Emotions and Identity

Although some researchers contend that emotions and identity have a bidirectional relationship in which one variable influences the other (Schutz & Lee, 2014; Zembylas, 2005), the findings from this study provide evidence that may question the validity of this statement with novice teachers. The dual interaction of emotion and identity is plausible in the teaching profession. An emotion elicited from a situation, for instance a confrontation with a student, could impact a teacher's self-perception and provoke a change in his/her demeanor. Similarly, an educator who wishes to be viewed as strict or perceives himself/herself in that light may curb his/her emotional response to fit that self-image. In this study, however, the relationship between emotions and identity was not reciprocal; rather, it appeared to be linear with only one variable affecting the other: emotions acted as the driver of change in identity and identity did not appear to influence the emotional responses of the two novice teachers.

Identity impacting emotions. The novice teachers in this study did not have a concrete understanding of their professional identities that diminished the impact identity could have had on emotions. Unlike veteran teachers who have had years of experience to shape their self-images, first-year educators may not have a pre-established notion of their professional selves. For those that do, their sense of professional self is based on their preconceptions and idealized view of teaching (Chang-Kredl & Kingsley, 2014).

The participants in this study conveyed uncertainty in their professional identities as evidenced by Jennifer's statement: "… I don't know what my identity is. I still feel like I'm trying to figure it out. I want to come across like I know what I'm doing but I don't always feel like I do." (FG1 line 252). Identity takes time to formulate as it sifts through the various dimensions of experience, emotions and environment, but new teachers have not yet been exposed to these conditions and, therefore, it is unlikely they have a solid grasp of their professional identities. Due to this uncertainty, the novice teachers in this study adopted a performative approach to their teaching. Both Alexandra and Jennifer expressed 'acting' the role of a teacher in order to cope with their insecurities and feelings of inauthenticity as captured by Alexandra's comment, "I have my teacher acting mask on and at school I'm this acting teacher" (FG1 line 282).

These sentiments capture Goodson's (1998) notion of the artificial self. The participants had to perform their role of teacher as it did not yet feel authentic. Or perhaps it is that

authenticity as a teacher is something that can only be acquired over time and through experience. Regardless, without having a concrete vision of their professional identities, identity did not seem to influence their emotions. Emotions, however, played a salient role in shaping the identities of Jennifer and Alexandra.

Emotions impacting identity. A range of positive emotions experienced by both participants helped constitute the participants' professional identities. For instance, Jennifer was proud of her students' conduct and work displayed during an afternoon showcase she initiated for parents and grandparents to attend. The sentiments of pride and happiness she experienced impressed upon her the value of taking the initiative to organize extracurricular events.

Other than pride, feelings of affection toward their students also influenced Alexandra and Jennifer's identities. The belief they acquired by the end of the year - which was that the key to success in the classroom is to build a strong rapport with your students - illustrates the impact of their affection. The outcome of these strong sentiments towards their students was that both participants adopted a 'student first' model as a pillar of their professional identities.

Lastly, when Alexandra or Jennifer experienced a sense of confidence, either internally or through external validation, the emotion served to reinforce an aspect of their identity. For instance, when Alexandra stated "…everybody has said that they like working with me and that I am doing a really great job, that I'm a hard-worker" (FG2 line 8, 10), these characteristics later surfaced in her expression of her professional values. She identified herself as a "hard-worker" who believes in the importance of making the effort to socialize with her colleagues. The confidence experienced in various scenarios informed how the participants came to understand themselves and what they deemed important in the workplace.

Negative emotions also served to influence the novice teachers' professional identities. Both women experienced a traumatic event that had a significant effect on their understanding of their professional selves. In Alexandra's case, dealing with the violent seizure of a student weighed on her and, consequently, she felt the magnitude of her role as a teacher for the well-being and safety of her students. She acquired the belief that teachers must be alert at all times and prepared for a variety of possible risks. Similarly, Jennifer dealt with the tragedy of losing a student in her school. Although it was not a student from her class, it impressed upon her the need to know all her students intimately should something like that ever occur. The values they espoused by the end of the year - the importance of safety for Alexandra and knowing every

student closely for Jennifer - became integral parts of how they saw themselves and the profession. It was the sadness, despair, and stress evoked in the situations they encountered that ultimately impacted their professional identities.

In addition, other negative emotions such as pressure, fear, doubt, powerlessness, and guilt experienced by the participants shaped their professional images. For example, the pressure to perform and the fear of being perceived as incompetent were emotions that fuelled Alexandra and Jennifer's desire to blend in to their surroundings and exceed expectations. By the end of the year, these two features became defining characteristics of their professional identities.

Professional identities are constituted by the importance we attribute to our experiences (Beauchamp & Thomas, 2009); therefore, it is not surprising that emotions informed so much of the novice teachers' identities given the profound role of emotions in ascribing meaning to experiences. Emotions were the lens through which Alexandra and Jennifer made meaning of their experiences, which in turn, became the fabric of their professional identities. The values and beliefs they assumed by the end of the year were directly related to the emotions they experienced. In constructing their belief system, Alexandra and Jennifer were shaping their professional identities. In this case, the two novice teachers experienced emotions with great intensity, consequently increasing the impact on their professional identities.

Implications

The findings from this study shed light on the possible magnitude of emotions in the identity construction of novice teachers. The identities of the first-year educators in this study could be understood, to some degree, as fragile. At the beginning of the year, their professional identities were derived from their idealized view of teaching. Who they thought they were as teachers and who they became once faced with the realities of the profession evolved with their experiences. As such, both participants' professional identities were malleable and therefore, greatly influenced by their emotions and contextual factors.

The seesaw of emotions encountered over the course of the academic year were intensely experienced by Alexandra and Jennifer. These strong sentiments determined the significance of the participants' experiences which, in turn, led Alexandra and Jennifer to adopt certain values, beliefs and self-perceptions. Their professional identities were derived from these fundamental elements. Therefore, emotions, which acted as meaning-making agents, informed the participants' identities. However, their emotions were influenced by both internal and external

contexts. Individual perceptions and character traits acted as filters through which emotions had to pass. Additionally, the participants' understanding of implicit norms and expectations in their workplace channeled their emotions in the direction they perceived necessary to adhere to school standards. Emotions, therefore, were experienced through a very complex web of interaction. The professional identities of the novice teachers then emerged from the culmination and synthesis of the emotions they lived.

Although the novice teachers expressed a range of sentiments, negative emotions were reported 1.5 times as often as positive emotions. Research has found that negative sentiments have a stronger influence over positive emotions and overshadow them when experienced simultaneously (Timoštšuk & Ugaste; 2012). This begs the question: Are novice teachers emotionally prepared for their entry into the field? Could better preparation help first-year teachers manage the influx and impact of emotions on their professional identities? Would these conditions improve retention rates?

Emotional preparedness is not a part of the curriculum in standard teacher education programs at the university level and, although self-reflections are a common practice in many courses, there is very little explicit examination of the emotional journeys in teaching. Findings from this study indicate that preservice teachers could benefit from opportunities to explore how their emotions may be affected by student interaction, parent response and tacit school expectations. Furthermore, providing preservice teachers with effective coping strategies could better equip them with the possible emotional demands of teaching.

Emotional preparedness should also be examined by school administrators. A teacher working in a state of high anxiety is more likely to be impaired in his or her performance and productivity whereas an educator experiencing joy and pride is shown to generate more ideas, expand his or her thinking and have better coping skills when a difficult situation presents itself (Sutton & Wheatley, 2003). Emotional preparedness could be incorporated into mentorship models or induction programs. By increasing awareness and sensitivity towards the emotional highs and lows experienced by first-year teachers, administrators may better support their transition into the field and improve their overall performance. Furthermore, mentors could also help novice teachers with coping strategies and appropriate management of emotions. Explicitly discussing how to diffuse an emotionally charged situation would equip new educators with the tools to manage the influx of their own emotions and the emotions of others.

The findings from this study also challenge the extent to which emotional display rules are culturally bound. Two of the four rules that were drawn out of Yin and Lee's (2012) examination of emotional display rules in China were also seen in this study. If these tacit emotional display rules exist, what are some of the cultural discrepancies? How implicitly or explicitly are the emotional display rules embedded within the school structure from culture to culture? How are they interpreted and understood in varying cultures?

A final implication drawn from this study is the effectiveness of the focus 'pair'/group methodology in examining emotions in teacher identity. Providing the first-year teachers with a forum to discuss their thoughts, experiences and feelings yielded valuable insights. The dynamic nature of the focus 'pair' allowed them to spawn ideas off of one another. It also facilitated their ability to position themselves with or against the other person. For instance, as Alexandra shared her struggle to find a work/life balance, Jennifer asserted her ability to set boundaries. Similarly, the participants could empathize with one another. When Jennifer discussed the difficulty she encountered building a relationship with one student, Alexandra imparted some similar sentiments she experienced with her stepdaughter. The openness and honesty of both participants was partly attributed to the discursive nature of the methodology. In contrast to individual interviews, Alexandra and Jennifer engaged in more informal, natural conversation. The reflections, although still very valuable in terms of collecting introspective data, seemed more contrived, almost as if the participants were mindful of an audience as they wrote them. For instance, as Alexandra wrote, "I always feel that there are not enough of me, enough hours and I never have enough arms. I stay at work for hours after students have left," she immediately proceeded to say, "I say this, but I want you to know that I do this by choice. I love being at work and getting things ready for the next day" (R2 p. 1). The awareness of the reader precipitated a justification for the sentiments she felt. In addition, focus group methodology was not used in any of the studies I uncovered and yet it could yield profound results in the area of exploring teacher emotion and identity constructions.

