Chapter 11: Socio-mapping and the relational resilience of and for training teachers

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Abstract

Early career teacher attrition is an international concern. Trainee teachers come from diverse backgrounds, with different ages and motivations. English post-graduate teacher training programmes are a year-long and intense, with time split between placements in schools and study in a training provider setting. This chapter reflects on one element of a research and development project commissioned by a large School-Centred Initial Teacher Training Provider (SCITT) in England to examine the social dimension to trainee needs and support. The focus is to evaluate, methodologically and ethically, the role of a socio-mapping tool developed for use with trainees to reveal their social networks. This book chapter draws on two years of data collection, involving 352 maps from 189 trainees. Trainees' personal networks are concluded to be important to make explicit and discuss. This helps understand an individual's relational resilience and how this might contribute to their successful entry into the profession. The challenges discussed in this chapter include how best to capture data to benefit both the wider project and individual trainee participants. Key issues included decision-making around trainee recruitment to the project, clarity about who owns the data, under what circumstances it was best generated and how it might be used.

Relationships and early career retention of teachers

Relationships influence the ways in which people cope with stress, access advice, learn, collaborate, and find fulfilment in their work. This is particularly so in professions which rely on positive relationship building, such as teaching. Teaching involves relationship building with a wide range of others: students, colleagues, leaders, parents, agency workers supporting students. (e.g. Fox and Wilson, 2015; Le Cornu, 2012). The project reported in this chapter sought to gain an understanding of the relational factors that help explain why some people do not complete their training (Hobson, Giannakaki and Chambers, 2009) or leave the profession in their early career. The aim was to use this evidence to inform earlier and effective interventions for early career teachers (Joiner and Edwards, 2008). The project therefore had both research and development intentions. This is an urgent focus in the context of an international crisis in teacher retention, particularly acute during teachers' early careers (e.g. Hughes, 2012; Worth and de Lazzari, 2017).

Whilst ECTs can find support from within training programmes, school placements and their existing social networks (Baker-Doyle, 2012; Fox and Wilson, 2015), individuals show different networking proactivity (Fox, Wilson and Deaney, 2011). Their behaviours link to their senses of agency and self-efficacy (Wilson, 2012) and prosocial characteristics (Kokkinos, 2007; Bastian et al, 2017).

Vulnerabilities to relational resilience can relate to personal circumstances, such as the impact of young professionals moving geographically to take up training/early career positions, so physically distancing themselves from their personal network of family and friends (Ashcroft et al, 2016). Vulnerabilities can also be linked to the work settings in which ECTs find themselves (Fox, Wilson and Deaney, 2011) and the quality of relations with school leaders, colleagues, parents and supervisors. These relationships contribute to an ECT's developing sense of belonging (or not) to their work settings and hence their job satisfaction and motivation to stay or leave (Skaalvik and Skaalvik, 2011). The collegiality, available support and collaboration experienced in ECTs' workplace settings have been ranked in an Australian study as the third protective factor linked to teacher retention – behind engagement with students and perceptions of teaching as satisfying and worthwhile (Burke et al, 2013). However, relationships can be absent or negatively experienced (e.g. de Lima, 2010; Everett and Borgatti, 2014), as well as present and enabling (Thomas et al, 2019). The way personal and professional networks develop are therefore critical to ECT retention.

Six of the eight problems perceived as most challenging for ECTs, as identified in an international bibliographic review of 83 empirical studies, were relational (classroom discipline, motivating students, classroom differentiation, relationships with parents, insufficient teaching materials, and dealing with individual student problems) (Veenman, 1984). By applying Rots and Aelterman's (2009) model of factors affecting newly qualified teachers, Tynjala and Heikkinen (2011) highlight that relationships can enhance 'new teachers' self-efficacy beliefs, professional orientation, and learner-oriented approach to teaching' (Tynjala and Heikkinen, 2011, p. 16). They call for training provider tutors and school-based mentors to offer resilience skill development as part of teacher training (Keogh, Garvis and Pendergast, 2010). Resilience relies not only on psychological, behavioural and cognitive functioning but also on emotional regulation. This is needed to manage complex, dynamic and demanding situations in the settings in which ECTs find themselves (Day and Gu, 2013). This recognises that in such conditions there is an unpredictable presence of threat (Luthar, Cicchetti and Becker, 2000).

Relational resilience as a focus for supportive research for ECTs

Resilience is not fixed and hence can be acquired (Papatraianou and Le Cornu, 2014). A key component of building resilience is relational support (Le Cornu, 2013; Mansfield et al, 2012). We recognised examining these sources of support as an ethical endeavour, especially when viewed through the lenses of ecological and relational ethical thinking (Flinders, 1992; Stutchbury and Fox, 2009). The concept of ecology focuses attention on the interdependency of human relationships, including a consideration of the importance of context. This raises challenges about how best to show respect to such relationships, recognising their very personal nature and considering the language when researching these. Whilst sources of support might be termed nodes or resources in social network studies (McCormick et al, 2010), they should be recognised as concerning people, themselves with individual backstories, vulnerabilities and capacities. A key task was to ensure we identified all those involved in the ecological web of our project, to whom respect should be shown (see Figure 11.1).

<Insert Figure 11.1: The ecological web of those involved in the project (authors' image) *about here*>

This project developed through the brokerage of the training provider (School-Centred Initial Teacher Training - SCITT) programme leaders. This meant that the project team did not have direct contact with school placement settings, and only limited contact with trainees, as outsider interviewers in year one. The programme leaders were key in ensuring that trainees – current and future – remained central to all activities and were supported, rather than imposed on, by the project. As is usual in English teacher training provision, the SCITT leaders allocated tutors in personal support of trainees and had responsibilities to liaise with mentors in school placements. Formal support for individual trainees was therefore in place in both the SCITT and in placements; and was monitored.

The project team wanted to ensure that the project would reveal both formal and informal support of ECTs, explore the agency shown by ECTs to seek evidence about risk and protective factors related to trainee teachers' relational resilience (Mansfield et al, 2012), focusing on insights from revealing their social networks. This needed to recognise the way organisational support enables teachers to cope with demanding environments (Bakker et al., 2007). Evidence was sought which could inform the contexts needed for relationships to thrive. This goes beyond recognising which relationships are important to articling systems, process and structures which stimulate those relationships. This means not just engaging in a "search…for broadly defined protective factors but, rather, for the developmental and situational mechanisms involved in protective processes" (Rutter, 1987, p. 317).

