

What are Nurture Group Staffs' Experiences of How Their Resilience is Supported in School?

Elena Kombou

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Abstract

Nurture Groups are described by Nurtureuk as a school based, teacher-led psychosocial short term, focused intervention for children who have been identified as having social and emotional needs that are creating a barrier to their learning. Nurture Groups are staffed by two adults and offer children a safe and highly structured setting to support them to learn and practice their social, emotional and behavioural skills and resilience; in order to enhance their capacity to learn, develop and maintain relationships. Many studies that explore teacher stress have focused on what makes them stressful, with children's behaviour often being cited as a challenge to teachers' retention and resilience. As Nurture Groups focus on supporting children's social, emotional and mental health, which includes developing their resilience, the resilience of Nurture Group staff was considered a relevant focus of research.

The purpose of this research was to explore the factors that support Nurture Groups staffs' resilience within school and the role that schools and Educational Psychologists could play. Data was collected from eight Nurture Group practitioners in one Outer London Borough using semi-structured interviews and analysed using Interpretive Phenomenological Analysis. The findings reveal that interactions between personal and environmental factor exist and help to support Nurture Group staffs' resilience in school. Four Superordinate themes were identified which focused on understanding resilience as a concept, identity of school staff, school structure and navigating the challenges of Nurture Group. Findings from the current research are compared with previous research and theory-based literature while practical implications and directions for future research are also discussed. Recommendations for schools and Educational Psychologists are provided to develop and sustain Nurture Group staffs' resilience, at an individual, school and community level.

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Abbreviations Used

BESD	Behavioural Emotional and Social Difficulties
BPS	British Psychological Society
BSS	Behaviour Support Service
CBT	Cognitive Behaviour Therapy
CoP	Code of Practice
DfE	Department for Education
EP	Educational Psychologist
EPS	Educational Psychology Service
HLTA	Higher Level Teaching Assistant
IPA	Interpretative Phenomenological Analysis
KS1	Key Stage 1
KS2	Key Stage 2
KS3	Key Stage 3
LA	Local Authority
MBSR	Mindfulness Based Stress Reduction
NG	Nurture Group
NICE	National Institute for Health and Excellence
PCP	Personal Construct Psychology
PEP	Principle Educational Psychologist
SDT	Self Determination Theory
SEMH	Social Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SEWB	Social and Emotional Well-Being
SFBT	Solution Focused Brief Therapy
TA	Teaching Assistant
TEP	Trainee Educational Psychologist
UEL	University of East London

UK	United Kingdom
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Chapter One: Introduction

1.1 Chapter Overview

This chapter introduces the topic of Nurture Groups, resilience and emotional well-being (EWB), alongside an outline of the national and local context driving the current study, before presenting its aims. The researcher's position is then discussed and the rationale for the research is explained.

1.2 Nurture Groups

1.2.1 What are Nurture Groups

Nurture Groups (NGs) were first established in the 1970s by Marjorie Boxall, an Educational Psychologist (EP) who worked in an inner-city London borough with high levels of social deprivation. Boxall noticed significant numbers of young children were entering primary school with acute social and emotional difficulties, which led to significantly high rates of referrals for placements in special schools or for support from psychological services being made (Bennathan & Boxall, 1998).

At the time, such difficulties were considered largely innate, with the cause being 'within child' (Bennathan, Boxall & Colley, 2010). However, Boxall hypothesised that the difficulties that many of these children presented stemmed from poor early nurturing, which meant that they were unable to respond appropriately to other children or form trusting relationships with adults. Boxall hypothesised that this meant children were not ready to meet the academic and social demands of school life, leading to further damage to their self-confidence and self-esteem (Nurtureuk {formally known as Nurture Group Network}, 2018).

The rationale for NGs is largely based on the principles of attachment theory (Bowlby, 1969) and Vygotsky's (1978) sociocultural theory of learning. Griffiths, Stenner and Hicks (2014) argue that for children to learn successfully, they need to feel physically and emotionally secure within their environments as well as secure and connected to attuned adults that they can trust. In the absence of these conditions, children can become fearful, insecure and anxious and produces survival related attachment behaviour which may be maladaptive in mainstream settings. The NGs' goal is to model and encourage positive and

secure relationships for children in school to support them to learn and practice the social, emotional and behavioural skills needed to develop and maintain relationships (Boxall, 2002). This is achieved by creating structures and attachments that emulate those provided in infancy by an emotionally attuned caregiver (Birch, 2016).

A heavy emphasis in NG is placed on structure, routine and staff responsiveness to the child's developmental stage, emotions and needs. Birch (2016), notes that an effective NG fills in attachment and developmental gaps and allows pupils to develop trusting relationships with adults, begin to self-regulate, feel secure and develop the skills and resilience they need to eventually experience mainstream learning. A discussion of the theoretical aspects of NGs can be found in a subsequent Chapter 2, 'Literature Review'.

1.2.2 Who are Nurture Groups for and how do they work?

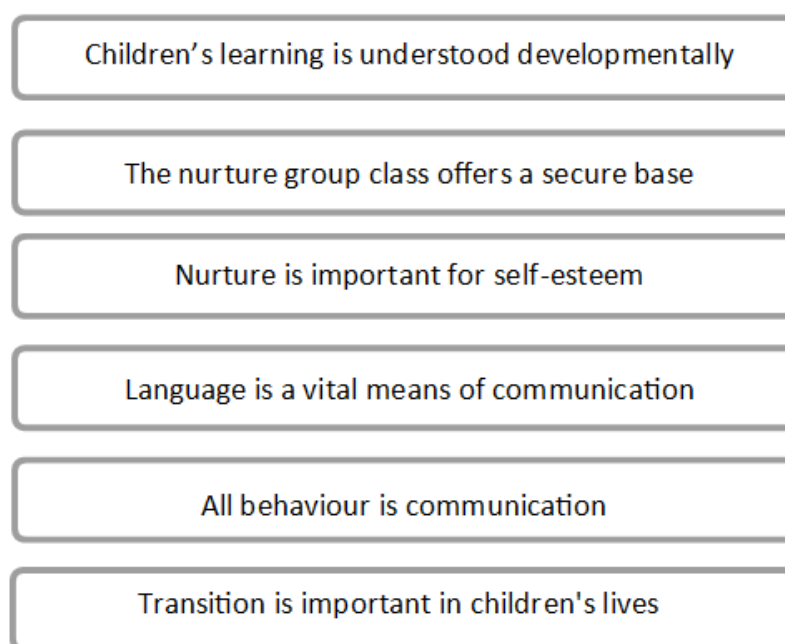
The pupils who attend NGs have often experienced trauma and disadvantages or impairments in learning, poor care at home or within the authority, are often at risk of exclusion or needing significant levels of support or have a history of disruptive or withdrawn behaviour (Sanders 2007; Syrnyk 2012). NGs aim to support children to experience nurturing care through interactions in a safe and predictable setting (Griffiths, Stenner & Hicks, 2014).