Further analysis is required to compare data revealed in smaller focus group interviews and larger focus group interviews on emotions and teacher identity. This may provide insight into effective group sizes for discussion. Perhaps smaller groups yield more cohesive data as participants are not intimidated by others who have more dominant personalities. Likewise, larger groups may produce more valid results as they offer a wider spectrum of viewpoints.

Limitations/Future Research

Despite the strengths presented in the design of this study, there are also several limitations. Purposeful sampling as well as the small sample size of this study limits any generalizability of the results. The data elicited from the two novice teachers offer rich insight and meaning that may provide a basis for future research (Merriam, 2009), but the lack of representativeness diminishes the external validity of the findings.

The selection process compromises the validity of this study. Failing to select a larger random sample of new teachers from diverse school environments reduces the accuracy of the data as it does not yield a realistic depiction of the broader school system. The varying demands of public and private schools and diverse socio-economic groups are not portrayed in the experiences of the participants in this study. However, this was done intentionally in order to focus on the emotional aspects of experience and identity construction in first year teachers and limit the influence of confounding variables that would emerge in diverse settings. Triangulation of two different types of data collection was purposefully used in order to increase the internal validity of the design. Accessing emotional experiences and influences on identity construction through both individual written reflections and focus group interviews was an integral component of the study as it increased the reliability of this study.

The complexity of identity construction and the multifaceted nature through which individuals experience and are influenced by emotions make it difficult to replicate this study exactly (Merriam, 2009). However, conducting a similar study with a larger sample size that would be more representative of the novice teacher population would be beneficial in yielding results that could be generalizable. Having male and female first-year teachers from both private and public schools participate in focus group interviews would offer broader insight into how emotions impact professional identities upon entry into the field. Furthermore, examining individual character traits and how they interact with emotions in novice teachers' professional identity formation may provide more information as to how universities can better prepare different types of individuals for the emotional demands of teaching.

Other areas of research could also examine the distinctions between novice teachers and veteran teachers. A comparative analysis of emotions in identity formation between first-year teachers and more experienced educators could help determine whether the emotional intensity experienced by the novice teachers in this study is due to their personalities or whether it is a

phenomenon most educators experience in their first year of teaching. Investigation in this area could also lend itself to further exploration of classical professionalism in teaching. Do teachers become more emotionally distant over time? If so, is that because it is a natural emotional trajectory or because notions of classical professionalism are so deeply inherent to our professional structures that we conform to them?

Conclusion

The subjective experiences of the two novice teachers involved in this study reveal some aspects about the emotional dimension of their entry into the field and how these emotions informed their identities. Through focus group discussions and individual written reflections, the participants were able to explore their emotional experiences in a discursive and reflexive manner. While imparting their unique perspectives, the novice teachers also created a shared understanding of the emotional demands of their first year, and the impact this had on their identity construction. Findings from this study confirm existing literature in two areas. Firstly, the workplace was a site of both fulfillment and vulnerability (Nias, 1996), and secondly, context played a salient role in shaping the emotions and identities of the participants (Beauchamp & Thomas, 2009; Rippon & Martin, 2006; Ruohotie-Lyhty, 2013). However, unlike the works of Schutz and Lee (2014) and Zembylas (2005), the relationship between emotions and identity was not found to be reciprocal; rather emotions served to shape the identities of the participants in a unidirectional manner. This finding is of particular concern given the overwhelming dominance of negative emotions expressed in discussions and written reflections. Taken together, the results of this study suggest that the association between emotions and identity formation in novice teachers warrants further investigation with larger, more diverse sample sizes. Further implications also indicate that first year teachers could be better equipped to deal with the emotional demands of teaching. Consequently, emotional preparedness could be an area university education programs and school administrators examine to help improve novice teachers' entry into the field.

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Appendix A

Consent Forms

CONSENT TO PARTICIPATE IN *DECONSTRUCTING THE AFFECTIVE EXPERIENCE OF NOVICE TEACHERS*

I understand that I have been asked to participate in a research project being conducted by Master's student Sarah Kingsley of the Department of Education of Concordia University (telephone: (514) 793-2022; email: s_kings@education.concordia.ca) under the supervision of Dr. Sandra Chang-Kredl of the Department of Education of Concordia University (telephone: (514) 848-2424 ext. 8632; email: schang@education.concordia.ca).

A. PURPOSE

I have been informed that the purpose of the research is to collect data on the experiences of novice educators' in their first year of teaching to gain a deeper understanding of how they construct their identities.

The findings from this study will provide information that could help improve the transition into the first years of teaching and longevity in the profession.

B. PROCEDURES

I understand that my involvement will span from the beginning of September 2013 to the end of May 2014.

Over the duration of the 2013-2014 academic year, I will be asked to write four individual reflections about my experiences as a novice teacher and how these experiences impact my self-perception. I understand that I am able to write these reflections in a place of my choosing. In addition, I will be asked to attend three focus group sessions where two other teachers will partake in a discussion about the events we encounter over the course of the year. These will last from 1 to 2 hours per session and take place at Concordia University. I understand that quotes will be used from my reflections and focus group sessions in the researcher's thesis project.

The researcher will provide necessary precautions to protect the confidentiality of the information shared in both the written reflections and focus group interviews by using pseudonyms when reporting the data and inviting me to preview the data collection and data analysis before the thesis is submitted.

C. RISKS AND BENEFITS

I understand that my participation in this study may result in some feelings of vulnerability as I share the experiences I encounter as a new teacher. I also understand that my involvement in this study may also be beneficial as I may find support and reassurance in discussing my experiences with colleagues who are also at the beginning stages of their career.

Although the researcher will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researcher from guaranteeing confidentiality. The researcher will remind participants to respect the privacy of fellow participants by not discussing the contributions of other focus group members outside of the group (derived from UMass Amherst guidelines).

D. CONDITIONS OF PARTICIPATION

• I understand that I am free to withdraw my consent and discontinue my participation at anytime without negative consequences.

• I understand that my participation in this study is confidential; however, given the nature of the focus group sessions, other participants will be aware of my identity.

• I understand that the data including discussion topics and quotes may be published in the thesis; however, pseudonyms will be used instead of actual names.

I HAVE CAREFULLY STUDIED THE ABOVE AND UNDERSTAND THIS AGREEMENT. I FREELY CONSENT AND VOLUNTARILY AGREE TO PARTICIPATE IN THIS STUDY.

NAME (please print)   _____

SIGNATURE   _____

If at any time you have questions about the proposed research, please contact the study's Principal Investigator
Indicate in this section the name, Department and contact information for the Principal Investigator. Student investigators shall add; or (*Name of Faculty supervisor*) of (*Name of Department*) of Concordia University (*contact info including phone and e-mail).*

If at any time you have questions about your rights as a research participant, please contact the Research Ethics and Compliance Advisor, Concordia University, 514.848.2424 ex. 7481
ethics@alcor.concordia.ca

Appendix B

Ethics Form

Summary Protocol Form (SPF)
University Human Research Ethics Committee

Office of Research – Research Ethics and Compliance Unit: GM 1000 – 514.848.2424 ex. 7481
ethics@alcor.concordia.ca

Important (Faculty, staff, students)

- Approval of a Summary Protocol Form (SPF) must be issued by the University Human Research Ethics Committee (UHREC) prior to beginning any research involving human participants.

- The central UHREC reviews all faculty and staff research, as well as some student research (in cases where the research involves greater than minimal risk). The UHREC, Disciplinary College reviews all minimal risk student research (minimal risk course related research intended solely for pedagogical purposes is reviewed at the Department level).

- Faculty and staff research funds/awards cannot be released until appropriate certification has been obtained. For information regarding the release of faculty and staff research funds/awards please contact the Office of Research. For information regarding the release of graduate student funds/awards please contact the School for Graduate Studies. For information regarding the release of undergraduate student funds/awards please contact the Financial Aid and Awards Office or the Faculty/Department.

- Please submit one signed copy of this form to the UHREC c/o the Research Ethics and Compliance Unit via e-mail at **ethics@alcor.concordia.ca**. *Please allow at least one month for the central UHREC to complete the review; students should allow at least 14 days for the UHREC, Disciplinary College to complete the review*.

- All research must comply with the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, funding/award agency policies and guidelines, applicable law and governmental regulations, as well as the *Official Policies of Concordia University* as required.

- Once obtained, the Certificate of Ethical Approval for Research Involving Human Participants is valid for one year and must be renewed on an annual basis throughout the life of the project. This requires the submission of an Annual Report Form before the current approval expires. A project's approval expires automatically if a renewal request is not received before the current approval expires. No research activities

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  involving human participants may be conducted under an expired approval.

- For more information regarding the UHREC, UHREC Disciplinary College or the procedures for the ethical review of research involving human participants, please see the Concordia *Policy for the Ethical Review of Research Involving Human Participants, VPRGS-3* and related *Procedures for the Ethical Review of Research Involving Human Participants* (*[Official Policies of Concordia University](#)*).