The study context

The SCITT programme, one of England's largest, commissioned Relational Schools, in partnership with Cambridge Assessment Admissions Testing and the Open University, to carry out a five-year longitudinal research and development programme. This explored the impact of a trainee teacher's personal and professional relationships on a trainee's success (with the wider project following those who take on employment in the teaching profession). Three diagnostic tools were trialled: Cambridge Assessment's Cambridge Personal Styles Questionnaire (CPSQ), an Open University-derived socio-map of trainees' personal and professional networks and Relational Schools' Relational Proximity Framework (RPF). This chapter reports on data from the first two years of this collaborative project (2017-2019) in relation to the socio-mapping tool.

In both programmes (one training teachers for work in primary schools[1] and one for secondary schools) trainees spend two thirds of their training year in two different school placements, with one third spent studying in the SCITT centre. Trainees aim to graduate with a Postgraduate Certificate in Education accredited by the SCITT's local University[2] and national Qualified Teacher Status. The research element of the research and development project reported in this chapter relates to data collected in year one from 93 trainees (64 primary; 29 secondary) and in year two from 114 trainees (69 primary; 45 secondary).

Trainees were invited to participate through voluntary consent in examining how their personal and emergent professional networks correlated with measures of their resilience and success.

Methodology

The project adopted a sequential explanatory Mixed Methods design. Analysis of quantitative data collected from three relational tools (the CPSQ, RPF and socio-maps) after year one determined the analysis of qualitative data collected from interviews associated with trainee socio-map creation. From an integration of the quantitative data set, measures of resilience and relationship quality were correlated with performance outcomes (course completion and grade awarded). This analysis, together with the subsequent analysis of qualitative data from the interviews, revealed possible risk and protective factors associated with successful completion of the training course. This chapter is also able to report summaries of the analysis of quantitative data combined from both years 1 and two.

The data set was built from the following tools, summarised in Table 11.1:

<Table 11.1: Data collection instruments *about here*>

In an initial survey (referred to as a census), SCITT trainees who opted to do so, provided demographic data. This data was useful to triangulate with the socio-mapping data by providing information about how far trainees were living away from their family/friends, the composition of the household within which they were living during training, their previous education and employment history. Trainees were also invited to complete the CPSQ, a computer-based assessment of personal styles or traits relevant to caring professions, covering social competencies. The application of this data was not directly linked to the development and use of the socio-mapping tool and therefore is not reported in this chapter. However, there were ethical implications relevant to collecting data from trainees in relation to their relational resilience which will be included.

Relational socio-maps were collected from participant trainees three months into training. This was through an interview in year one and self-reporting in year two, repeated nine months into the programme. The mapping task design was based on a combination on over a decade of generating free-drawn network maps with those in the education profession, including beginning teachers (e.g. Carmichael et al, 2006; Fox et al, 2007; Fox and Wilson, 2015; Fox and Bird, 2017) and relational radar diagrams (Schluter and Lee, 2009). These record pictorially the closeness of a web of relationships around an individual. To allow the data entered by individual teachers to be scaled up for entry into a quantitative data set, a template was created resembling a dartboard (see Figure 11.2), using categories derived from the authors' existing knowledge about ECT support. Before the trainees arrived at the year one interview they were provided with a printed copy of the template and asked to complete the personal segments of the map (segments 1-3).

<Insert Figure 11.2: Exemplar socio-map 2 with data and legend (with permission from Relational Schools) *about here*>

During the interview, as part of a guided discussion trainees, added their professional network (segments 4-9) relative to the scale they had decided for those in their personal network (refer to Figure 11.2 for categories)[3]. For confidentiality purposes (as the research team did not need to and should not know the identity of those trainees referred to), trainees were guided to make notes for themselves on those recorded to be able to refer back to them in their second mapping. This protocol enabled trainees to retain control over their maps.

The following socio-map-generated quantitative data was entered into the database:

- Numbers of nodes in each socio-map segment
- Numbers of nodes in each socio-map ring
- Numbers of nodes for each category according to the legend of Figure 11.2.

These data, collected for map 1 and two each year, were correlated with performance and completion data.

After completing the initial socio-map, the specific relationship between the trainee and their tutor was analysed through using the RPF. This is a 20-question survey measuring the closeness of a relationship across five dimensions: directness of communication, continuity, multiplexity, parity of power and commonality of purpose (Ashcroft et al, 2016). Like the census data, this provided supplementary information to the socio-mapping for the particular tutor-trainee relationship.

<Table 11.2a: Year one quantitative dataset *about here*>

<Table 11.2b: Year two quantitative dataset *about here*>

CPSQ, Socio-map and RPF data were correlated with trainee completion and performance outcomes. For all withdrawees, exit interviews by telephone were offered. In year two, none of the withdrawees responded to this invitation.

Following analyses performed on the combined quantitative dataset in year one, purposive sampling of interview transcripts associated with socio-maps identified the following groups of trainees.

A: Trainees who withdrew, including four additional exit interviews (n=11)

B: Trainees who lived alone (n=6) or with friends (n=3)

C: Strong performers, achieving High Achieving outcomes (n=16).

A thematic analysis of this data subset identified tentative network-related factors affecting withdrawal and strong performance, as discussed further in the Insights section. This sample represented 40% of trainees completing socio-maps in year one with 14 hours 18 minutes of interview transcript analysed and an average duration of 30 minutes per trainee.

The trainees and patterns of course outcome

Any discussion of the socio-mapping data needs to be set within the patterns of trainee course outcome. There were significant[4] programme differences in completion rates (see Table

11.3a), with Primary trainees having higher completion rates than Secondary. Performance (in terms of the percentage of trainees graded as High Achieving[5]) was also higher for Primary than for Secondary trainees. As outlined later in the chapter, the relational interventions changed between year one and two. These must also be considered alongside cohort-to-cohort changes in intake.

<Table 11.3a: Demographic data of the trainee sample (by programme) *about here*>

There is evidence from both programmes of higher completion in Year two than Year one, whilst the proportions on both programmes graded as High Achieving remained constant. In line with recruitment into teacher education programmes internationally, both programmes, but particularly the primary programme, were skewed to female trainees (see Table 11.3b). Female trainees also evidenced higher completion rates than males in both years.