A classic NG (Bennathan & Boxall, 2000) consists of between 10-12 pupils who find learning in the mainstream classroom difficult, with two adults (class teacher and teaching assistant) mediating the learning within the group. The nurture provision is based in the child's mainstream school with pupils spending a minimum of one, half day in their mainstream classrooms and registering there in the mornings. The NG room is set up to provide a warm and welcoming environment with sofas, equipment and space for play, as well as computers, tables and books (Bennathan, Boxall & Colley, 2010). NG staff are expected to develop an environment within the NG which fosters, models and develops relationships and social interactions that are consistent, responsive and caring. NGs achieve this by having two staff members whose relationship is explicitly courteous and supportive, thus providing role models for the children to observe and begin to copy (Bennathan, Boxall & Colley, 2010). The daily routine is

uniform, explicit and predictable, with activities that aim to help children to develop trust, greater self-awareness, greater awareness of their own feelings and the feelings of others, communication and language skills and the growth of confidence, resilience and self-esteem. Activities include news-sharing, emotional literacy sessions, group activities, formal curriculum tasks, turn taking and the nurture breakfast (Colley, 2009). Sharing breakfast or snack time as a group is a key activity that gives pupils various opportunities for social learning, helping them to focus on the needs of others, wait their turn, listen to others and learn acceptable ways to be listened to (Nurtureuk, 2018).

NGs use six key principles of nurture (Lucas, Insley and Buckland, 2006) and emphasise the importance of communication skills, language and self-esteem in development. The principles are outlined in figure 1.1 as follows:

Figure 1: Nurture Group Principles (Lucas, Insley and Buckland, 2006)



1.2.3 Variations of Nurture Groups

While the description above is considered a Classic Boxall Nurture Group which follows the model established by Marjorie Boxall, Cooper and Whitebread (2007) identified three variations of the NG designed by Boxall.

The first of these is called a New Variant Nurture Group, based on the principles that underpin the classic model but with differences in their structure or the organisational features of the group, such as the amount of time pupils spend in

the group. While the classic model is designed for Key Stage 1 (KS1) and Key Stage 2 (KS2), New Variant NGs can be found in Key Stage 3 (KS3) and may also serve groups of schools. Regardless of these differences, these NGs maintain the core structural features, such as being staffed by a teacher and teaching assistant, small group size and the core principles of the classic approach (Grantham & Primrose, 2017).

The second variant is known as Groups informed by Nurture Group principles. Such groups may be described as NGs but do not follow the organisational principles of classic and new variant NGs, may be run by one individual or non-teaching adult and instead often focus on social and developmental issues and do not have the academic focus.

The last groups identified are the Aberrant Nurture Groups. These alter key principles of the classic NG by favouring control and containment and lacking an educational and/or developmental emphasis (Cooper & Whitebread, 2007).

While NGs are mainly based within infant, primary and junior schools they are starting to be established within secondary schools and are also being developed as a whole school approach; an approach described by Lucas (1999) as a Nurturing School.

A Nurturing School (op. cit, 1999) is an organisation that seeks to understand and respect people as unique individuals and prioritises the personal development of all staff, children and parents. Lucas argues that when the theory that underpins NGs is applied to the whole school with a clear curriculum focus, it is possible to set a positive cycle of development in motion, which results in more effective teaching and learning and an increase in morale. In other words, by adopting the principles of NG and applying it to a whole school approach, the well-being of all pupils and staff can be supported (Doyle, 2003). Given the research supporting the effectiveness of NGs on pupils' personal, social and educational development (Iszatt & Wasilewska, 1997; Cooper, Arnold & Boyd, 2001; O'Connor & Colwell, 2002; Cooper & Whitebread, 2007; Sanders, 2007; Seth-Smith, Levi, Pratt, Fonagy & Jaffey, 2010; Hughes & Schlosser, 2014; Cunningham, Norman & Kreppner, (2019), applying the principles of NG to a whole school may be beneficial for all.

Despite research supporting the effectiveness of NGs and the impact they have on pupils' social, emotional and mental health needs, there are some limitations to this research.

In their systematic review of NGs, Hughes and Schlosser (2014) found that apart from the study conducted by O'Connor and Colwell (2002), the majority of studies that examined the effectiveness of NGs did not carry out follow up studies making it difficult to interpret improvements in pupils as short- or long-term effects of NGs.

The findings from O'Connor and Colwell (2002) suggest that while general improvements are maintained over the long term, there is some deterioration in some areas such as showing negativism towards others, insecure sense of self and not waiting their turn. This suggests that NGs may be ineffective at promoting well-being in the long term and that for maintenance of the positive effects of the NG intervention to be optimised, pupils who had a successful experience of NGs may need top up interventions or additional support that reflects key features of the NG set up that are not easily replicable in a mainstream classroom.

However, O'Connor and Colwell (2002) were only able to carry out a follow up on 12 of the original 68 pupils in the research, reducing the generalisability of the findings and meaning that it is difficult to conclude the overall long-term effectiveness of NG given the small sample available to the researchers in their follow up. Nevertheless, it suggests that short term NG for children that lack health attachment experiences at home may not be enough compensation for them in the long term if they continue to experience a less than optimal environment after leaving the NG. Attrition rates in Cooper, Arnold and Boyd's (2001) study also made it difficult to generalise findings (Hughes & Schlosser, 2014).

Hughes and Schlosser (2014) found that all except one study in their analysis relied on teacher reports for quantitative data arguing that using a battery of measures that take into account parent/carer and child perception as well as the teacher's, would triangulate the findings and create a more reliable general portrayal of the effects of NGs. Also, while many of the studies carried out on the effectiveness of NGs do not state the relationship between researcher and

NG teachers, it is likely that studies conducted by NG teachers or researchers with a vested interest in NGs, may have resulted in researcher bias.

Lastly, Cunningham, Norman and Kreppner, (2019) found that while children attending NGs used significantly more socially appropriate responses, they reported challenges engaging with peers outside of the NG, especially in the playground. This indicates that while children may learn more socially appropriate ways of interacting with their peers while in NG, pupils may need more support to help them generalise these skills beyond the context of NG.