Important (students)

- If your project is encompassed within your supervising faculty member's SPF, your supervisor need only inform the Research Ethics and Compliance Unit via e-mail of your addition to the research team. If your project is an addition to, or an extension of, your supervising faculty member's SPF where a similar methodology is proposed, your supervising faculty member must submit a detailed modification request and any revised documents via e-mail; no new SPF is required.

Instructions

This document is a form-fillable Word document. Please open in Microsoft Word, and tab through the sections, clicking on checkboxes and typing your responses. The form will expand to fit your text. *Handwritten forms will not be accepted.* If you have technical difficulties with this document, you may type your responses and submit them on another sheet. Incomplete or omitted responses may cause delays in the processing of your protocol.

Status:

☐ Faculty/staff
☒ Graduate student (PhD, Masters)
☐ Undergraduate student
☐ Postdoctoral fellow

This research (check all that may apply):

☐ Is health and/or medical related
☐ Is to take place at the PERFORM Center
☐ Includes participants under the age of 18 years
☐ Includes participants with diminished mental or physical capacity
☐ Includes Aboriginal peoples
☐ Includes vulnerable individuals or groups *(vulnerability may be caused by limited   capacity, or limited access to social goods, such as rights, opportunities and power and includes individuals or groups whose situation or circumstances make them vulnerable in the context of the research project, or those who live with relatively high levels of risk on a daily   basis)*

☐ Involves controlled goods/technology, hazardous materials and/or explosives, biological/biohazardous materials, or other hazards (radioisotopes, lasers, x-ray equipment, magnetic fields)

☐ Is multi-jurisdictional/multi-institutional/multi-centric

1. Submission Information

Please check ONE of the boxes below:

☒ This application is for a new protocol.

☐ This application is a modification or an update of an existing protocol:
Previous protocol number (s): _____

2. Contact Information

Please provide the requested contact information in the table below:

Principal Investigator/ Instructor	Department	Internal Address	Phone Number	E-mail
Sarah Kingsley	Child Studies	NA	514-793-2022	skingsley@lcc.ca
Faculty Supervisor (*required for student Principal Investigators*)	Department / Program			E-mail
Dr. Sandra Chang-Kredl	Child Studies			schang@education.concordia.ca
Co-Investigators / Collaborators	University / Department			E-mail
NA	NA			NA
Research Assistants	Department / Program			E-mail
NA	NA			NA

3. Project and Funding Sources

Project Title:	***Deconstructing the Affective Experience of Novice Educators***

In the table below, please list all existing internal and external sources of research funding, and associated information, which will be used to support this project. Please include anticipated start and finish dates for the project(s). Note that for awarded grants, the grant number is REQUIRED. If a grant is an application only, list APPLIED instead.

Funding Source	Project Title	Grant Number	Award Period Start	End

4. Brief Description of Research or Activity

Please provide a brief overall description/lay summary of the project or research activity. The summary should not contain highly technical terms or jargon and should be in a style similar as to how you would describe your work to an individual without any discipline specific training. *Do not submit your thesis proposal or grant application.*

Statistics show that about half of all new teachers are leaving the profession within the first five years. Many experience a 'reality shock' that creates a rift in their identities and impacts their longevity in the field. The purpose of this study is to investigate how emotional experiences are embedded in the identity construction of novice teachers in their first year of teaching. This would provide insight about new educators that would be beneficial for induction programs and administrators with the goal of reducing teacher attrition.

The study will be a qualitative narrative inquiry that will involve three first-year teachers from elementary school settings in Montreal. The researcher will have the participants engage in four written reflections and three focus group interviews that will be dispersed over the course of the 2013-2014 academic school year.

5. Scholarly Review / Merit

Has this research been funded by a peer-reviewed granting agency (e.g. CIHR, FQRSC, Hexagram)?

☐ Yes Agency: _____

☒ No If your research is beyond minimal risk (*defined as research in which the probability and magnitude of possible harms implied by participation is no greater than those encountered by participants in those aspects of their everyday life that relate to the research*) please complete and attach the Scholarly Review Form (Scholarly Review Forms for student research may be signed by thesis committee members)

6. Research Participants

a) Please describe the group of people who will participate in this project.

   Three first-year teachers at the elementary school level will be involved as participants for this project.

b) Please describe in detail how participants will be recruited to participate. Please attach to this protocol draft versions of any recruitment advertising, letters, etcetera which will be used.
   The headmaster of a private school and/or Director of a School Board (ex: English Montreal School Board) will be initially contacted.

   They will receive the following script:

   My name is Sarah Kingsley and I am a graduate student in the Department of Education at Concordia University, as well as a teacher at Lower Canada College. I am working towards completing my masters thesis project and looking for participants for my study. I am investigating the identity formation of first-year teachers with the aim of increasing our understanding of the challenges and successes they face in the beginning of their careers and ultimately reducing teacher attrition.

   I am looking for first-year teacher who will begin their careers in August 2013. With your approval, I would like to inquire into whether any new educators would be interested in participating in this study. It would not be very time consuming (only three meetings throughout the year and four written reflections). This would take place outside of the teacher's school hours. I believe that this project could also provide the participants with additional support in their first year of teaching. Should the participants only participate in one part of the study, either written reflections or focus group, then only that data will be used for the purpose of this study.

   Please let me know if this is an initiative you would support. I could then be in touch with the director of HR and/or contact schools directly.

   With the approval of the headmaster or the Director of the School Board, the Human Resources Director will be contacted and given the same script as above, with the additional request that names of first year teachers, being hired in the beginning of the 2013 academic year, be shared.

   Following approval of the HR Director, the researcher will contact the first year teachers by sending them an email with the following message:

   My name is Sarah Kingsley and I am a graduate student in the Department of Education at Concordia University, as well as a teacher at Lower Canada College. I am working towards completing my masters thesis project and looking for participants for my study. I would like to investigate the experiences and emotions of educators in their first year of teaching. Therefore, I am looking for first-year teachers who are about to begin their careers in August 2013. Should you consider participating in this study, your involvement would not be very time consuming. It would consist of three focus group meetings that would involve discussions with two other teachers and four individual written reflections.

   Should you choose to participate in only one part of the study, either written reflections or focus group sessions, then only that data will be used for the purpose of this study. Topics discussed and quotes will be used in the reporting of the data. Although I will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents me from guaranteeing confidentiality. However, I will foster an environment where the privacy of fellow participants is respected.

   Under exceptional and compelling circumstances a "heinous discovery" be made, I may be obliged to report information to authorities in order to protect the health and safety of a third party. For example, if the teacher reports that a child in her class is being abused, or that the teacher physically abused a child, I will be obligated to report this abuse to the school principal and child welfare services (Centre Jeunesse).

If this might be something that may interest you or if you have any questions, please contact me at skingsley@lcc.ca *or* s_kings@education.concordia.ca.

c) Please describe in detail how participants will be treated throughout the course of the research project. Describe the research procedures, and provide information regarding the training of researchers and assistants. Include sample interview questions, draft questionnaires, etcetera, as appropriate.

The participants will be treated with respect and integrity throughout the course of this study. Their opinions, beliefs and experiences will be respectfully regarded.

As participants of this study, they will be asked to write four reflections and engage in three focus group interviews from the beginning of September 2013 to the end of May 2014. These will be dispersed throughout the year in order to capture their initial conceptions of themselves and their profession, changes that may occur through their experiences and a final synthesis of what they learned and their perception of themselves and the profession at the end of the year. The written reflections aim to access a more personal and insightful perspective that participants may offer through taking time to individually compose a reflection. The focus group sessions are complementary in that they   provide participants an opportunity to explore their experiences and perspectives through discourse.

In the individual reflections and focus group sessions, open-ended questions such as, "How do you see yourself as a teacher?" and "Tell me about an incident in your teaching that impacted you this year." will be used to elicit responses. Questions and prompts for the second and third reflections will follow the same lines of inquiry and follow the participants' leads based on data collected in the previous reflection.

7. Informed Consent

a) Please describe how you will obtain informed consent from your participants. A copy of your written consent form or your oral consent script must be attached to this protocol. If oral consent is proposed, please describe how consent will be logged/ recorded. *Please note: written consent forms and oral consent scripts must follow the format and include the same information as outlined on the sample consent form.*

In order to obtain informed consent from the participants, the researcher will contact them via email before the study begins to explain the purpose and procedure of the study. In addition, a written consent will be provided to the individual participants with the purpose, procedure and ethics clearly outlined. If the participants only participate in one part of the study, either written reflections or focus group sessions, then only that data will be used for the purpose of this study.

b) In some cultural traditions, individualized consent as implied above may not be appropriate, or additional consent (e.g. group consent; consent from community leaders) may be required. If this is the case with your sample population, please describe the appropriate format of consent and how you will obtain it.

The headmaster and/or Director of the School Board will also receive a copy of the consent form given to the individuals involved with the study so that he/she is aware of the purpose, procedure and ethical framework.