<Table 11.3b: Demographic data of the trainee sample (by gender) *about here*>

As with programme-by-programme data, both gender trainees demonstrated higher completion in Year two than Year one, with the proportion for each graded High Achieving remaining constant. However, the proportion of High Achieving students was always higher for female than for male trainees. There was a wide age range distribution of trainees (see Table 11.3c), but with over 50% in each year represented by those in the youngest category (less than 25 years and therefore recent graduates).

<Table 11.3c: Demographic data of the trainee sample (by age) *about here*>

Completion and high-performance rates were highest amongst the under 25 years and 36-49 years age groups, with those between 25 and 36 years having the highest proportion of children of primary school age. The 100% withdrawal rates of trainees aged above 50 was despite a careful admissions process and can be explained by personal circumstance changes in all four cases.

As the project was interested in the proximity of support to trainees and the role of informal networks, data was collected on living environment (see Table 11.3d). Living with friends or alone had been tentatively associated with lower completion rates in year one, but increases in completion were recorded for those living on their own in year two, as well as for those living with parents and/or a partner.

<Table 11.3d: Demographic data of the trainee sample (by living environment) *about here*>

In year one analysis of the demographic data drove further investigation of the socio-map data, including drawing on the non-quantified interview data, as discussed further shortly. This allowed the SCITT to gain tentative insights about protective and risk factors to inform their practice. The statistically significant reduction in withdrawal rates (14.5% in year one; 10% in year two) the SCITT believe were due to data-informed interventions.

Ethical and methodological considerations and reconsiderations

The arrangements for gaining informed consent from tutors and trainees for the research element of the project were guided by applying British Educational Research Association ethical guidance (2011, in year one and in year two). Ethical clearance to approach the trainees was negotiated between all partners in the project, leading to favourable approval from the accrediting University. In year one, the over-riding aim was to look for cohort-wide evidence of vulnerability and invulnerability. Hence, a principled decision was made to promise ECTs that their identity would not be disclosed to those analysing the data, to their tutors and also that they would not see their individual results from the CPSQ and RPF instruments. In year one, recruitment levels (see Table 11.2a) to the research elements of the project were lower than were hoped. It was felt that the focus on data protection was limiting trainee participation. After reviewing trainee and tutor views about the project, the following key changes were made. Consent arrangements were amended, and new approval gained from the accrediting University, such that trainees would complete the CPSQ as early as possible in the programme and would receive the results of their CPSQ analysis themselves, deciding to share this or not in tutor discussions. This was a departure from previous CPSQ protocol and training was offered to the tutor teams on both programmes to cover appropriate and sensitive ways to support interpreting the data generated. As part of moving diagnostic data use into tutor-trainee developmental discussions, the socio-map discussions took place with tutors rather than researchers in year two and the interview schedule was adapted to provide prompts to trainees. This supported the provider's move to awareness-raising across their programmes of the need for relational resilience to be part of beginning as a teacher. Arguably the most powerful insights would have come from non-completers but, perhaps understandably, those who withdrew were not keen to respond to telephone requests from the research team. This was especially so in year two, for those who had not met the team, as interviewing had not taken place.

This chapter proposes that, by placing relational resilience at the heart of its provision, the SCITT was harnessing mutuality, empowerment, and the development of courage (Jordan, 2006) as its guiding principles. With reference to Figure 11.1, the SCITT ecologically engaged in a *mutual* way with all partners in the project and ensured that the development side of the project – work in the SCITT, with schools and centrally with trainees (current and future) - emerged directly from the evidence being generated from the project's research agendas, utilising powerful but difficult to achieve 'boundary crossing' (Baker-Doyle, 2012, p. 81).

Insights from socio-map generated data

The quantification of data from the socio-maps allowed correlational analyses to be carried out on both the year one and two data between socio-map and performance data. This identified the following significant positive and negative correlations (see Table 11.4).

<Table 11.4: Correlations between socio-map quantitative data and performance *about here*>

There were indications of social network-related protective factors where trainees reported high total numbers of:

- local contacts,
- sources giving help professionally,
- close contacts and
- number of buddies that trainees reported as helping them both personally and professionally by the end of the training year (map 2)

There were no clear risk factors identified if year one and two data sets were combined although having more mentors, making external contacts and support personally at home did feature tentatively.

Whilst this quantitative data set builds year on year to inform the confidence of conclusions drawn from such correlational analyses, the opportunity was taken in the first year (only) to combine the year one data set with qualitative data generated from the year one interviews for the three groups of trainees identified above. 30 holistic trainee pen portraits were created which generated further tentative protective and risk factors.

Insights from qualitative interview data

Categories of insights generated from analysis of qualitative data (Table 11.5) were: A trainee's personal characteristics; their personal network; their personal and existing professional network (of former colleagues, for example from those who had been working in schools as a teaching assistant or volunteer previously or family contacts) and their professional network.

<Table 11.5: Socio-mapping identified network-related protective and risk factors *about here*>

As with the correlational analysis, there were some tentative insights revealed from the reflective discussions of the trainees (see Table 11.6).

<Table 11.6: Socio-mapping identified network-related striking features *about here*>

Research into interpersonal relationships needs to recognise that relationships are interpersonal: They involve two (or more) parties. The creation of socio-maps only provides the trainees' perceptions. The perceptions of others referred to might not necessarily be reconcilable with their judgements. This potential discontinuity is something the RPF tool sought to measure with reports both from tutor and trainee (see Tables 11.1, 11.2a and b). How available and approachable SCITT tutors were featured in 9 (30%) of the interviews. Whilst actual behaviours were not observed and reliance is on trainee perceptions, strong performance outcomes were correlated with strong congruence between tutor and trainee views of one another (using RPF data).

A striking feature of trainees' professional networks, in keeping with findings of previous studies (e.g. Fox, Wilson and Deaney, 2011), was the high support offered by non-teaching staff in school placements - in particular teaching assistants[6] but also reprographics staff (in

primary schools) and technicians (in secondary schools. These appear to be the unsung heroes and heroines of ECT retention. Despite no formal role in ECT support they offer valued personal and professional support. Another feature, perhaps less surprisingly (e.g. Fox and Bird, 2017), was that social media were mentioned by 43% of this sample. This was particularly in connection with trainee course buddy support, with some trainees representing a Whatsapp group rather than individual names.