A discussion critiquing the theoretical aspects of attachment theory can be found in a subsequent Chapter 2, 'Literature Review' under section 2.5 'Theoretical standpoint'.

1.3 Social, Emotional and Mental Health

Social Emotional and Mental health (SEMH) is one of the Special Educational Needs and Disability (SEND) areas covered by the 2014 SEND Code of Practice (CoP). This replaced the category of Behavioural Emotional and Social Difficulties (BESD) in the earlier CoP.

The 2014 CoP defines SEMH as below:

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

(SEND, 2014, p 98).

The National Institute for Health and Care Excellence (NICE) suggests that social and emotional well-being (SEWB) can affect physical health, both as a child and as an adult (NICE, 2008). For example, depression has been found to increase the risk of mortality by 50% compared to those without depression (Mykletun, Bjerkeset, Overland, Prince, Dewey, and Stewart, 2009) and doubles

the risk of coronary heart disease in adults (Hemingway & Marmot, 1999; Nicholson, Kuper & Hemingway, 2006). It could therefore be argued that supporting the emotional well-being of pupils is paramount to their psychological, emotional and physical health.

1.3.1 Legislation and National Context

One feature of the Department for Education's (DfE) strategic priorities for 2015-2020 (DfE, 2016) is to support the mental health and well-being of children and young people. In addition, Public Health England and Institute of Health Equity (2014) notes that school staff plays a role in building up protective factors in pupils to increase resilience and in turn supporting their well-being.

According to the SEND CoP (2014), teachers are responsible for the academic attainment and progress of all pupils in their class. This includes pupils who work alongside specialist staff and teaching assistants. Moreover, the School Teachers Pay and Conditions Document (2017) states that teachers must "Promote the safety and well-being of pupils." (School Teachers Pay and Conditions Document, 2017, p46).

Furthermore, DfE (2016) notes that to help pupils flourish, schools have a part to play in aiding them to be resilient and mentally healthy. As such, one could maintain that for teachers to be able to foster resilience and well-being in their pupils, there must be adequate access for teachers to focus on their own resilience and well-being and have systems in place to support them to cope and manage with everyday life. This is supported by Day and Gu (2014) who stressed that schools play an important role in promoting teacher resilience.

In addition to the SEND CoP (2014), there are numerous government publications that focus on promoting and supporting pupil mental health and well-being, including publications by DfE and Department of Health (2017), Public Health England and Children and Young People's Mental Health Coalition (2015) and the Department of Health and National Health Service (2015). In 2015, The Children and Young People's Mental Health and Wellbeing Taskforce was set up to reflect on some of the biggest challenges facing mental health provisions for children and young people and to find ways to improve

outcomes for their mental health and well-being. Findings from the taskforce's consultation were published in their Future in Mind report (2015) and highlighted the importance of recognising and promoting good mental health and well-being in all people. Furthermore, Brooks (2012) notes that interventions that take a whole school approach to well-being have a positive impact in relation to mental well-being outcomes and physical health.

In 2017, the DfE and Department of Health published 'Transforming Children and Young People's Mental Health Provision: a Green Paper', outlining the government's stance in supporting the mental health of children and young people. Within the Green Paper, it was noted that schools have a key role to play in both early identification of mental health difficulties and in supporting pupils experiencing such difficulties, using early school-based interventions.

The 2015 Public Health England document devotes a chapter to the health, well-being and development of staff. Although the chapter is largely concerned with school staff developing their understanding, knowledge and skills so that they are better able to support the well-being of pupils, it also reflects on the well-being of teachers (Public Health England and Children and Young People's Mental Health Coalition, 2015), noting that staff well-being is an integral principle of a whole school approach to emotional health and well-being. Approaches to supporting staff well-being are suggested, such as support to help staff to reflect on and take actions to improve their own well-being by promoting a work life balance. Given the focus on creating initiatives to promote and support the resilience and well-being of children and young people, teachers' resilience and emotional well-being is significantly relevant to creating a stable environment for pupils in school and the wider society (Roffey, 2012), not only as a way of ensuring that pupils have adults that can lead by example but also to enhance teacher retention. Additionally, Gibbs and Miller (2014) identify that the retention and resilience of teachers is dependent on several factors, with children's behaviour often being cited as a challenge to their resilience. As Weare (2015) states, well-being in schools starts with the staff. If they feel uncared for and burnt out, then they will struggle to be motivated promote emotional and social well-being in others.

In 2018, the DfE investigated factors affecting teacher retention (DfE, 2018). Interestingly, one in five primary and secondary school participating teachers attributed their own stress and health issues to heavy workloads and little support shown by Senior Leadership Teams in issues such as pupil behaviour and bullying.

Earlier Office for National Statistics (2017) figures indicated that between 2011 and 2015, there were 139 suicides among female teaching and educational professionals. Of those, almost three quarters (73%), were recorded as nursery and primary schoolteachers, with the risk of suicide amongst this group being 42% higher than the national average. While suicides amongst male teachers are not reported, it is important to acknowledge that fewer male primary school teachers participated. While there could be many contributing factors to individuals within the teaching profession committing suicide, it suggests that supporting the mental health and well-being of teaching professionals is important.

1.3.2 What is Resilience and Emotional Well-being?

The World Health Organisation (2014) defines well-being as a state of mind where every individual recognises their abilities, can cope with the typical stresses of life, can work effectively and contribute to their community.

Weare, (2015) describes emotional well-being as: 'A state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions.' (Weare, 2015, p.3). Using this definition, emotional well-being can be regarded as a concept that includes an individual's ability to function socially, capacities, behaviours and emotions.

Whether one is discussing well-being or emotional well-being, it is broadly understood that when we are mentally healthy we are able to manage with the day to day challenges, form positive relationships and use our abilities to reach our potential.

When exploring well-being, Mguni, Bacon and Brown, (2012) suggest that we must also consider resilience. A multitude of resilience definitions exist. According to Rutter (1985) resilience involves several elements, including, a sense of self-esteem, confidence, a belief in one's own self-efficacy, the ability to deal with change and adaptation. More recent research suggests that resilience comprises of the interaction between the external supporting factors in an individual's social environment and their internal strengths (Howard & Johnson, 2004; Mguni, Bacon & Brown, 2012; Day & Hong, 2016) and is defined as the ability to bounce back from misfortune, frustration and adversity without significant negative disruptions in functioning (Perry, 2002; Gu & Day, 2007; Ledesma, 2014). Regarding resilience in teaching, Schussler et al. (2018) define resilience as the ability for teachers to continue to thrive or have a sense of purpose when experiencing stress. Gu and Day (2013) define teacher resilience as "the capacity to maintain equilibrium and a sense of commitment and agency in the everyday worlds in which teachers work" (Gu & Day, 2013, p. 26).