8. Deception and Freedom to Discontinue

a) Please describe the nature of <u>any</u> deception, and provide a rationale regarding why it must be used in your protocol. Is deception absolutely necessary for your research design? Please note that deception includes, but is not limited to, the following: deliberate presentation of false information; suppression of material information; selection of information designed to mislead; selective disclosure of information. Please describe the proposed debriefing procedures post-participation.

Deception will not be involved in this study.

b) How will participants be informed that they are free to discontinue at any time? Will the nature of the project place any limitations on this freedom (e.g. dissemination and/or publication date)?

Participants will be told in person at the initial meeting that they are free to discontinue at any time. It will also be stipulated on the consent form. Should a participant withdraw from the study before the thesis is submitted then the researcher will remove their data from my set. Once the thesis is submitted, the researcher will be unable to remove their data; however, all names will remain anonymous.

9. Risks and Benefits

a) Please identify any foreseeable benefits to participants.

Participants will benefit from their involvement in this study through the reflective process they will undergo when writing their individual reflections and the support they will receive in the focus group sessions. The individual written reflections will promote reflective practice helping the participants think critically about their pedagogy. The focus group would likely benefit the participants by providing a venue for their voices and concerns to be heard, and a space for sharing. Discussing their experiences and emotions with other novice teachers will likely reduce the feeling of solitude many new educators experience.

b) Please identify any foreseeable risks or potential harms to participants. This includes low-level risk or any form of discomfort resulting from the research procedure. When appropriate, indicate arrangements that have been made to ascertain that subjects are in "healthy" enough condition to undergo the intended research procedures. Include any "withdrawal" criteria.

Some participants may feel some discomfort sharing their emotions and experiences. They may feel vulnerable to openly admit to some of the feelings or events they have encountered. In the unlikely case that sharing personal experiences and emotions prove to be too difficult for a participant, they would be reassured that they have the right to withdraw from the study at any point.

c) Please indicate how the risks identified above will be minimized. Also, if a potential risk or harm should be realized, what action will be taken? Please attach any available list of referral resources, if applicable.

The researcher will create a respectful, supportive climate amongst the three practitioners. Participants will be sharing everyday events reducing the likelihood of uneasiness. If the researcher should notice that a participant becomes severely emotionally vulnerable, then the researcher would

discuss with that individual whether or not he/she is comfortable continuing with the study. In the unlikely event that a participant may feel overly emotional or anxious, the school counsellor or an off-site psychologist would be contacted should the individual need additional support.

d) Is there a likelihood of unanticipated "heinous discovery" (e.g. disclosure of child abuse, revelation of crime) or "incidental finding" (e.g. previously undiagnosed medical or psychiatric condition) outside of the intended scope of the research that could have significant welfare implications for the participant or other parties, whether health-related, psychological or social? If so, how will such a discovery be handled?
Note that in exceptional and compelling circumstances, researchers may be subject to obligations to report information to authorities to protect the health, life or safety of a participant or a third party (TCPS2, Article 5.1) Note that if, in the course of the research, incidental findings are discovered, researchers have an obligation to inform the participant (TCPS2, Article 3.4).

Working with adults as participants of this study reduce the likelihood of a "heinous discovery"; however, should one be made, then the researcher would report it to the appropriate authority. In the unlikely need for additional psychological support, the school counselor or an off-site psychologist would be contacted.

Under exceptional and compelling circumstances, the researcher may be obliged to report information to authorities in order to protect the health and safety of a third party. For example, if a teacher reports that a child in her class is being abused, or that the teacher physically abused a child, the researcher will be obligated to report this abuse to child welfare services (Centre Jeunesse).

10. Data Access and Storage

a) Please describe what access research participants will have to study results, and any debriefing information that will be provided to participants post-participation.

Once the data is collected and interpreted, the researcher will complete the written part of her thesis. This paper will be made available through Concordia library upon approval in which case participants could access it. Participants will be invited to read over the data collected and the analysis before the submission of this thesis.

b) Please describe the path of your data from collection to storage to its eventual archiving or disposal. Include specific details on short and long-term storage (format and location), who will have access, and final destination (including archiving, or any other disposal or destruction methods).

Focus group sessions will be video and audio recorded and then transcribed. Only the researcher will have access to these files which will be stored on her computer and locked in a research lab at Concordia University. Written reflections will be submitted to the researcher electronically and stored on her computer. Hard copies will be made and also stored in her desk in her office. Only the researcher will have access to these files.

After the data is analyzed, it will be kept in the same location until the completion of the thesis process for no more than five years. Once the researcher has defended her work, the data will be destroyed. Hard copies will be shredded and electronic copies permanently deleted.

11. Confidentiality of Results

Please identify what access you, as a researcher, will have to your participant(s) identity(ies):

☐	Fully Anonymous	Researcher will not be able to identify who participated at all. Demographic information collected will be insufficient to identify individuals.
☐	Anonymous results, but identify who participated	The participation of individuals will be tracked (e.g. to provide course credit, chance for prize, etc) but it would be impossible for collected data to be linked to individuals.
☐	Pseudonym	Data collected will be linked to an individual who will only be identified by a fictitious name / code. The researcher will not know the "real" identity of the participant.
☒	Confidential	Researcher will know "real" identity of participant, but this identity will not be disclosed.
☐	Disclosed	Researcher will know and will reveal "real" identity of participants in results / published material.
☐	Participant Choice	Participant will have the option of choosing which level of disclosure they wish for their "real" identity.
☒	Other (please describe)	*Due to the research design including focus group interviews, the participants are aware of each other's identities limiting confidentiality*

a) If your sample group is a population in which the revelation of their identity could be particularly sensitive, please describe any special measures that you will take to respect the wishes of your participants regarding the disclosure of their identity.

This study involves three novice teachers from various school settings in Montreal; therefore, in order to protect their identities pseudonyms will be used in the reporting of the data. In addition, the three participants will be asked to sign a confidentiality agreement stipulating they do not discuss what is said by the other participants in the focus group sessions.

Although the researcher will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researcher from guaranteeing confidentiality. The researcher will remind participants to respect the privacy of fellow participants by not discussing the contributions of other focus group members outside of the group (derived from UMass Amherst guidelines). This will be re-iterated verbally during the introductions at the start of the focus group sessions.

b) In some research traditions (e.g. action research, research of a socio-political nature) there can be concerns about giving participant groups a "voice". This is especially the case with groups that have been oppressed or whose views have been suppressed in their cultural location. If these concerns are relevant for your participant group, please describe how you will address them in your project.

NA

12. Additional Comments

a) Bearing in mind the ethical guidelines of your academic and/or professional association, please comment on any other ethical concerns which may arise in the conduct of this protocol (e.g. responsibility to subjects beyond the purposes of this study).

An additional ethical concern would be the headmaster or Director of the School Board viewing the published data. He/she would be aware of the participants' involvement in this study and, consequently, could make associations between the content and the participants involved. In order to protect the participants' identities, pseudonyms will be used in reporting the results and some of the details may be altered providing they do not change the significance of the findings.

b) If you have feedback about this form, please provide it here.

NA

13. Signature and Declaration

Following approval from the UHREC, a protocol number will be assigned. This number must be used when giving any follow-up information or when requesting modifications to this protocol.

The UHREC will request annual status reports for all protocols, one year after the last approval date.

I hereby declare that this Summary Protocol Form accurately describes the research project or scholarly activity that I plan to conduct. Should I wish to make minor modifications to this research, I will submit a detailed modification request or in the case of major modifications, I will submit an updated copy of this document via e-mail to the Research Ethics and Compliance Unit for review and approval.

ALL activity conducted in relation to this project will be in compliance with:

- *The Tri Council Policy Statement: Ethical Conduct for Research Involving Humans*
- **The policies and guidelines of the relevant funding agency**
- **The** *Official Policies of Concordia University*

Principal Investigator Signature: Sarah Kingsley

Date: June 20th, 2013

Faculty Supervisor Statement (required for student Principal Investigators):

I have read and approved this project. I affirm that it has received the appropriate academic approval, and that the student investigator is aware of the applicable policies and procedures governing the ethical conduct of human participant research at Concordia University. I agree to provide all

necessary supervision to the student. I allow release of my nominative information as required by these policies and procedures in relation to this project.

Faculty Supervisor Signature: Sandra Chang-Kredl

Date: June 20th, 2013

Appendix C

Introductory Letter to Participant

Dear Teacher,

My name is Sarah Kingsley and I am a graduate student in the Department of Education at Concordia University, as well as a teacher at Lower Canada College. I am working towards completing my Masters thesis project and looking for participants for my study.

I would like to investigate the experiences and emotions of educators' in their first year of teaching. Therefore, I am looking for first-year teachers who are about to begin their careers in August 2013. Should you consider participating in this study, your involvement would not be very time consuming. It would consist of three focus group meetings that would involve discussions with two other teachers and three individual written reflections.

Should you choose to participate in only one part of the study, either written reflections or focus group sessions, then only that data will be used for the purpose of this study. Topics discussed and quotes will be used in the reporting of the data. Although I will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents me from guaranteeing confidentiality. However, I will foster an environment where the privacy of fellow participants is respected.

Under exceptional and compelling circumstances a heinous discovery be made, I may be obliged to report information to authorities in order to protect the health and safety of a third party. For example, if the teacher reports that a child in her class is being abused, or that the teacher physically abused a child, I will be obligated to report this abuse to the school principal and child welfare services (Centre Jeunesse).