Reflections on what can be learnt about relational resilience from socio-mapping

Evidence has been provided in this chapter of how relationships are key to ECTs. Socio-mapping by training teachers offers four key insights with the potential to help diagnose and support their relational resilience:

1. The empowerment potential of tools which hold a mirror up to trainees' existing and emerging relationships.

2. The recognition that support can come from anyone and anywhere and does not need to be limited to formal support provided.

3. Resilience when entering teaching as a profession relates to developing a sense of belonging in the schools which are its workplaces.

4. As in life beyond work, relationships are not always constructive and supportive but may also be challenging. For relational resilience, sufficient support is needed in a network to be able to deal with situations, whether the challenges arise personally or professionally.

Firstly, network self-knowledge appears fundamental to developing relational resilience. This allows anyone the opportunity not just to exist and react but to appreciate those in their personal and professional life, and potentially change behaviours to make active relational decisions. Articulating who a trainee values could turn a passive into a proactive networker (Baker-Doyle, 2012; Fox, Wilson and Deaney, 2011). One interpretation of the course retention and gender gap (Table 11.3) was the skew to females explaining their willingness to actively seek personal support from tutors and mentors and to blend personal with professional networks compared with males. This resonates with known gendered emotional responses by ECTs (Demetriou, Wilson and Winterbottom, 2009).

The second insight highlights inspirational others, those welcoming teachers into their first experiences of the profession both personally and professionally. Socio-maps visually reveal the importance of informal networks for trainee support to complement (and in some cases compensate for limitations in) formal support available from tutors and mentors. Whether other teachers in a school placement, support and administrative staff or external professionally-related contacts, these important 'others' are repeatedly found when ECTs map their support networks (McCormick et al, 2009; Fox and Wilson, 2015; Thomas et al, 2019). These Baker-Doyle (2012, p. 79) terms 'Diverse Professional Allies … invested in the professional growth of teachers [who] help teachers to challenge the traditional norms of the school or teaching'. However, they will only be revealed if trainees are prepared to reveal them. These are personal relationships and may have been born from situations of crisis and

adversity, which trainees might be unwilling to admit to tutors and those responsible for judging their performance. Whilst such information might be more likely to be revealed to researchers (as in year one), for it to inform further support the SCITT provider found it important that socio-map discussions were woven into supportive, safe discussion spaces offered on the programme (in year two).

The development of professional networks, where some individuals also become part of personal networks, is a third insight from socio-mapping. This offers clues about an ECT's developing sense of belonging. Trainees have an opportunity to belong, and develop allegiances and loyalties, whilst gaining support from (see Figure 11.1): a) their training provider, b) individual schools, c) peers and d) family and friends (e.g. Skaalvik and Skaalvik, 2011). In terms of school placements this assumes each cohort and all trainees are welcomed into each school, rather than seen as a transient visitor not worth investing in relationally. This project provides further evidence that the same ECT can develop completely different networks and thrive differently in different school placements, depending on the way they affect the ecology of each workplace (e.g. Fox, Wilson and Deaney, 2011; Gu and Day, 2013).

Fourthly, ECTs need to be prepared to be resilient towards challenges such as workplace micropolitics and peer social media group stress. This including that vulnerabilities can come from anywhere in their network in ways which cannot be easily predicted, such as a bereavement or relational breakdown. If these threats are to be recognised, safe spaces are needed to reveal uncomfortable experiences and think through possible actions. This project has noted how those with limited personal networks or tutor support are less likely to be relationally resilient to thrive in these situations. This matches the anecdotal professional knowledge of SCITT leaders, born through long professional experience, of the importance of strong tutor-trainee relationships which offer personal and professional support to protect against trainee withdrawal. More evidence is needed to make explicit the toxic or dark side to networks (de Lima, 2010; Everett and Borgatti, 2014), accepting:

'that when [ECTs] have destructive ties, this may negatively affect their job attitudes, which may outweigh the positive effects of their support ties' (Thomas et al, 2019, p. 30).

In conclusion, the following network-related risk and protective factors are offered (Table 11.7) to others involved in reducing ECT attrition.

< Table 11.7 Network-related risk and protective factors *about here* >

The last factor is particularly significant. Studies of in-post teachers in the USA (Sergiovanni, 2016; Siciliano, 2016) point to quality over quantity. Whilst quality is important, this project also points to quantity as a significant protective factor for teacher retention.

This project, and in particular the work of the SCITT provider, has been able to harness research and development using diagnostic relational tools to develop ECT relational resilience. This involves teacher training providers focusing on: relational skill and attitude development, role expectations of ECTs, mentors and tutors and encouraging trainees to seek support.

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[1] Primary schools in England usually cater for children from age 2-11; Secondary schools cater for children either from age 11-16 or 11-18.
[2] The SCITT and accrediting University are not named on the request of the SCITT.
[3] 'Lives nearby' was defined as those they could practically visit in an evening.
[4] When significance is referred to in this chapter it refers to statistical significance, accepted at 95% (>0.05).
[5] There were particular gradings used at the time of data collection, which are no longer used in the English teacher education system. High achieving therefore has a precise meaning but is a proxy for the actual grading.
[6] A TA (teaching or classroom assistant) is usually a salaried role in UK schools, offered to support students identified with special educational needs and does not require a teaching qualification.