A person's resilience is not regarded as a permanent state that has always existed or is retained forever. Rather, resilience seems to exist on a continuum present across multiple domains of life; changing over time as a function of development, an individual's interaction with the environment and the context of interactions with other people, specific cultures, religions, communities and societies (Southwick, Bonanno, Masten, Panter-Brick & Yehuda, 2014). Therefore, an individual's resilience can vary from one situation to another and be stronger or weaker depending on context and the stage in our life they happen to be in (Gu & Day, 2013; Amann, 2015).

Resilience appears to be important as it helps protect against the development of some mental health problems and helps us to sustain our wellbeing in challenging circumstances, as it influences how capable we feel we can cope with crisis (Mguni, Bacon and Brown, 2012).

Given the great deal of views on resilience, it appears to be a popular concept and could imply that a relationship between personal features and the environment around an individual contribute to resilience.

The author will return to this concept in the discussion chapter where connections between the current findings and relevant literature will be explored and discussed.

1.3.3 Local context

The Local Authority (LA) within which this research was based has a long history of running NGs. NGs in this LA were first set up in the 1980s and have continued to grow, with fifteen NGs currently being funded and supported by the LA. The effectiveness of the NGs are monitored using the Boxall Profile (Bennathan & Boxall, 1998) as both pre- and post-measures of the intervention. The LA provides regular training and termly peer group meetings as well as monitoring and evaluating the provisions related to NGs. While the work within NGs is monitored closely, in speaking with the NG Lead it was identified that there is currently no data on how NG staff experience support in the NG setting.

Consequently, this research was undertaken in order to present schools with a chance to get feedback and foster positive change, as well as presenting the LA with useful feedback on how NG staff experience support and the impact this has on their resilience.

1.4 Researcher's rationale

Gu and Day (2007) suggest that resilience in teachers is important as it is unrealistic to expect pupils to be resilient if their teachers do not exhibit resilient qualities.

Given the findings that indicate the relationship between teachers' emotional well-being and pupil outcomes (Briner and Dewberry 2007; Roffey 2012; Paterson & Grantham 2016), it could be argued that for teachers to be effective in promoting well-being in pupils then they will need to be emotionally supported and cared for themselves (Rae, Cowell & Field, 2017).

Despite research indicating factors that support the well-being and resilience of mainstream teachers (e.g. Greenfield, 2015; Gu & Day, 2013), no published research has explored how NG staff resilience and well-being is supported.

Due to clear gaps in research about how NG staff experience support for their resilience and well-being, the current study sought to develop an understanding around the resilience of NG staff. Through their own voices, it was hoped that this group could shed light on the factors that support their resilience. In addition, the information collected may be relevant to the whole school community, as NGs are situated in a mainstream setting.

The researcher believes that EPs are in a good position to consider and reflect on the issue of how resilience is supported in schools with NG staff. It is hoped that a better understanding of NG staff's perspectives on how their resilience is supported in school will have a positive influence on EP practice and enhance the impact that EPs have on pupils' lives and school communities, by supporting schools to support their staff.

1.5 Researcher's position

The researcher's interest in this research area comes from both personal and professional experience. Prior to beginning the Doctorate in Educational and Child Psychology, the researcher worked as a Learning Support Assistant in a primary school, supporting pupils with various Special Educational Needs (SEN). In the primary school the researcher worked in, the overarching theme was to encourage pupils to be resilient, however, while in this role, the researcher saw the impact that poor staff resilience and well-being had on outcomes for pupils and staff morale. In terms of school supporting their own resilience and well-being, the researcher experienced both the negative effects that a lack of support from various members of staff had on their resilience and well-being as well as the positive effects that appropriate and sufficient support from colleagues and the senior leadership team had on their resilience and well-being.

The researcher first witnessed NGs when they undertook work experience in a primary school and despite working in a school with a NG, the researcher did not have an awareness of what NGs did until they undertook the Doctorate.

In the researcher's current role as a Trainee Educational Psychologist (TEP), they have worked with many different schools and met with numerous teachers and support staff that express varying degrees of stress and burnout. In some schools, teachers and support staff have voiced that they are finding it difficult to manage the demands that have been placed on them. This has resulted in them not feeling as though they have the time or are equipped to implement recommendations discussed in consultation with an EP to support pupils in their class. Having the opportunity to work with a NG in one primary school, the author developed their interest in NGs and the support that NG staff receive to enable them to continue working in that role.

As a result of the researcher's experiences, she was drawn to this area of research with the view to gaining a more informed understanding of how NG staff's resilience is supported in school.

1.6 Research aims

The current research explored what supports NG staff's resilience to enable them to continue working in NGs.

It promoted a new way forward on the issue of staff resilience and well-being by encouraging a move beyond researching the causes of staff stress, towards a deeper understanding of how staff resilience is supported. By providing an insight into the experiences of NG staff's resilience and how school environments have supported this, the research hoped to shed light on how educational professionals can enhance the support NG staff receive and transfer those strategies to build teacher resilience across the whole school. The study aimed to answer the research question below and the following chapters will provide the rationale for choosing it, alongside the processes undertaken to answer it.

1.6.1 Research question

What are Nurture Group staffs' experiences of how their resilience is supported in school?

1.7 Chapter summary

This chapter introduced the research topic by outlining the history, development of NGs and how NGs relate to social and emotional wellbeing. The national and local contexts around resilience and SEWB in schools was also examined. Finally, the researcher discussed her position and explained their rationale for the current research. The chapter is concluded by presenting the aims of the research and outlining the research question. The next chapter will describe the literature review completed and summarise the current literature found related to the area of study, to determine what is already known and where the gaps in research are.

Chapter Two: Literature Review

2.1 Chapter Overview

The previous chapter outlined the aims and purpose of this study as well as the justification for the focus of this research and the context in which this research was conducted. This chapter will provide a critical review of the relevant evidence relating to school staff and resilience, explore the theoretical background of NGs and the theoretical explanations of the phenomena being studied. The methodology used to conduct the systematic literature search will also be presented and results of the review undertaken will then be discussed. Implications of previous research on the current study will be reviewed and the chapter will end with identified gaps in the research and a rationale for the research being presented by the author.

