

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)

<p>The external world of teacher experience</p> <p>"Policy is written on the body of teachers" (Ball et al. 2012)</p> <p>"There are many tensions and contradictions – an apparent mismatch between teachers' individual beliefs and values and wider institutional discourse" (Priestly et al. 2015)</p> <p>And , the literature suggests that belief and whether or not it is enacted – is a site of tension and discord for many teachers (Gibbs, 2018) ; whilst for others there is harmony and resonance in their work (Buchanan , 2015) . I find these divergent experiences intriguing, yet problematic.</p>	<p>Methodology & Method:</p> <p>" We are all entangled in stories" (Goldin, 2019) In my study narrative/story is both method and methodology</p> <p>I have chosen to use a Life History Approach, Goodson & Sikes (2001); (Goodson, 2013) to search for the role of values & belief in teacher experience. In my pilot study I collected the life stories of 2 teachers and my aim is, after analysis, to transpose these deeply personal accounts into life histories , exploring the relationship between culture, social structure and individual lives.</p>
<p>The inner world of the teacher</p> <p>"We teach who we are. We need to understand the inner landscape of teachers' lives (Palmer , 1997)</p> <p>"Professional identity is not about putting on a suit of armour but growing an identity that has congruence with the individual's self, beliefs and identity" (Gibbs, 2018) 27</p> <p>And Moore (2006) argues that the emotional dimension is too often left out of the understanding of classroom practice and experience"</p>	<p>Data Analysis and interpretation:</p> <p>The Voice- Centred Relational method (Mauthner & Doucet, 2003) or The Listening Guide (Gilligan & Eddy , 2017) : a polyvocal , psychological approach. It involves a series (4-5) of successive 'listennings': (1) plot (2) reader response (3) the 'I' of the story teller (4) relationships with others (5) reference to wider discourses and structures</p> <p>I have found that it allows me to " listen beyond" to the voices of my participants (Goodson & Sikes, 2001)</p>



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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