Table 11.1: Data collection instruments

Name of dataset (data type)	**Source**	**Nature of data**	**Collection period**
Trainee census (QUAN)	SCITT	Demographics, rootedness, perceptions of support network	September (Year 1 and 2)
CPSQ (QUAN)	Cambridge Assessment	Resilience of trainee measured in 7 dimensions	December (Year 1) September (Year 2)
Socio-maps (QUAN)	Relational Schools/The Open University	Size and proximity of network	October (Year 1) December (Year 2) June/July (Year 1 and 2)
Socio-map-related interviews (QUAL)	Relational Schools/The Open University (Year 1) SCITT (Year 2)	Semi-structured prompts guiding audio recorded and transcribed discussion face-to-face around creation of maps Notes made by trainees in response to the same prompts	October (Year 1) December (Year 2)
Relational Proximity Framework (QUAN)	Relational Schools	Measure of relational closeness between trainees and tutors	July (Year 1) December (Year 2)
Exit interviews (QUAL)	Relational Schools	Structured prompts guiding audio recorded discussion by telephone	After withdrawal at any point in year
Outcome data (QUAN)	SCITT	Mid-way progress and final grades of trainees	January (Year 1 and 2) July (Year 1 and 2)

Table 11.2a: Year 1 quantitative dataset

Name of dataset	No. trainees on programme	No. not consenting	Total sample	No. withdrawing from programme (and sample)	No. completing programme in sample	No. graded as high achieving in sample
Trainee census	110	23	87	16	71	53
CPSQ	110	58	52	12	40	29
Socio-mapping term 1	110	35	75	10	65	44
Socio-mapping term 2	110	36	74	3	71	50
RPF (Trainee to tutor)	110	70	40	2	38	29
RPF (Tutor to trainee)	110	40	70	3	67	49
Outcome data	110	19	91	16	75	53

Table 11.2b: Year 2 quantitative dataset

Name of dataset	No. trainees on programme	No. not consenting	Total sample	No. withdrawing from programme (and hence sample)	No. completing programme in sample	No. graded as high achieving in sample
Trainee census	119	5	114	12	102	63
CPSQ	119	12	107	11	96	60
Socio-mapping term 1	119	5	114	6	108	63
Socio-mapping term 2	119	5	114	6	108	62
RPF (Trainee to tutor)	119	32	87	8	79	63
RPF (Tutor to trainee)	119	16	103	8	95	62
Outcome data	119	5	114	12	102	63

Table 11.3a: Demographic data of the trainee sample (by programme)

	No. trainees in sample	**% Withdrawn**	**% Completed**	**% graded High Achieving**	**Confidence interval**
Year 1					
Primary	64	14	86	63	+-9% on 86%
Secondary	29	31	69	45	
Total	91*				
Year 2					
Primary	69	6	94	64	+-6% on 94%
Secondary	45	18	82	42	
Total	114*				

* 91 and 114 are the total number of Y1 participants. However, some participants didn't give (any or partial) demographic information, hence total counts differ in subsequent tables as relevant to the number providing complete data.

Table 11.3b: Demographic data of the trainee sample (by gender)

	No. trainees in sample	**% Withdrawn**	**% Completed**	**% graded High Achieving**	**Confidence interval**
Year 1					
Female	58	12	88	67	+-7% on 88%
Male	29	31	69	38	
Total	87*				
Year 2					
Female	78	6	94	67	+-5% on 94%
Male	35	17	83	31	
Total	113*				

* Number of trainees providing gender data.

Table 11.3c: Demographic data of the trainee sample (by age)

	No. trainees in sample	**% Withdrawn**	**% Completed**	**% graded High Achieving**	**Confidence interval**
Year 1					
25 and under	52	13	87	65	+- 8% on 87%
26-35	21	29	71	43	
36-49	12	8	92	58	
50 and over	2	100	0	0	
Total	87*				
Year 2					
25 and under	56	5+	95+	68	+-4% on 95%
26-35	34	9+	91+	41	
36-49	22	18-	82-	50	
50 and over	2	100	0	0	
Total	114*				

+ = noteworthy positive change between year 1 and year 2; - = noteworthy negative change
* Number of trainees providing age data.

Table 11.3d: Demographic data of the trainee sample (by living environment)

	No. trainees in sample	**% Withdrawn**	**% Completed**	**% graded High Achieving**	**Confidence interval**
Year 1					
Living with parents	40	15	85	65	+-8% on 85%
Living with partner	37	22	78	57	
Living with friends	3	1	75	25	
Living on own	9	44	55	44	
Total	89*				
Year 2					
Living with parents	49	4+	96+	65	+-4% on 96%
Living with partner	47	13+	87+	53	
Living with friends	3	67-	33-	33+	
Living on own	14	14+	86+	29+	
Total	113*				

+ = noteworthy positive change between year 1 and year 2; - = noteworthy negative change
*Number of trainees providing living environment data.

Table 11.4: Correlations between socio-map quantitative data and course performance

	Positive correlations (map 1)	**Positive correlations (map 2)**	**Positive correlations (map 2 and change)**	**Negative correlations (map 1)**	**Negative correlations (map 2)**	**Negative correlations (map 2 and change)**
Year 1						
	The no. professional contacts who live close (0.26)	The no. closest buddies (0.27)	The total no. buddies that help professionally and personally (m2: 0.24; Change: 0.26)	The no. closest Uni course mates (-0.26)		The no. mentors who helped professionally (probably because needed help not because their help made things worse) (m2: -0.13; Change: -0.27)
				The no. external contacts (-0.27)		
			For each additional relationship the outcome increased by ~0.25 categories			For each additional relationship the outcome decreased by ~0.26 categories
Year 2						
Comparing the results of year 1 and 2 (analysis method 1)	The no. professional contacts who live close (but weaker than year 1 and not sig) (0.15)	The no. closest buddies (change data) (m2: 0.2; Change: 0.28)	The total no. buddies that help professionally and personally (sig.) (m2: 0.24; Change: 0.23)	n/a	The no. of external contacts (but weaker than year 1) (-0.11)	The no. mentors who help personally (but weaker than year 1) (m2: -0.11; Change: -0.16)
Identifying the highest correlating variables (analysis method 2)	The total no. close contacts (0.39)	The total no. close contacts (0.39)	The no. close Buddies (m2: 0.2 Change: 0.28)	n/a	The total no. external contacts (-0.11)	The total no. family that help personally (m2: -0.11 Change: -0.16)
	The no. who lived near by (0.33)	The no. who lived near by (0.29)		n/a		
Year 1 and 2 combined						
	The total no. living nearby (0.36)	The total no. contacts (0.49)		n/a	n/a	n/a

	The total no. helping professionally (0.32)	The total no. close contacts (0.47)
	The total close contacts (0.3)	The no. buddies (0.38)
		The no. tutors (0.37)

Close = inner three rings of map; m=map number; No negative correlations proved to be significant. Significance was accepted at 95% (>0.05). The coding for performance was 4 = outstanding, 3 = good, 2 = minimum requirement and 1 = didn't pass/withdrawn.