As the current study focuses on resilience of NG staff, the literature search went onto explore relevant literature within the area mainly focused on resilience and NG. As the researcher struggled to identify relevant studies on NG staff's experiences of support for their resilience and well-being, the researcher extended their search to mainstream school teachers and support staff in primary settings.

Consequently, the following question was by the researcher for the literature review:

What do we know about the resilience and well-being of primary school staff?

2.2 Systematic literature search

A systematic literature search was carried out in August 2018 using the search engines EBSCO Host to identify what literature was available in this area using the following databases:

- Academic Search Complete
- British Education Research
- Education Research Complete
- Education Resource Information Centre (ERIC)
- PsychINFO

The thesaurus or subject term function was used to identify any synonyms and/or related terms for each of the key search terms used. For example, resilience (psychology), resilience (psychological), resilience (personality trait), well-being, well being; Nurture Groups; teachers and school employees. Different key words were used as different terms were found in different database thesauruses. Boolean logic was used to include these terms to prevent articles that used different terminology being excluded. When the searches yielded no results, SmartText search was employed to find relevant articles.

Details of the searches carried out in EBSCO Host are presented in tables in Appendix 1.

The researcher reviewed the title of each paper, to determine its relevance for this literature review. As the selection of articles narrowed, the researcher then reviewed the abstracts to establish whether the article merited being read in full. At this point, the potential papers were carefully reviewed, to determine their appropriateness for this research, according to the inclusion and exclusion criteria (Table 2.1) and relevance to the review question. The final stage involved the researcher reviewing the references and citation sections of each of the chosen articles in Scopus to identify studies that might have shown potential that was not found in the initial searches. A search was also carried out on Google Scholar to identify any papers that may have not been highlighted in the above searches and only one study was found.

Table 2.1: Inclusion and Exclusion Criteria

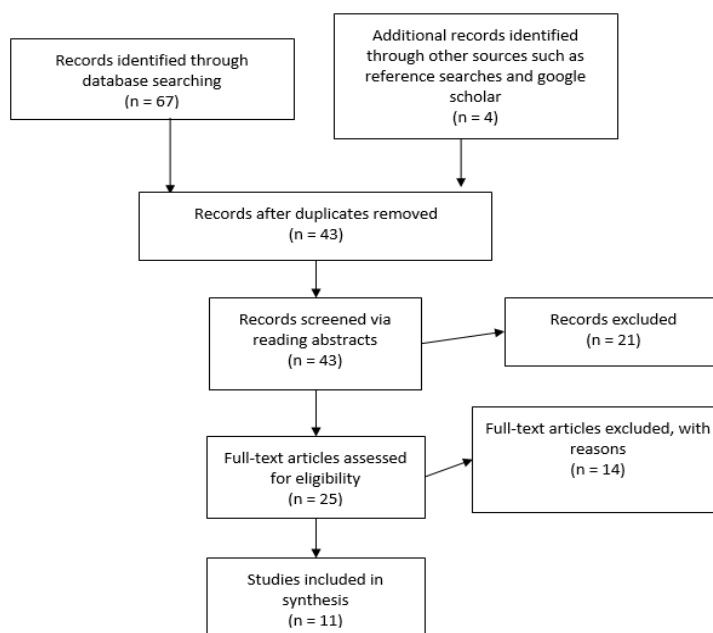
	Inclusion Criteria	Exclusion Criteria
Publication	Peer Reviewed Academic Journals	Books, Magazines, Book Reviews, Government Documents, Newspapers and Trade Publications
Participants	Qualified primary school teachers and support staff as the current research is focused on staff within primary schools.	Secondary school teacher, Leadership, Early Years Practitioners and unqualified class teachers.

Location	United Kingdom as the current research is focused on staff in the United Kingdom	Outside the United Kingdom due to cultural and educational differences.
Language	English	Non- English
Design	Empirical research of quantitative, qualitative or mixed methods design	Reviews of literature, discussions and meta analyses.
Topic	Resilience and well-being or self-efficacy of NG staff and teaching staff in primary schools or schools for pupils with Social Emotional and Mental Health needs (SEMH).	Resilience and well-being or self- efficacy of pupils as the current research is focused on staff.
Dates	Published in the last 20 years (1998-2018)	Published before 1998 due to changes within the education system

During the reviewing of papers, various articles were a valuable source of information that contributed to the understanding of research and interventions carried out on teacher resilience and well-being. They were not included in the systematic literature review as they did not meet the inclusion criteria. For example, an article by Greenfield (2015) was excluded as it is a discussion paper rather than a research paper but important points regarding teacher well-being and resilience are highlighted. For this reason, reference is made to these sources, but they were not deemed suitable for inclusion in the systematic literature review.

Based on the inclusion and exclusion criteria, 11 empirical studies were selected for the literature review, were grouped according to the focus of their research and are discussed below. Appendix 2 gives an overview of these studies while Figure 2 presents a PRISMA diagram depicting the flow of information through the different phases of the systematic review.

Figure 2: PRISMA diagram depicting flow of information



2.3 Order of exploration

The papers chosen for the literature review are a mixture of qualitative, quantitative and mixed method designs that focused on either the whole school or teaching staff. Of the articles selected, five were mixed methods, five were qualitative and one was quantitative, with the number of participants in the studies varying from 4 to 298 participants.

The researcher thematically analysed the studies chosen and grouped them according to the focus of the research. Three themes were identified, which encompass the body of literature:

1. Experience of being in an intervention
2. Lived experience of school staff and
3. Experience of support.

These themes will be presented sequentially and papers within each theme will be critically discussed.

2.3.1 Theme 1. Experience of being in an intervention

As discussed in the previous chapter, teachers can sometimes experience a lot of stress and health issues due to various factors in school. Therefore, increasing our understanding of the factors that help to support the resilience and well-being of teachers is important, so that support can be enhanced

(Gibbs & Miller, 2014). One way in which this has been developed is the implementation of interventions in school.

According to Bandura (1997), self-efficacy beliefs have a significant influence on persistence and are associated with protective factors such as achievement, personal well-being and resilience. Self-efficacy is an essential component of teacher resilience. Stress levels and anxiety when carrying out a task can be influenced by self-efficacy beliefs, with the idea that a positive sense of efficacy can act as a protective factor and helps an individual to approach challenges in a more constructive manner (Critchley & Gibbs, 2012; Gu & Day, 2007; Hastings & Bham, 2003).