I look forward to hearing back from you.

Sincerely,

Sarah Kingsley

Appendix D

Focus Group Interview Sample

Transcription Focus Group Interview 3 Excerpt (p. 1-10)

Interviewer: I
Participant 1: J (Jennifer)
Participant 2: A (Alexandra)

1) I: This is our final session, which is great. I enjoyed listening to our last one and I really enjoyed your reflections this time. I definitely think some of that stuff will come up as we're talking today. So I have four questions that I want us to try and get through. Last time I had two…

Everyone giggles

2) I: It took us a little long so we'll see. We'll see if we can get through them. I think a lot of, I want to bring in a lot of what you guys have gone through in the past few months since we last saw each other… when did we…

3) J: when did we last get together?

4) I: It was before March break because you both kept saying, "Oh when the March break comes…" It must have been February so now we are at a very different point.

5) A: [agrees]

6) I: We are at the end of the year. We've gone through an entire year basically, you know you've got a couple of weeks left. Umm so I guess my first question, I'm going to read you all four questions so that you can kind of gage and then we'll start one by one. So the four questions: 1. So how have your perceptions of yourself changed from the beginning of the year? That's kind of the one we've continued with the entire time right? How have your perceptions of teaching as a profession changed from the beginning of the year? Number three, what were the most important things you learned about yourself this year? And number four, what experiences and emotions would you say were the most significant and why? And I know you guys both had some pretty powerful experiences, you wrote about one recently [pointing to J], so I want to definitely make sure that we get to that. So yah I guess we can start with the first one if you guys want unless one kind of jumped out more at you

7) A: No let's start with the first one

8) I: Okay so how have your perceptions of yourselves changed from the beginning of the year?

9) J: This is still the most difficult question

[Everyone giggles]

10) A: Because it's the one that's like a feeling and not something I can really articulate. I have *really* changed. I feel like…

11) I: From the beginning…

12) A: But how have I really changed? What is it that's really changed? Like maybe I'm not so innocent or naïve anymore

13) J: [laughs]

14) I: What do you mean?

15) A: Well like at the beginning I didn't really know what I was doing and really all year, its as if I've been learning all year how to be a teacher because I don't feel like what I learned in school really taught me how to be a teacher. Its being immersed in it and going "Ah this is what teaching is."

16) J: And looking back at the beginning of the year I'm like, "Oh My God, I had no idea what I was getting myself into."

17) I: Laughs

18) J: I had no idea how to do anything

19) A: Nothing [saying it about herself in agreement]

20) J: Nothing

21) A: And I think of myself as organized and I, as a teacher, I am not as organized as I am in life a lot of my stuff and just the stress of it has made me forget schedules and meetings…

22) I: [agrees] So when you look back at yourself at the beginning of the year, you see, tell me what you see, that was somebody who was more, you had said naïve maybe-

23) A: Wet behind the ears but super eager,

24) J: Excited

25) A: Lots of energy, very excited

26) I: [Agrees] Energy

27) A: Spare…

Everyone laughs

28) I: Energy at that point-

Everyone laughs

29) A: I had lots of energy in the beginning. They call me the whirlwind. They're like "You gotta slow down cause you're like a tornado, round and around everywhere". I just felt like I was just trying to keep on top of everything and remember everything, so I do feel like I am on top of things better now from all that experience… I don't know how else to say it.

30) I: I think it creates a very clear image of, you know, like you said, excited, eager, a bit naïve, you know, a teacher who's just starting to the teacher you are now so obviously there's been a maturation

31) A: Like I almost feel like in some ways I had more confidence than I do now cause I didn't know what I was getting into in the beginning, but I have more confidence now in my abilities because of experience.

32) I: That's interesting.

33) J: Yeah.

34) A: So it's like different kinds of confidence somehow but they're not the same

35) J: Yeah, I agree.

36) A: Blind confidence in the beginning and not so blind confidence now that I can actually handle.

37) I: What do you attribute that confidence to?

38) A: I think we've been put into this position of responsibility and we made it.

Everyone laughs

39) A: And I feel that "Hey, I'm good at this. I'm doing a good job". I don't always say that to myself, but my team leader actually yesterday said that "You know, you always put yourself down and you put yourself lower than you are but everybody keeps saying what an amazing job you're doing" and I'm like "Yep, that me. I'm going to push it down a little bit because I'm never perfect and I need to keep striving". So I don't know if that's a bad thing?

40) J: I feel like I got no feedback this year, like I never had any evaluations, I never had anyone observe my teaching,

41) A: Wow

42) J: So all year I kind of felt like, I was like "I think I'm doing a good job?". I wasn't getting parents' complaints, but I wasn't getting parents' praise either, like I just got nothing, and, but then like I talked to other teachers and they'd be like "Oh, you're doing a great job, I hear great

things, the principal loves you, blah, blah, blah" but then I never got that positive feedback anywhere from anybody directly so all year I was kind of like unsure of myself. I had no idea if I was doing well.

43) I: So do you feel like, okay J, so you now, looking back at yourself at the beginning of the year, I mean, have you changed or what do you see? Is it similar or…

44) J: Yeah, I would agree, at the beginning I was really excited. What I really love about being a teacher is like the homeroom aspect, like, I don't know what it's like in your school, but in our school we have like a homeroom then we have specialty teachers that come in, but the homeroom teachers like, you do the morning prep, you do afternoon prep, you communicate with parents, like, you're in charge of report card comments and I was super excited for that, like having my own classroom, all of that typical teacher stuff and as the year went on, I just realized that it's like triple the amount of work as a specialist, like I spend all of my time at school answering emails…

45) A: Wait, as a homeroom teacher, that's triple?

46) J: Yeah. Answering emails, photocopying, getting together the mail bags, sending home letters to parents, like, that's my whole day at school. And then if I want to plan anything it comes home with me or I have to stay after school to do it. So like going into the school year, I was so excited about that part and now I'm like "Oh my God, I'm exhausted, like, I'm actually exhausted because that takes up so much energy"

47) A: Yeah, I'm so tired.

48) J: Yeah, I'm so exhausted.

49) I: So the energetic-

Everyone laughs

50) A: Last week I was like undone. I went too hard, I feel like I went too hard…

51) I: I feel like I'm done and I haven't even (inaudible)

Everyone laughs

52) A: I got lots of feedback, which was great and when it came, like I had to do my own self-evaluation, and I gave myself really low marks and my team leader said "No, no, no!" and she made me correct myself, she's like "You're up here, you're like one and two and the three and all". That's why she kept saying, "You're putting yourself down, but really you're doing an amazing job".

53) I: That is helpful for you know, feeling self-assured. And that's too bad that you didn't have it at all [gesturing to J]. Did you do any kind of self-evaluation, like a or…

54) J: Nope. There was nothing. Like the principal would come in to my classroom sometimes and just kind of stand around and just watch for a couple minutes, but it was usually because she was coming in to pull out a kid and talk to the kid, like it was never about me so I was offered a position for next year, one of the teachers…

[everyone cheers]

55) J: She approached me and I didn't even, like, I had emailed her when the job came out because I was like "Um, I hope you're considering me for the position, obviously I really want to stay"

56) I: Do you have to apply for it?

57) J: I didn't apply for it, she just came to me she's like "So would you like the grade 4 job next year?" and I was like "yeah".

58) A: [gasps] that's positive.

59) J: So that was the feedback, that was the only feedback I had, so when she told me that I, that she offered me the job and I was like "Oh my God, yeah". That was the first time that I felt "okay she must feel happy with my work, right?" and that's it.

60) I: And even then I guess you're kind of, I mean, it's an obvious assumption, right? Well it's still kind of an assumption you kind of wanted. Did she tell you? Did she give you anything concrete? I mean obviously it's a symbol that she trusts you, she's got confidence in your abilities, that- But-

61) J: I didn't get anything.

62) A: There was nothing to come to you and talk to you about that. You were doing fine, you're doing so well…

63) J: Um yeah, so I don't know, I just didn't get and then at the end of the year we have this one very difficult parent, the mom goes to our school, I think I told you guys about her last time, she's the one-

64) I: The one with the report card mark?

65) J: Yeah. She came in challenging on his report card and we had another meeting since that meeting and she challenged me again and wanted to know why he wasn't achieving high grades still and blah, blah, blah. So, we do promo notes, I don't know if you guys…

[I and A gesture "no"]

66) J: So for the next year, you like write up a note or like a form, you fill out a form about each student that you have and you present it to the next year's teachers. So you sit around in a

meeting, so this was just like last week, it's kind of like the end of the year. So I present all of my children to the grade 4 teachers, which is me so…

[everyone laughs]

67) J: So I presented it to me and the other teacher. The headmaster comes, the principal comes, the dean of students comes, everybody's specialist comes. It's a really nice way to get like an overview of a student, but when I was presenting this one student that his mother's given me a really hard time this year. The principal turned to me and she's like "This is the first year that she has not complained to me about his teachers so, well done".

68) I: Wow

69) A: That's amazing

70) J: Again, that's the most feedback that I've gotten [laughs]. So she was like "I think he could be with you again next year if you want him." And I'm like-

71) I: And are you gonna-

72) J: Well, I don't know [laughs].