Table 11.5: Socio-mapping identified network-related protective and risk factors (n=30)

Source	Protective network factors	No. trainees	Risk network factors	No. trainees
Internal/personal	Awareness of resources and commitment to integrate into network	3	Closing-down longstanding relationships by being too busy	4
			Not reaching out to others actively	4
External-personal network	Having family and friends who are or have been teachers or related roles, which can be quite broadly related to working with children	10	Lack of close family support	4
	Use friends and family for down time, light relief (where present)	7	Bereavements in network	2
	If have children, practical help from either close family or friends	3	Issues of others affecting relationships/ability to offer one another support	1
External - personal and existing professional network	Prior work in schools where might have made friends with teachers/TAs	8		
External - professional network	Course peers, usually a small group and many times using text/group chats to keep in daily contact	12	Poor or complex mentor relationships	3
	Course peers, usually a small group and many times using text/group chats to keep in daily contact	12	Difficult micropolitical situations in placement schools	2
	Other school-based staff willing to offer support without a formal role,	10		

	some mentioning them acting as 'mother figure' and others identifying RQTs as closest in experience			
	Having SCITT tutors so available and responsive 'at the end of an email'	6		
	Particularly strong mentors	6		
Overall network			Small networks (less than 30 total contacts) but only risk factor on secondary programme	4

Table 11.6: Socio-mapping identified network-related striking features

Source	Protective network factors	No. trainees
Internal/personal characteristics	Perceptions of how available and approachable SCITT tutors are (actually wider issue in terms of how proactive trainees prepared to be)	9 (six positive; three negative)
	Feeling limited opportunities in general for collaboration – some found this question difficult to answer (especially those not with High Achieving outcomes)	3
	Some deliberately separate personal and professional support, not necessarily to the detriment of their course completion (especially males)	2
External/professional network	Importance of TAs and art/science technicians – unsung heroes	13
	Role of social media – lots of references to Whatsapp	9 (six positive; three negative)
	Split as to whether were thinking about any external resources or not – professional associations, TES and websites for resources mentioned by some	5
	Call from trainees for mentors to be better supported, especially new mentors	2

Table 11.7: Network-related risk and protective factors

	Risk factors	**Protective factors**
Personal networks	Not living with parents or partners	Using friends and family for relaxation and, if have children, practical help
	Not having children of primary school age	Having friends and family who also help professionally
	Not having personal contacts who knew about the teaching profession	
	Losing touch with longstanding friends	
Professional networks	Non-engagement with social media groupings with peers	Strong relationships with mentor(s)
	A lack of collaboration for example with lesson planning	Strong relationship with tutor(s)
		Strong relationships with other staff in schools, in particular teaching assistants
		Positive experiences of using social media with peers
Overall network	Low total number of others in network	High total number of others in network

Chapter 11 Alt text for Figures 11.1 and 11.2 and all Tables

Figure 11.1

There are four interesting circles forming a Venn diagram. The leftmost is the project team and includes Relational Schools, The Open University, Eido research, Cambridge Assessment, the Accrediting University and in an overlapping area with the centre-top circle, the SCITT programme leaders. The centre-top circle represents the Teacher Training provider and also includes Trainee course mates, Trainees current and future and SCITT tutors. The Trainees overlap with the bottom centre circle which represents Trainee personal networks. This also includes, beyond the Teacher training provider setting itself, a trainee's family, their former study mates, their buddies or friends and external sources of support. In the rightmost circle are those associated with School placements. Other than those associated directly with the SCITT itself, there are professionals in a trainee's school placement, school-based mentors, administrative staff in the schools and the children with whom the trainees interact.

Figure 11.2

This is a dartboard shaped socio-map made up of 5 concentric rings divided up into 9 segments. Segments 1-3 make up the personal network of a trainee. 1, their family, 2, their friends and 3, their former study mates. Segments 4-9 represent their professional network. 4, their mentors, 5, their tutors, 6, professionals in the schools, 7, administrative staff in schools, 8, their course mates and 9, external sources of support and information. This is an example of a map where the trainee had added circles in different zones of each segment to represent an individual. The closer to the centre and the trainee themselves, the stronger the relationship was considered. These were then coded in response to prompts to be colour as yellow if live nearby, within distance which can be travelled to in an evening, green if they offer both personal and professional support and a double circle if the trainee felt they collaborated with the individual.

Table 11.1

This table summarises the different datasets by data type and then shows the source of the data, the nature of the data and its collection period. The Trainee census data was quantitative, collected by the SCITT, covered demographics, rootedness and perceptions of their support network. It was collected in September in Year 1 and 2. CPSQ quantitative data was collected by Cambridge Assessment and captured the resilience of trainee measured in 7 dimensions. It was collected in December (Year 1) and September (Year 2). Socio-maps were quantified by the Relational Schools/The Open University to show the size and proximity of networks. The first maps were collected in October (Year 1) and December (Year 2), with second maps collected in June/July (Year 1 and 2). The Socio-map-related interviews were qualitative data, also collected by Relational Schools/The Open University in Year 1 but by the SCITT in Year 2. These were conducted alongside the first maps each year. In Year 1 these were semi-structured interviews with prompts guiding audio recorded and transcribed discussions face-to-face around creation of maps. In Year 2 notes were made by trainees in response to these same prompts. The Relational Proximity Framework collected quantitative data by Relational Schools, to measure of relational closeness between trainees and tutors, in July in Year 1 and in December in Year 2. Exit interviews collecting qualitative data were carried out by Relational Schools with any of those who withdrew and consented to an an

audio recorded discussion by telephone. These were completed after withdrawal at any point in year. The final data type was quantitative outcome data, collected by the SCITT to mark mid-way progress in January each year and the final grades awarded to trainees in July each year.

Table 11.2a

This table summarises the year 1 quantitative data set. For each of the data sets listed as generating quantitative data in Table 11.1 the following data are recorded. The number of trainees on programme were 110 in year 1. The numbers not consenting to participate in the research varied from 19 for the outcome data to 70 for the trainee to tutor part of the RPF tools. This then shows the total sample offering data for each data type. The numbers withdrawing from programme (and sample) are shown as from 3-16, depending on which data they had agreed to offer. The numbers completing the programme in the sample ranged from 38 of those who completed the RPF trainee to tutor tool through to 75 of those who supplied outcome data. The numbers in the sample gaining high achieving grades varied from 29 of those completing CPSQ to 53 offering outcome data and completing the trainee census.