Critchley and Gibbs (2012) propose that one way of supporting self-efficacy can be achieved through positive psychology-based interventions.

Based on the work of Seligman and his colleagues (Seligman & Csikszentmihalyi, 2000; Seligman, Steen, Park & Peterson, 2005), Critchley and Gibbs (2012) investigated the impact positive psychology had upon the efficacy beliefs and well-being of staff members in one primary school in the north west of England, while staff in a neighbouring school acted as a comparison group. Staff members had to record and reflect on three positive events that had taken place each day and asked to keep written record of their reflections, to ensure that they would engage fully with the process.

Following the intervention, participants reported that they had an increased awareness of the need to support each other, were now able to recognise their efficacy in being able to contribute more, such as presentations, public speaking and giving feedback. One theme of particular relevance to the current research, is the theme of 'Managing Change'. According to Critchley and Gibbs (2012) teachers who partook in the intervention, reported significantly increased efficacy in dealing with change and being able to support each other to manage change. This study indicated that by transforming the way teachers thought about events and situations, their self-efficacy improved.

The research, however, does have some limitations. It only involved one school with a small sample of teachers, which makes it difficult to generalise that such an intervention would be effective in all schools. While participants appeared to

have enhanced self-efficacy immediately following the intervention, the authors note that there may be factors that limit further development of participants' self-efficacy beliefs. For example, Critchley and Gibbs (2012) report that there were indications that suitable ways of sustaining beliefs in self-efficacy were not readily available and that for participants to be able to sustain and build upon their self-efficacy beliefs, changes within the school culture may have needed to be introduced. However, participants were aware of this, with one suggesting the introduction of a supervision process for staff to help sustain their efficacy beliefs.

Despite these limitations, the study highlights that by using positive psychology, the efficacy beliefs of staff can be enhanced.

As Gold, Smith, Hopper, Herne, Tansey and Hulland (2010) state, stress can have a detrimental impact on the well-being of teachers. They note that mindfulness- based approaches are being acknowledged as effective ways of maintaining well-being, with Mindfulness- Based Stress Reduction (MBSR; Kabat-Zinn, 1990) often being cited as one example.

The goal of MBSR is for individuals to change the relationship they have with stressful thoughts and events by increasing their awareness of the present moment (Gold et al., 2010) and decreasing their emotional thoughts and reactions (Bishop, 2002).

In their investigation into teacher stress, Gold et al. (2010) explored the effects of delivering an 8-week long MBSR course to teaching staff across six suburban primary schools; to help them be more mindful, reduce anxiety, depression and stress levels. All participants were self-selected and identified themselves as experiencing stress. Before starting the course and upon completion, participants completed questionnaires to measure their emotional status and stress levels. Participants were also asked to identify their main problem at work, define a goal they wanted to achieve and rate the percentage of achievement of that goal after the intervention finished.

Analysis of the data revealed that following completion of the MBSR course, the scores for depression, anxiety and stress improved for most of the participants.

In addition, all participants reported that they had progressed 60% of the way towards their main goal after taking the course. Although the study did not have a specific qualitative methodology, participants reported on the impact of the course. For example, one participant reported (s)he was now able to notice unhelpful thinking patterns and alter them, while another participant reported that the course helped respond to situations rather than react to them.

Despite the positive findings from this study, there are a few limitations. Due to the sample of participants all being self-selected, there is a degree of self-selection bias. All participants reported experiencing stress, which could reflect the characteristics of those participants, such as being more aware of their stress levels and its causes and therefore not representative of all teachers. Running another group with participants that were not self-selected may have helped to clarify the effectiveness of an MBSR intervention for occupationally stressed teachers. Furthermore, it is difficult to know whether any perceived changes were directly related to the intervention itself. Having participants keep a diary for example, may help to identify which aspects of the intervention were most effective in bringing about change. Nonetheless, the study suggests that the implementation of a mindfulness-based training intervention for teachers may be a beneficial way of supporting personal well-being and building resilience.

2.3.2 Theme 2. Lived experience of school staff

As Troman (2000), Grenville-Cleave and Boniwell (2012) and Margolis, Hodge and Alexandrou (2014) recognise, over the previous decades, the education system in England has undergone significant changes and restructuring. With the pace of education reforms occurring at an unprecedented rate, there is intense pressure on teachers to keep up with the changes that are happening (Grenville – Cleave & Boniwell, 2012).

Grenville-Cleave and Boniwell (2012) took a Self- Determination Theory (SDT) (Ryan & Deci, 2000b) perspective and explored the well-being and perceived workplace control of teachers and compared it with individuals from other professional groups, including from health, social work, finance and Human Resources. One reason for this study was based on evidence suggesting that teacher well-being is correlated with pupil performance (Briner & Dewberry,

2007). From the quantitative surveys completed, teachers were found to have significantly lower levels of perceived control and well-being compared with non-teaching professionals. Additionally, six of the teaching participants took part in semi structured interviews. Four themes related to control were identified: autonomy, authenticity, connection to others and resilience. Of importance to the current research, are the themes regarding connection to others and resilience. Grenville-Cleave and Boniwell (2012) noted that when interviewed, participants emphasised the importance of having a good relationship and connection with pupils, colleagues, managers, parents and other professionals as well as adaptability to change (resilience) and having self-efficacy. Similarly, Gu and Day (2007) found that staff collegiality and relationships with pupils were some of the contributing factors that influenced teachers' self-efficacy.

Although this study highlights that teachers appear to have lower levels of well-being compared to other professionals, the sample was small and the number of primary and secondary school teachers that took part is not recorded. Whilst it is difficult to generalise the results, the study highlights the need to support teachers' feelings of autonomy, relatedness and competence, (Ryan & Deci, 2000a, Ryan & Deci, 2000b); in order to develop greater resilience and well-being (Forrester, 2000), while teachers endeavour to meet the demands placed upon them, the perceived impact that these demands have on their effectiveness and responsiveness leads to feelings of stress and anxiety.

The findings from Grenville – Cleave and Boniwell (2012) regarding relationships with others as a source of well-being supports findings by Troman (2000), who explored staff relationships in primary schools from the perspective of teachers experiencing stress or stress related illness at work.

