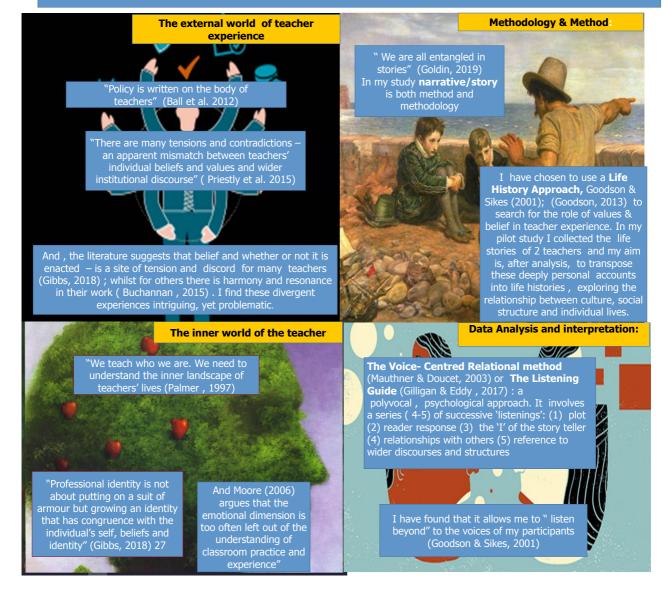
The Landscapes of Teachers' Beliefs and Values : Sally Hinchliff/ Doctorate in Education/ S.hinchliff@shu.ac.uk

In my study I ask: 'How do teachers experience the tensions and challenges of staying true to their educational beliefs and values?' The images below represent what I have come to articulate as the 'Landscapes' of my research. On the left-hand side of the poster, I depict the external and internal worlds of the teacher which, I have come to understand, are so

central to my study. **On the right-hand side**, I present the methodological approach I have taken to gather the data and the analytical framework I am using to interpret it. At the bottom of the poster I aim to capture how, at *this stage*, in my doctoral journey, my research design has enabled me to start to explore the "messy and contested construct" of teacher belief (Pajares,2019) and has helped me to cast a reflexive eye on my positionality as novice researcher (Dean, 2017)





Some final thoughts and observations:

• I conceive of knowledge as co- constructed and for this study, situated in the stories of my participants, who I see as experts in the interpretation

of their own experiences (Tolman & Head, 2021)

- Story/ narrative mediates my research design the methodology, method, and analysis, and ultimately, the interpretive re-storying of life history.
 My research through story is deeply relational. I embrace this relational ontology (Gilligan & Eddy, 2017). This is the premise of the VCR / LG approach to data analysis
 - I am **embedded in my research**, and wish to make this explicit: "we never come innocent to a research task" (Clough, 2002)
- I am now persuaded that to answer my research question I must adopt a **psycho-social** (Moore, 2006) framework. My task ahead is to capture this multi- faceted landscape. In doing so I hope to better understand my former profession and support the trainee teachers with whom I now work.

Looking back and looking ahead

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