Table 11.2b

This table summarises the year 2 quantitative data set. For each of the data sets listed as generating quantitative data in Table 11.1 the following data are recorded. The number of trainees on programme were 119 in year 2. The numbers not consenting to participate in the research varied from 5 for the outcome data, the trainee cense and the socio-maps to 32 for the trainee to tutor part of the RPF tools. This then shows the total sample offering data for each data type. The numbers withdrawing from programme (and sample) are shown as from 6-12, depending on which data they had agreed to offer. The numbers completing the programme in the sample ranged from 79 of those who completed the RPF trainee to tutor tool through to 108 of those who supplied the socio-maps both in term one and term two. The numbers in the sample gaining high achieving grades varied little across the data types, from 6-63.

Table 11.3a

The table summarises the demographic data of the sample to show the numbers of trainees, the percentage withdrawn, the percentage completed, the percentage graded as high achieving and the confidence interval of the difference between the data for the two programmes. In year 1 there were 64 on the primary and 29 on the secondary programme. In year 2 there were 69 on the primary and 45 on the secondary programme. In year 1 14 percent of primary and 31 of secondary trainees withdrew. In year 2 6 percent of primary and 18 percent of secondary trainees withdrew. Of the completers, in year 1 63 percent on the primary programme and 45 percent on the secondary programme were graded high achieving. These differences were plus or minus 9 percent at 86 percent confidence interval. Of the completers, in year 2 64 percent on the primary programme and 42 percent on the secondary programme were graded as high achieving. These differences were plus or minus 6 percent at 94 percent confidence interval.

Table 11.3b

The table summarises the demographic data of the sample to show the numbers of trainees, the percentage withdrawn, the percentage completed, the percentage graded as high achieving and the confidence interval of the difference between the data by gender. In year 1 there were 58 female and 29 male and in year 2, 78 female and 35 male. In year 1 12 percent of females and 31 percent of males withdrew. In year 2 6 percent of females and 17 percent of males withdrew. Of the completers, in year 1 67 percent of females and 38 percent of males were graded as high achieving. These differences were plus or minus 7 percent at 88 percent confidence interval. Of the completers, in year 2 67 percent of females and 31 percent males were graded high achieving. These differences were plus or minus 5 percent at 94 percent confidence interval.

Table 11.3c

The table summarises the demographic data of the sample to show the numbers of trainees, the percentage withdrawn, the percentage completed, the percentage graded as high achieving and the confidence interval of the difference between the data by age group. In year 1 there were 52 under the age of 24, 21 between 26 and 35, 12 between 36 and 49 and 2 over 50. In year 1 100 percent of the over 50s withdrew, 29 percent of the 26-35 year olds, 13 percent of the under 25s and 8 percent of the 36-49 year olds. In year 2 there were 56 under 25, 34 between 26-35, 22 between 36-49 and 2 aged over 50. In this year, 100 percent of the over 50s withdrew, 18 percent of the 36-49 year olds, 9 percent of the 26- 35 year olds and 5 percent of the under 25s withdrew. Of the completers, in year 1 92 percent were 36-49, 87 percent were under 25 and 71 percent were 26-35. Of these 65 percent of the under 25s, 58 percent of the 36-49 year olds and 43 percent of the 26-35 year olds were graded as high achieving. These differences were plus or minus 8 percent at 87 percent confidence interval. Of the completers in year 2 95 percent were under 25, 91 were aged 26-35 and 82 were aged 36-49. Of completers, 68 percent of the under 25s, 50 percent of the 36-49 year olds and 41 percent of the 26-35 year olds were graded as high achieving. These differences were plus or minus 4 percent at 95 percent confidence interval.

Table 11.3d

The table summarises the demographic data of the sample to show the numbers of trainees, the percentage withdrawn, the percentage completed, the percentage graded as high achieving and the confidence interval of the difference between the data according to their living environment. In year 1 there were 40 living with parents, 37 living with a partner, 9 living on their own and 3 living with friends. In year 1 44 percent of those living on their own withdrew, 22 percent of those living with a partner, 15 percent of those living with parents and 1 percent of those living with friends. In year 2 there were 49 living with parents, 47 living with a partner, 14 living on their own and 3 living with friends. Of these, 67 percent of those living with friends withdrew, 14 percent of those living on their own, 13 of those living with a partner and 4 percent of those living with their parents. These differences were plus or minus 8 percent at 85 percent confidence interval. Of the completers in year 2 65 percent of those living with parents, 53 percent of those living with parents, 33 percent of those living with friends and 29 percent of those living on their own were graded as high achieving. These differences were plus or minus 4 percent at 96 percent confidence interval.

Table 11.4

This table shows correlations between socio-map quantitative data and course performance, with the correlation coefficient offered as a numerical value. In year 1 positive correlations were found between the number of professional contacts who live close (0.26), the number of closest buddies (0.27), the total number of buddies that help professionally and personally (map2: 0.24; Change: 0.26) and, for each additional relationship, the outcome increased by ~0.25 categories. In year 1 the negative correlations were the number of closest Uni course mates (-0.26), the number of mentors who helped professionally (probably because they needed help, not because their help made things worse) (map2: -0.13; Change: -0.27) and the number of external contacts (-0.27). For each additional relationship the outcome decreased by ~0.26 categories. In year 2 the positive correlations were the number of professional contacts who live close (but weaker than year 1 and not sig) (0.15), the number of closest buddies (change data) (map2: 0.2; Change: 0.28), the total number of buddies that help professionally and personally (sig.) (map2: 0.24; Change: 0.23), the total number of close contacts (0.39), the number of close Buddies (m2: 0.2 Change: 0.28) and the number who lived nearby (0.33 in map 1 and 0.29 in map 2). The negative correlations in year 2 were the number of external contacts (but weaker than year 1) (-0.11), the number of mentors who help personally (but weaker than year 1) (m2: -0.11; Change: -0.16), the total number of external contacts (-0.11) and the total number of family that help personally (map2: -0.11; Change: -0.16) For year 1 and 2 data combined only positive correlations were found as follows: The total number living nearby (0.36), the total number of contacts (0.49), the total number helping professionally (0.32), the total number of close contacts (0.47), the total number of buddies (0.38) and the number of tutors (0.37). Close means within the inner three rings of the socio-map.