Troman (2000) collected data from twenty teachers, over two years that had been diagnosed as suffering from anxiety, depression or stress related illness, who were receiving counselling in a LA Occupational Health Unit. Data analysis suggested the importance of close, trusting, supportive staff relationships and collaboration, which made work more pleasant and helped to reduce stress. A supportive and encouraging attitude from the headteacher was also perceived as important. Additionally, Brown, Ralph, and Brember, (2002) found that

difficult relationships with colleagues can be a source of stress, while Roffey (2012) identified that positive feelings and relationships, being and feeling included, valued and respected were important factors in reducing stress and promoting resilience and well-being in school staff.

As Troman (2000) only obtains one perspective and interpretation of events by the participants, it is difficult to know if their experience was shared by other members of staff in the same school or if their experience was atypical. Additionally, the participants were found through an opportunistic sample. For this reason, there could be a sample bias as the participants were already seeking help for their stress. By interviewing teachers who had not been diagnosed with stress or stress related illnesses, it may have given the findings more generalisability.

Following Troman's (2000) study on staff relationships, Paterson and Grantham (2016) explored the factors that support and maintain teacher wellbeing using a strength-based, ecological systems theory (Bronfenbrenner, 2001) approach. They found that relationships among staff were highlighted as being important to help foster wellbeing in teachers. Using responses from a questionnaire measuring motivation and wellbeing, Paterson and Grantham (2016) focused on analysing one school in Glasgow that presented the most positive results for teacher wellbeing. Involving five voluntary participants, a semi structured focus group was conducted and explored the factors within that school and wider society that supported teachers in developing positive wellbeing. Findings suggest that supportive factors for wellbeing include positive, trusting, open relationships with colleagues, feeling valued, respected, a good work life balance and a culture that promotes a positive school ethos for all. Paterson and Grantham (2016) note that scores of overall wellbeing were very similar and that due to time restraints only one school could be chosen for the focus group. Had there been more time, conducting focus groups with all schools would have allowed for comparisons to be made regarding strategies employed to support wellbeing. What can be taken away from the findings of this study is that teacher wellbeing should not be considered at one level and that it is important to consider how different factors interact across different levels of the ecological framework and impact on well-being.

Day and Hong (2016) investigated how teachers in one primary school in a socio-economically disadvantaged urban setting in the Midlands region of England drew upon their capacities for resilience to uphold a sense of moral purpose, commitment and positive professional identity. Using a semi structured interviews, they interviewed all members of staff in the school, including the head teacher and deputy head teacher, individually.

Results highlighted that all teachers faced similar, shared challenges, such as a heavy workload, finding a work-life balance, students' learning and behaviour issues that were closely linked to their home/community environment and pressure to meet the government's accountability standards. However, teachers appeared to have moderately strong capacities for resilience.

Whilst some teachers were struggling to cope, most of them were managing the pressures of their work and endeavouring to teach to their best amid the several challenges they faced. Factors supporting resilience were support from friends and family, professional support, strong sense of vocation, good relationships with leadership and protecting their time outside of work. Day and Hong (2016) concluded that levels of capacity for emotional resilience among teachers are related to teachers' ability to manage a combination of individual qualities including moral purpose and emotional energy and support from their friends, family, colleagues and headteacher. Whilst the study only focused on one school in a socio-economically disadvantaged area in one part of the country, it is also important to acknowledge that there are differences in teachers' capacity for resilience. Furthermore, teacher resilience should not be considered at one level and that teachers require the support of various combinations of leadership, colleague and personal interventions at different times as teachers' own resources for resilience are not enough to manage the challenges of teaching.

As noted in the Introduction, children who attend NGs typically have a history of withdrawn or disruptive behaviour and are often seen as needing significant levels of support (Sanders 2007; Syrnyk 2012). Given the challenges faced by NG staff in needing to cope with the SEMH needs of such vulnerable pupils, Syrnyk (2012) examined the qualities and experiences of teachers identified as

nurturing using a mixed method approach. The qualitative aspect of the study involved semi-structured interviews on 10 members of staff in an English primary school that followed a whole school nurturing approach. Participants were asked to reflect on what it is like to work with children with SEMH in the context of a whole school nurture group approach and think about the challenges and difficulties they encounter. Interestingly, the nurturing teachers appeared to display qualities such as, self-awareness, objectivity, inner strength, effective at managing their own internal states and empathetic. Based on these findings, it could be argued that nurturing teachers may have personal attributes such as a high level of resilience, which enable them to be effective.

When discussing the positive aspects of the role, Syrnyk (2012) found that one of the main themes identified by participants was interpersonal relationships with colleagues and the importance of being able to offload to peers, as a source of support. When thinking of the negative aspects of the role, one of the main themes identified by participants was the emotional impact of working in NGs. NG teachers report that a large part of their role is developing a secure and trusting relationship with pupils. One way in which pupils may respond to this sense of security is by transferring their negative emotions on to the teacher, which can in turn be overwhelming. Due to this, nurture teachers must be skilled at regulating and safeguarding their own emotions and well-being, otherwise they can be at risk of letting their emotions affect their personal life (Syrnyk, 2012). As noted above, one way that teachers can do this is by being able to seek support from colleagues and peers.

A limitation of this study is that it was carried out in a primary school, characterised as being a special, nurturing primary school. As such, the results cannot be generalised and only offer us an insight into the characteristics and qualities of nurturing teachers in one setting. Nonetheless, it offers a working example of how a whole school adoption of the nurturing ethos can be beneficial to teaching staff as well as pupils. The findings also suggest that while some teaching staff may have innate qualities related to resilience, it can also be influenced by the surrounding environment and support network; a point also argued by Gu and Day (2013) and Gu (2014) who argued that teachers'

capacity to be resilient can be influenced by the personal, relational and organisational settings within which they work.

2.3.3 Theme 3. Experience of support

As noted in the previous chapter, the well-being and the resilience of staff in schools is a cause for concern and warrants investigation (Mackenzie, 2012; Gibbs & Miller, 2014; Day & Gu, 2013; Gu, 2014; Greenfield, 2015). Unlike other professionals that work with children and adolescents, teachers are not often provided with a safe space in which to reflect on the emotions and experiences they are left with at the end of the working day (Hulusi and Maggs, 2015).

For this reason, researchers have explored different ways in which teaching staff can support each other in school as a way of counteracting some of the factors that may contribute to the erosion of well-being and resilience (Sharrocks, 2014; Davison & Duffy, 2017).

To promote staff well-being, Sharrocks (2014) conducted an eight-week intervention in a primary school that comprised of a two-hour weekly session over lunchtime, called 'Chill and Chat'. It involved three facilitators; a higher-level teaching assistant (HLTA) attached to the Behaviour Support Team (BSS), a behaviour support teacher and an EP. The rationale for running the session for two hours was to allow for all staff to be able to attend, including kitchen staff, lunchtime supervisors, learning mentors and teaching assistants.