[Everyone laughs]

73) J: He wouldn't be my first choice but-

74) I: Right. I-

75) A: But you handled him.

76) J: But you know, that's the only, that's the second time that I ever felt like a pat on the back to me, that she didn't have any complaints about me so-

77) I: But well it's a task. It's tough not getting that feedback but I guess having the position, that's a confidence booster.

78) J: Yeah, that's for sure.

79) A: Before we started, I was telling her that I'm hired for next year-

[everyone cheers]

80) A: I got a special class.

81) I: Okay.

82) A: It's a class of six students. So I usually have ten, everybody has ten, eleven or twelve… So I have six students that are very autistic, they're younger and my school paid over a thousand dollars to have me take this special training so that I can do this class. It's called a "teach class",

83) I: Okay, wow!

84) A: And it was a weeklong training and next week I have to go to this company called Trampoline that does this training in their place. This is the first time that this will happen in our school. So it's like an autistic class, which they don't necessarily like, but if we can also integrate them into other classes then they'll get the social aspect and the independence aspect. I'm a little nervous because it's a different way of teaching. It's less verbal, it's more individual, schedules, you teach them how to do a schedule, they take things and go to here, they do like folders and table work.

85) I: Are you excited about this opportunity?

86) A: I'm excited that everybody said I'd be perfect for this class. I'm nervous because I don't know if I like teaching this way yet, cause I've never done it, although I sort of taught that way this year, I did a lot of schedules.

87) I: I feel like you told some of the strategies last time you were talking to me about classroom management and you'd given us some concrete examples.

88) A: So now I have to really do it, taking bits of things that I like. I just did my class and my class is amazing. They were a big behavior class and they're not anymore. They have really come a long way, teachers are happy, parents are happy, it's been amazing and I'm really proud. Big, big, huge accomplishments, kids that could never go do concerts, participated and sang, danced. Parents got to see it for the first time ever, still no films but they're able to- they have structures now to deal with their meltdowns and yeah, so I feel like "Wow, I did that! That's my baby!".

[Everyone laughs]

89) I: Okay, that's great. So, I mean at least, you know, both of you have expressed last time feeling the pressure of like not knowing if you're going to have a job next year.

[J and A agree]

90) I: There must be a sense of relief-

91) J: Yeah, such a sense of relief and also like a confidence booster, and I felt like "Okay, I can kind of relax now".

92) A: [Agrees]

93) J: cause I was so nervous and everyone kept on saying "Next year, next year". All the other teachers would talk to me and mention "oh, well next year this, and next year that" and I was like "Well, I don't know if I'm back next year"

94) I: It's just the not knowing. It's stressful. It's stressful for a number of reasons. I mean, financially, professionally, all of that, you know? What are your options going to be…

95) J: And you feel like you're constantly being judged because they still haven't offered you anything And you're waiting…

96) I: You probably, you've known, would you say for a couple- a month or two?

97) J: I found out right before March Break.

98) I: Okay, so you had a chunk of time. Okay.

99) A: I think they- [pause]. So while I was on this training, they told all the teachers that were going to be hired. I wasn't school so the next week they were really busy and they didn't tell me and then the week after they were really busy so they didn't tell me-

100) I: That must have been really stressful.

101) A: So everybody had heard except me and people kept asking me: "Did you hear? Did you hear?" and I was like: " I didn't hear anything. What does that mean?" and the team leader said "well they invested in you, they're going to."

102) I: Yes, yes. If you had done that training-

103) A: Finally they said: "sorry, we're just really busy and we couldn't tell you but yes, you're coming back next year."

104) J: So is this a position that they made for you? Like is it a brand new position or-

105) A: They would've had this position for somebody but I just happened to fit that area,

106) J: Oh that's awesome.

107) I: What they were looking for.

108) J: That's fantastic.

109) A: And I think that if it's not for me, I'm sure that it wouldn't be a big deal if I went "this is not for me, this is not what I like". I think I could still find a place in this school somewhere, but I'm going to try to make it work because they need me in that position and I seem to be the only one who really wants to do that.

110) I: Okay, that's good. That's good. There's a niche

111) A: Build a niche.

[Everyone laughs]

112) A: I found a space where I'm needed so they can't get rid of me now.

[Everyone laughs]

113) I: So we just talked about yourselves and then how you, you know, how your self-perceptions have changed. What about your perception of teaching as a profession? Have those changed from the beginning of the year? If so how. What have you learned about the profession?

114) J: There's so much more than I expected. Like, so much more to- so for next year they've offered me grade four homeroom, but the grade four homeroom teacher who's leaving used to, um, also taught drama as part of her schedule, and she did the school musical, and she did basketball, and all these extra things and I think they fiddled with her schedule a bit to kind of incorporate some of those extra things into her schedule. So when they offered me the homeroom, they said: "We're going to find out where else we'll put you". So this year I did three- grade three homeroom and co-ops, so I would pull out students in kindergarten and give them extra support-

115) I: And that was your extra-curricular-

116) J: That was mine to make a full workload, cause otherwise I only taught like two periods a day, sometimes three periods, sometimes one period, just go weigh the schedule and work cause our boys have a lot of phys-ed. Anyways, so next year like Katherine, the principal, came up to me and said: "I don't want you to do co-op, I'd like you to create- or we're creating a new position for you of Student Life Coordinator.

117) I: [gasps] Amazing!

118) J: Yeah, so again, I feel like I'm investing in me and they're giving me this new job so they want me to start like a student counsel for the elementary school. We have like a PLP program where the grade 6 boys come out into the kindergarten yard and help the kindergartens out like a recess and stuff.

119) I: Cute

120) J: But they don't give any training. They like, they just go out there, they wrestle with the little kids and it's always a disaster so we want to do like some training programs for that and then she wants a couple school-wide initiatives like Earth Week and like a recycling club and a composting club and like something like Brain Week and like a few different activities like that. So that's going to be added to my workload. That is going to be huge. Like other school have a student life coordinator and that's their whole job. So on top of teaching a brand new grade and 4 subjects within that grade, I'm also doing that- and I'm doing the musical.

[A and I gasp]

121) A: You have to do a musical?

[Everyone laughs]

122) J: I'm helping with the musical so there's another teacher, me and another teacher taking over the musical. That's huge.

123) A: That- that seems like a lot.

124) I: That seems like a lot.

125) J: I'm not in a fulltime position so I don't feel like I can say no. I did say no to basketball because they asked me to do basketball and I said: "I don't even play basketball". I've never played basketball in my life. I cannot coach basketball. But so- and I said yes to yearbook because when they said: "the job that she- when she announced that she was leaving and she did yearbook, she did the musical, she did basketball, she did homeroom, she did drama, she did all these extra things and they said, when they kind of jokingly said: "the position open". They said: "who can take on all those things?" and I was like "I want a job! I will". So-

126) I: It's hard because you're doing it and you have to be eager and you know, but that's, that's a lot-

127) A: That's exactly it. You have to be eager. You have to show you're eager and that you're willing to work hard. And I did that this year and now that I have this new class I feel like "oh- a lot again next year". Two years if you work really hard, let stuff burn up but let's try…

128) I: Yeah I mean it's…

129) J: It's so much more than just teaching.

130) I: Yes

131) J: There's so much more involved that you don't even think about.

Appendix E

Focus Group Interview Coding Sample

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
P 2 line 10 A [in response to how has her self-perception changed] A: Because it's the one that's like a feeling and not something I can really articulate. I have *really* changed I feel like… I: From the beginning… P 2 line 12 A: But how have I really changed? What is it that's really changed? Like maybe I'm not so innocent or naïve anymore	Because it's the one that's like a feeling and not something I can really articulate.	-Feeling that change			-Growth and change has occurred (hard to quantify it)					Realization not so naïve anymore
P 2 line 15 A Well like at the beginning I didn't really know what I was doing and really all year, its as if I've been learning all year how to be a teacher because I don't feel like what I learned in school really taught me how to be a teacher. Its being immersed in it and going "Ah this is what teaching is."	really all year, its as if I've been learning all year how to be a teacher because I don't feel like what I learned in school really taught me how to be a teacher. Its being immersed in it and going "Ah									Realization that school did not prepare for the profession, being immersed in it did

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
	this is what teaching is."									
P 2 line 16 J J: And looking back at the beginning of the year I'm like, "Oh My God, I had no idea what I was getting myself into." I had no idea how to do anything	ALL				-recognizes change -gained competence and confidence as a teacher					Realization she did not know what teaching entailed
P 2 line 21 A A: And I think of myself as organized and I, as a teacher, I am not as organized as I am in life a lot of my stuff and just the stress of it has made me forget schedules and meetings…	ALL		-Stress overwhelmed		-not as organized as she thought					
P 2 I: [agrees] So when you look back at yourself at the beginning of the year, you see, tell me what you see, that was somebody who was more, you had said naïve maybe- Line 23 A: Wet behind the ears but super eager, Line 24 J: Excited	ALL	-Eager, Excited, Energetic -Excited								