Table 11.5

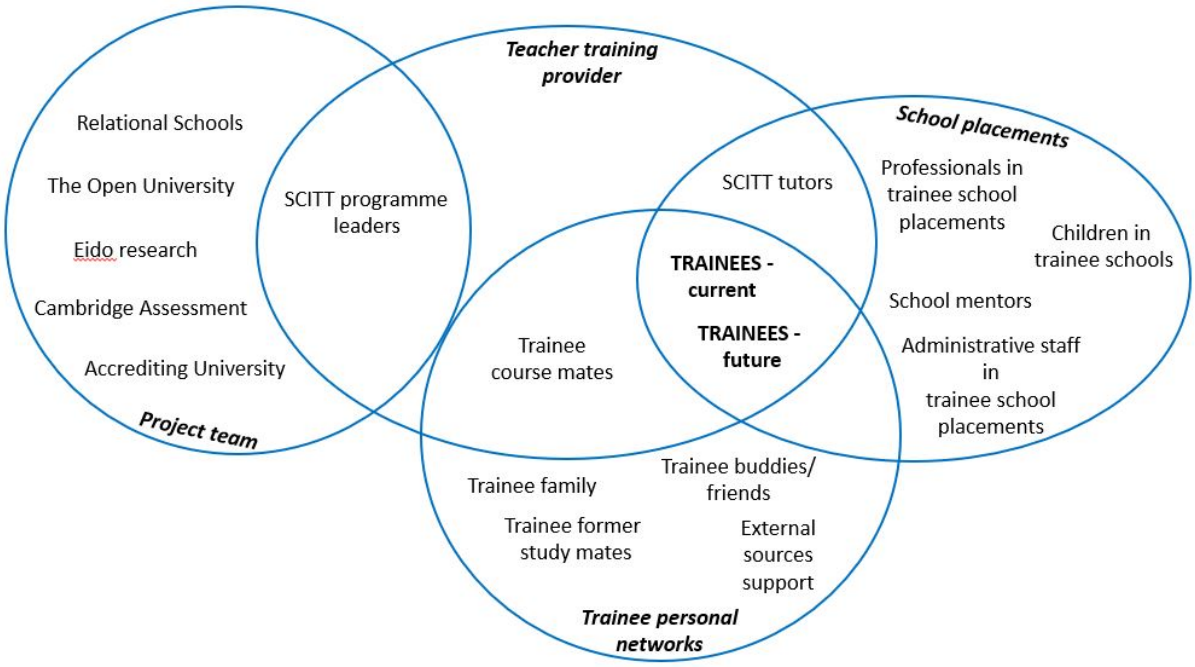
This table summarises identified network-related protective and risk factors from qualitative data from a sample of 30 trainees. Internal/personal protective factors were an awareness of resources and commitment to integrate into network (n=3), external- personal network protective factors were having family and friends who are or have been teachers or related roles, which can be quite broadly related to working with children (n=10), using friends and family for down time, light relief (where present)(n=7), if have children, practical help from either close family or friends (n=3), External -personal and existing professional network protective factors were prior work in schools where might have made friends with teachers/TAs (n=8), external -professional network protective factors were course peers, usually a small group and many times using text/group chats to keep in daily contact (n=12), course peers, usually a small group and many times using text/group chats to keep in daily contact (n=12), other school-based staff willing to offer support without a formal role, some mentioning them acting as ‘mother figure’ and others identifying RQTs as closest in experience (n=10), having SCITT tutors so available and responsive ‘at the end of an email’ (n=6) and particularly strong mentors (n=6). Risk factors were closing-down longstanding relationships by being too busy (n=4), not reaching out to others actively (n=4), lack of close family support (n=4), bereavements in network (n=2), issues of others affecting relationships/ability to offer one another support (n=1), poor or complex mentor relationships (n=3), difficult micropolitical situations in placement schools (n=2) and overall that small networks (less than 30 total contacts) but only risk factor on secondary programme (n=4).

Table 11.6

This table summarises identified network-related striking features. Internal/personal characteristics were: perceptions of how available and approachable SCITT tutors are (actually wider issue in terms of how proactive trainees prepared to be)(n= 9 six positive; three negative), feeling limited opportunities in general for collaboration – some found this question difficult to answer (especially those not with High Achieving outcomes)(n=3) and some deliberately separate personal and professional support, not necessarily to the detriment of their course completion (especially males)(n=2). External/professional network characteristics were the: importance of TAs and art/science technicians – unsung heroes (n=13), the role of social media – with lots of references to Whatsapp (n-= 9 six positive; three negative), a split as to whether were thinking about any external resources or not – professional associations, TES and websites for resources mentioned by some (n=5) and a call from trainees for mentors to be better supported, especially new mentors (n=2).

Table 11.7

This table summarises the network-related risk factors. Linked to personal networks were not living with parents or partners, not having children of primary school age, not having personal contacts who knew about the teaching profession and losing touch with longstanding friends. Linked to professional networks, these were non-engagement with social media groupings with peers and a lack of collaboration for example with lesson planning. Overall for the network a key risk factor was a low total number of others in their network. Protective factors identified linked to personal networks were: using friends and family for relaxation and, if have children, practical help and having friends and family who also help professionally. Those linked to professional networks were: strong relationships with mentor(s), strong relationship with tutor(s), strong relationships with other staff in schools, in particular teaching assistants and positive experiences of using social media with peers. Overall for a network the key protective factor was a high total number of others in network.


Relational Schools
The Open University
Eidо research
Cambridge Assessment
Accrediting University
Project team
Teacher training provider
SCITT programme leaders
SCITT tutors
School placements
Professionals in trainee school placements
Children in trainee schools
School mentors
Administrative staff in trainee school placements
TRAINEES - current
TRAINEES - future
Trainee course mates
Trainee family
Trainee buddies/ friends
Trainee former study mates
External sources support
Trainee personal networks

- Doesn't live nearby
- Lives nearby
- Personal and professional support
- Collaborates