Transcript Selection	What stands out	Emotion		Individual Perceptions and Traits			Context			
		Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
Line 25 A: Lots of energy, very excited										
P 3 line 29 A I had lots of energy in the beginning. They call me the whirlwind. They're like "You gotta slow down cause you're like a tornado, round and around everywhere". I just felt like I was just trying to keep on top of everything and remember everything, so I do feel like I am on top of things better now from all that experience… I don't know how else to say it.	A)I had lots of energy in the beginning. They call me the whirlwind. B) so I do feel like I am on top of things better now from all that experience	A- Energetic, excited			B- experience has helped her become more efficient					
P 3 line 31 A Like I almost feel like in some ways I had more confidence than I do now cause I didn't know what I was getting into in the beginning, but I have more confidence now in my abilities because of experience.	ALL				- felt more confident in the beg of the year because she was naïve					
P 3 line 34 A A: So it's like different	Blind confidence in	confidence			-blind confidence					

Transcript Selection	What stands out	Emotion		Individual Perceptions and Traits			Context			
		Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
kinds of confidence somehow but they're not the same J: Yeah, I agree. Line 36 A: Blind confidence in the beginning and not so blind confidence now that I can actually handle.	the beginning and not so blind confidence now that I can actually handle.				in beg, confidence now supported by understanding					
P 3 line 38 A I think we've been put into this position of responsibility and we made it.	A: I think we've been put into this position of responsibility and we made it.	-Pride -Confidence			-sense of surviving					-Handled responsibility
P 3 line 39 A And I feel that "Hey, I'm good at this. I'm doing a good job". I don't always say that to myself, but my team leader actually yesterday said that "You know, you always put yourself down and you put yourself lower than you are but everybody keeps saying what an amazing job you're doing" and I'm like	my team leader actually yesterday said that "You know, you always put yourself down and you put yourself lower than you are but everybody keeps saying what an amazing job you're doing"		-Insecurity			-Insecure (self-deprecating) -Insecure: needs external validation since she cannot give it to herself internally			-Supported Team leader -External Validation	

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
"Yep, that me. I'm going to push it down a little bit because I'm never perfect and I need to keep striving". So I don't know if that's a bad thing?	and I'm like "Yep, that me. I'm going to push it down a little bit because I'm never perfect and I need to keep striving".					Perfectionist: fixated on being perfect and striving for that				
P 3 line 40 J I feel like I got no feedback this year, like I never had any evaluations, I never had anyone observe my teaching									No feedback	
P 4 line 42 J So all year I kind of felt like, I was like "I think I'm doing a good job?". I wasn't getting parents' complaints, but I wasn't getting parents' praise either, like I just got nothing, and, but then like I talked to other teachers and they'd be like "Oh, you're doing a great job, I hear great things, the principal loves you, blah, blah, blah" but then I never got that positive feedback anywhere from anybody directly so all year I was kind of	So all year I kind of felt like, I was like "I think I'm doing a good job?". I wasn't getting parents' complaints, but I wasn't getting parents' praise either, like I just got nothing,… I never got that positive feedback anywhere from anybody		- Insecurity: not knowing whether she was doing a good job			-Insecure without feedback			-No feedback/ support

-No EV | - Questioned whether she was meeting expectations |

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
like unsure of myself. I had no idea if I was doing well.	directly so all year I was kind of like unsure of myself.									
P 4 line 44 J Yeah, I would agree, at the beginning I was really excited. What I really love about being a teacher is like the homeroom aspect, like, I don't know what it's like in your school, but in our school we have like a homeroom then we have specialty teachers that come in, but the homeroom teachers like, you do the morning prep, you do afternoon prep, you communicate with parents, like, you're in charge of report card comments and I was super excited for that, like having my own classroom, all of that typical teacher stuff and as the year went on, I just realized that it's like triple the amount of work as a specialist, like I spend all of my time at school answering	at the beginning I was really excited. What I really love about being a teacher is like the homeroom aspect… I just realized that it's like triple the amount of work as a specialist	-Excitement	-Shock of workload							Realization that it is more work than she thought

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
emails…										
P 4 line 46 J So like going into the school year, I was so excited about that part [homeroom stuff] and now I'm like "Oh my God, I'm exhausted, like, I'm actually exhausted because that takes up so much energy"	ALL		-Exhausted							Realization that it was more demanding than she thought it would be
P 4 line 47 A: Yeah, I'm so tired.	ALL		-Exhausted							
P 4 line 52 A I got lots of feedback, which was great and when it came, like I had to do my own self-evaluation, and I gave myself really low marks and my team leader said "No, no, no!" and she made me correct myself, she's like "You're up here, you're like one and two and the three and all". That's why she kept saying, "You're putting yourself down, but really you're doing an amazing job".	I got lots of feedback, which was great and when it came, like I had to do my own self-evaluation, and I gave myself really low marks and my team leader said "No, no, no!" and she made me correct myself… she kept		-Insecure		-Sees herself not as less competent than she is or others perceive her as -Provided with EV to show her otherwise	-Insecure (self-deprecating) -Perfectionist			-Supported by team leader -Provided with EV	

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
	saying, "You're putting yourself down, but really you're doing an amazing job".									
P 5 line 54 J There was nothing. Like the principal would come in to my classroom sometimes and just kind of stand around and just watch for a couple minutes, but it was usually because she was coming in to pull out a kid and talk to the kid, like it was never about me	ALL									-no support/ feedback
P 5 line 59 J So that [getting hired] was the feedback, that was the only feedback I had, so when she told me that I, that she offered me the job and I was like "Oh my God, yeah". That was the first time that I felt "okay she must feel happy with my work, right?" and that's it.	So that [getting hired] was the feedback, that was the only feedback I had… That was the first time that I felt "okay she must feel happy with my work, right?" and that's it.	-Sense of relief		-She's doing a good job					-No support/ feedback	

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
P 6 line 67 J So I presented it [report on each student] to me and the other teacher. The headmaster comes, the principal comes, the dean of students comes, everybody's specialist comes. It's a really nice way to get like an overview of a student, but when I was presenting this one student that his mother's given me a really hard time this year. The principal turned to me and she's like "This is the first year that she has not complained to me about his teachers so, well done".	when I was presenting this one student that his mother's given me a really hard time this year. The principal turned to me and she's like "This is the first year that she has not complained to me about his teachers so, well done".	-Sense of relief -Boost of confidence -Moment of pride				-Resilient (despite many challenges with that parent, succeeded in having a smooth year)			-Some external validation	
P 6 line 70 J Again, that's the most feedback that I've gotten [laughs]. So she was like "I think he could be with you again next year if you want him." And I'm like-	ALL			-Trust her and respect her					-No feedback	
P 6 line 76 J But you know, that's the only, that's the second time that I ever felt like a pat on the	But you know, that's the only, that's the second time that I		-Frustration -Disappoi			-Resilient (even without feedback had a			-No feedback	

Transcript Selection	What stands out	Emotion		Individual Perceptions and Traits			Context			
		Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
back to me, that she didn't have any complaints about me so-	ever felt like a pat on the back to me		ntment				successful year)			
P 7 line 82 A A: It's a class of six students. So I usually have ten, everybody has ten, eleven or twelve… So I have six students that are very autistic, they're younger and my school paid over a thousand dollars to have me take this special training so that I can do this class. It's called a "teach class",	So I have six students that are very autistic, they're younger and my school paid over a thousand dollars to have me take this special training so that I can do this class.			-Suited for these 'very' autistic children						
P 7 line 84 A [first time school has had a class like this] I'm a little nervous because it's a different way of teaching. It's less verbal, it's more individual, schedules, you teach them how to do a schedule, they take things and go to here, they do like folders and table work.	I'm a little nervous because it's a different way of teaching. It's less verbal, it's more individual…		-Nervous							
P 7 line 86 A I'm excited that everybody said I'd be perfect for this class. I'm nervous because I	I'm excited that everybody said I'd be perfect for this	-Excited	-Nervous -Fearful: she won't	-Suited for children with these needs					-External validation from others	

Transcript Selection	What stands out	Emotion		Individual Perceptions and Traits			Context			
		Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
don't know if I like teaching this way yet, cause I've never done it, although I sort of taught that way this year, I did a lot of schedules.	class. I'm nervous because I don't know if I like teaching this way yet, cause I've never done it,		enjoy it/be good at it							
P 7 line 88 A So now I have to really do it, taking bits of things that I like. I just did my class and my class is amazing. They were a big behavior class and they're not anymore. They have really come a long way, teachers are happy, parents are happy, it's been amazing and I'm really proud. Big, big, huge accomplishments, kids that could never go do concerts, participated and sang, danced. Parents got to see it for the first time ever, still no films but they're able to- they have structures now to deal with their meltdowns and yeah, so I feel like "Wow, I did that! That's my baby!".	They were a big behavior class and they're not anymore. They have really come a long way, teachers are happy, parents are happy, it's been amazing and I'm really proud. Big, big, huge accomplishments… so I feel like "Wow, I did that! That's my baby!".	-Pride -Affection		-She did a good job	-Self-talk		-Met expectations	-Showed growth and improvement		-Met expectations
P 8 line 91 J [when she was hired]	Yeah, such a sense of relief	-Relief -								

Transcript Selection	What stands out	Emotion		Individual Perceptions and Traits			Context			
		Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
Yeah, such a sense of relief and also like a confidence booster, and I felt like "Okay, I can kind of relax now".	and also like a confidence booster	Confidence booster								
P 8 line 93 J cause I was so nervous and everyone kept on saying "Next year, next year". All the other teachers would talk to me and mention "oh, well next year this, and next year that" and I was like "Well, I don't know if I'm back next year"	cause I was so nervous and everyone kept on saying "Next year, next year". and I was like "Well, I don't know if I'm back next year"		-Nervous -Fearful: she wasn't going to be re-hired							
P 8 line 95 J And you feel like you're constantly being judged because they still haven't offered you anything And you're waiting…	ALL		-Stress -Fearful not going to be offered a job	-Others are judging your performance	-Judged				-Judged	
P 9 line 109 A And I think that if it's not for me, I'm sure that it wouldn't be a big deal if I went "this is not for me, this is not what I like". I think I could still find a place in this school somewhere, but I'm going to try to make it work because they need me in that position	if I went "this is not for me, this is not what I like". I think I could still find a place in this school somewhere, but I'm going to try to make it work	-Growing confidence - Motivated								

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
and I seem to be the only one who really wants to do that.	because they need me in that position and I seem to be the only one who really wants to do that.									
P 9 line 112 A I found a space where I'm needed so they can't get rid of me now.	ALL	-Relief		-Fills this role (working with autistic kids) well					-EV	
P 9 line 114 J [when asked about their perceptions of the profession] There's so much more than I expected. Like, so much more to- so for next year they've offered me grade four homeroom, but the grade four homeroom teacher who's leaving used to, um, also taught drama as part of her schedule, and she did the school musical, and she did basketball, and all these extra things…	There's so much more than I expected. Like, so much more to		-Shock							Realization: teaching is more than she thought it would be
P 9 line 116 J …Anyways, so next year like Katherine, the principal, came up to me and said: "I don't	I'd like you to create- or we're creating a new position for you of	-Builds confidence -Relief								

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
want you to do co-op, I'd like you to create- or we're creating a new position for you of Student Life Coordinator.	Student Life Coordinator.									
P 9 line 118 J Yeah, so again, I feel like I'm investing in me and they're giving me this new job so they want me to start like a student counsel for the elementary school.	ALL	-Builds confidence		-Capable of handling a lot					-She is able to fill this niche	
P 10 line 120 J … So that's going to be added to my workload. That is going to be huge. Like other school have a student life coordinator and that's their whole job. So on top of teaching a brand new grade and 4 subjects within that grade, I'm also doing that- and I'm doing the musical.	That is going to be huge… So on top of teaching a brand new grade and 4 subjects within that grade, I'm also doing that		-Overwhelming		-Willing to take on a lot of responsibility					-Go above and beyond
P 10 line 125 J I'm not in a fulltime position so I don't feel like I can say no… They said: "who can take on all those things?" and I was like	ALL		-Powerlessness (feel obligated to do it all)		-Wants to appear as though she can do it all					-Go above and beyond: willing to do whatever is asked

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
"I want a job! I will".										
P 10 line 127 A That's exactly it. You have to be eager. You have to show you're eager and that you're willing to work hard. And I did that this year and now that I have this new class I feel like "oh- a lot again next year". Two years if you work really hard, let stuff burn up but let's try…	You have to be eager. You have to show you're eager and that you're willing to work hard. And I did that this year and now that I have this new class I feel like "oh- a lot again next year".		-Powerlessness (feels obliged to be eager)		-Appear eager and hard working at all times					-Fit the mold: appear eager and hard working at all time

Appendix F

Written Reflection Sample

Alexandra Extra Reflection (RE)

I have decided to write an extra reflection, because I feel that the way I am right now is very relevant to what many first year teachers may be feeling.

I am depressed.

It hit me suddenly, yet slowly. I didn't recognize it at first, but then I took Friday off of work. I barely got out of bed yesterday. My head, chest and soul hurt. I felt sad. I felt very sad. I still feel sad...hopeless.

On Wednesday, January 22nd, one of my students had a very large seizure. I ran to her aide as she was turning blue. I pulled her out of her chair and put her on her side on the floor. I took her helmet off and watched as she started breathing again and the blue disappear. I was alone. My assistant went to lunch. I had calmly asked a student to go down the hall and get another teacher. Other's came, but my student was still out. I was not sure if she was sleeping or unconscious. I stayed by her and watched her to make sure that she was still breathing. We got someone big and strong to carry her to the nurse's office and my team leader took over my class. I coped very well under that emergency. It didn't hit me until I got home that I had saved someone's life and that someone had almost died.

We discussed the day and events that could have triggered the seizure. I let mom know that a student had had motion sickness on the bus and I was not able to bring in her daughter. My assistant had brought her in, but she was outside with the bus driver for a little while, maybe 5 minutes, before me assistant got to her and she was shivering. I had also taken the students out for a couple of minutes, so we could practice getting ready for outdoor recess. It was really cold and I didn't want to stay out very long, so we went out one door and walked to another door and came in. We had been encouraged to take our classes out even if it was really cold and I felt that I was following orders. I was wrong to bring them out. I feel very responsible. I feel that I have failed my students. I feel that I will make bad decisions. I worry that I am not good enough to be a teacher and that someone will find out and then I will be fired.

My inner dialogue can be really mean.

I love teaching. I have never had a job that consumes my thinking, my soul or my heart. As a first year teacher, I really need to balance my job and my health. I really need to be careful that I don't burn out. I need to leave work earlier, be more physically active, relax more, get more vitamin D and make more close friends. However, say it and doing it are too different things. There is one thing that I know for sure, talking about feeling depressed is very important.

How do I see myself as a teacher at this point? I can see that there will be times of high stress, big decisions and lots of juggling. I have to be many things to many people. I have to use my instincts, but watch what other teachers are doing. I have to ask questions to the veterans, but make everyone else think I know what I am doing. I have to communicate some things, but not all things.

Appendix G

Written Reflection Coding Sample

Transcript Selection	What stands out	Emotion		Individual Perceptions and Traits			Context			
		Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
I am depressed. It hit me suddenly, yet slowly. I didn't recognize it at first, but then I took Friday off of work. I barely got out of bed yesterday. My head, chest and soul hurt. I felt sad. I felt very sad. I still feel sad...hopeless.	ALL		-Depressed -Despair -Sadness							
On Wednesday, January 22nd, one of my students had a very large seizure. I ran to her aide as she was turning blue. I pulled her out of her chair and put her on her side on the floor. I took her helmet off and watched as she started breathing again and the blue disappear. I was alone.	ALL		-Stress					-Managing a large seizure alone		

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
I coped very well under that emergency. It didn't hit me until I got home that I had saved someone's life and that someone had almost died.	ALL		-Overwhelmed		-Managed situation well			-Sense of responsibility for well-being		
We discussed the day and events that could have triggered the seizure. I let mom know that a student had had motion sickness on the bus and I was not able to bring in her daughter. My assistant had brought her in, but she was outside with the bus driver for a little while, maybe 5 minutes, before my assistant got to her and she was shivering.	My assistant had brought her in, but she was outside with the bus driver for a little while, maybe 5 minutes, before my assistant got to her and she was shivering.		-Guilt							

| Transcript Selection | What stands out | Emotion | | Individual Perceptions and Traits | | | Context | | | |
		Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
We had been encouraged to take our classes out even if it was really cold and I felt that I was following orders. I was wrong to bring them out. I feel very responsible. I feel that I have failed my students. I feel that I will make bad decisions.	I felt that I was following orders. I was wrong to bring them out. I feel very responsible. I feel that I have failed my students. I feel that I will make bad decisions.		-Powerless -Guilt -Insecure		-Failed students	-Insecure		-Failed students		
I worry that I am not good enough to be a teacher and that someone will find out and then I will be fired.	ALL		-Fear -Insecurity							
My inner dialogue can be really mean.	ALL		Despair							

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
I love teaching. I have never had a job that consumes my thinking, my soul or my heart. As a first year teacher, I really need to balance my job and my health. I really need to be careful that I don't burn out.	ALL	-Fulfillment	-Overwhelming		-Worried about burn out (lack of prof/per balance)					
I need to leave work earlier, be more physically active, relax more, get more vitamin D and make more close friends. However, say it and doing it are too different things. There is one thing that I know for sure, talking about feeling depressed is very important.	There is one thing that I know for sure, talking about feeling depressed is very important.		-Depressed		-Importance of talking about these feelings					
How do I see myself as a teacher at this	I can see that there will be		-Stress -							

		Emotion		Individual Perceptions and Traits			Context			
Transcript Selection	What stands out	Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation
point? I can see that there will be times of high stress, big decisions and lots of juggling. I have to be many things to many people.	times of high stress, big decisions and lots of juggling. I have to be many things to many people.		Overwhelmed with responsibility/ decision							
I have to use my instincts, but watch what other teachers are doing. I have to ask questions to the veterans, but make everyone else think I know what I am doing. I have to communicate some things, but not all things.	I have to ask questions to the veterans, but make everyone else think I know what I am doing. I have to communicate some things, but not all things.		-Pressure		-Wants to appear that she knows what she is doing					-Fit the mold: wants to appear she knows what she is doing

Transcript Selection	What stands out	Emotion		Individual Perceptions and Traits			Context			
		Positive	Negative	Presumed Perception of others	Self-Perception	Character Traits	Parent Relationship	Student Relationship	Admin/Staff support	Expectation