By running three focus groups (prior to the intervention, during the third week of the intervention and one-week post intervention) and distributing questionnaires during a meeting explaining the intervention and once the intervention finished, Sharrocks (2014) was able to obtain feedback on its effectiveness. By administering questionnaires, it was possible to include the views of those who did not take part in the focus group or did not feel comfortable sharing their views publicly.

Findings suggest that school staff valued promoting their well-being, but the school culture did not overtly value it and the staff seemed to be responsible to learn how to cope and carry out their duties. "Chill and Chat" helped staff develop better relationships with colleagues, as well as promoting greater feelings of classroom efficacy, calmness, ability to manage challenging

behaviour and job satisfaction. These findings support Hastings and Bham's (2003) proposal, that improving social support for teaching staff can help to alleviate stress and burnout.

As this intervention was carried out for a limited time, extending the length of the intervention may have helped to identify whether it was an effective way of supporting staff well-being in the long term; and whether it is a realistic intervention to implement in schools, given that certain times of the school year are busier than others and therefore attendance may fluctuate. While Sharrocks (2014) reports that participants made time and arrangements to attend, this could also be dependent on the time of year. However, without data on the impact of the intervention a few months after it ended, it is not possible to know whether these changes would have continued long term.

This said, the study suggests the importance of reciprocally supportive peer relationships and school culture in promoting well-being. Additionally, Sharrocks (2014) highlights how EPs can play a role in helping to establish a support system within schools for all staff. This study also raises some points that are supported by Weare (2015) who discusses the need for schools to have an ethos that acknowledges that staff will experience stress and may need support to help them to recover from the school day.

One intervention that has been explored as a way of supporting staff in school is the development of group-based consultation. One such consultation that has been used is Farouk's (2004) group process consultation (Davison and Duffy, 2017).

The process consultation approach to group work developed by Farouk (2004), looks to develop an independent and consultative working group in a school, through a process of staff training. Initially, teachers present an issue to the group to problem solve. Group members then ask questions to get a detailed picture of the issue at hand. Theories on the factors contributing to the present issue are then collected. In the last stage, suggestions for strategies or interventions are given. After the consultation, the teacher holding the issue, reflects on the recommendations given; the most appropriate strategies are selected and trialled. The teacher is then asked to give an update on the outcome of the intervention at the next consultation session. It is thought that by

providing staff with a safe and supportive space for exploring and discussing upsetting or uncomfortable problem situations, the referring teacher's anxiety will reduce and be replaced by increased self-efficacy and self-confidence.

Employing a mixed method approach, Davison and Duffy's (2017) investigated whether the Farouk (2004) model of group consultation could be used as a model for professional and personal support for staff working in newly formed NGs across eleven primary schools in one borough within the United Kingdom (UK).

The sample included eleven teachers and eleven Teaching Assistants (TAs). For the group process consultation sessions, participants were split into two clusters and the consultations took place monthly for six months, with a Local Authority EP.

The self-confidence of all participants was measured as well as the self-efficacy of the teachers. Levels of concern data was collected from teachers making referrals to the group consultation and collected in the follow up session, one month later. Following the final group session, participants were required to complete a feedback questionnaire. Additionally, a focus group was carried out with representatives from each group to discuss involvement in the consultation model.

The results showed a significant drop in levels of staffs' concern following participation in the group consultation sessions as well as an increase in self-confidence and self-efficacy. Staff reported that they valued the collaborative way of working and that the group process consultation helped to give reassurance, companionship, reduced stress and eased anxiety. Additionally, participants reported that they liked the support they received from the group, as they felt that it was easier to admit that they were struggling to their NG peers.

With these positive findings appearing, further research is needed. For example, while self-confidence and self-efficacy improved, it is difficult to say whether involvement in the consultation model led to an increase or whether this was due to influential factors such as gaining more experience or other training. This is a limitation that is also recognised by the researchers. In

addition, all participants involved were just establishing NGs and therefore may have had lower levels of self-confidence and efficacy in the beginning due to inexperience. Having a control group of participants in well-established groups may have helped to identify how effective the consultation intervention was, without variables such as gaining experience or additional training influencing outcomes.

While the levels of self-confidence and self –efficacy were reported to have improved, the questionnaires were not completed by all participants, suggesting that the reported increase in these areas cannot be generalised to the whole sample.

In addition, the focus group also only included representatives from the consultation groups and was based on availability at the time, meaning that feedback may have been biased. Thus, further research with more controls and manipulations of potential contributory factors being accounted for may be able to give more conclusive answers as to whether such an intervention is effective in supporting staff. Nonetheless, this study suggests that the Farouk (2004) model of group process consultation could be implemented to offer emotional and professional support.

The suggestion regarding supervision for staff from one participant in Critchley and Gibbs (2012) study complements studies that examined the use of supervision in school. Rae, Cowell and Field (2017) state that supervision is a valuable resource that can be implemented to monitor the well-being of staff, in particular those working with pupils experiencing SEMH difficulties. Following this, Rae et al. (2017) explored two areas: how teachers in two SEMH schools in England understood and experienced supervision and the importance they placed on it in relation to promoting staff well-being; and the part that EPs could play in offering supervision to teachers.

Using semi-structured interviews, Rae et al. (2017) found that teachers had mixed ideas of what supervision in an SEMH school looks like. Overall there seemed to be limited understanding as to what supervision is and how important it is in ensuring well-being in the workplace. Teachers stated that they wanted solution-focused, unbiased support with the opportunity to unburden themselves, contemplate and feel contained. However, support offered by EPs

in the form of supervision was not as apparent for teachers, with many teachers viewing the role of the EP as one of working with children as opposed to staff.

Whilst the study has limitations featured by small scale qualitative designs, it nonetheless emphasises that while teachers may propose that supervision would be beneficial in developing their emotional well-being, it is essential for EPs to find out what teachers understand by the term supervision and what their expectations of it are. It also draws attention to the need for EPs to reflect on how they support schools to promote the emotional well-being of staff through supervision.

While the study by Rae et al. (2017) focuses on staffs' understanding of supervision, Willis and Baines (2018) explored the perceived benefits and difficulties of introducing and maintaining an effective group supervision for staff working in an SEMH primary school in the south east of England. Of the seventeen staff members involved in group supervision, twelve members of staff agreed to take part in a semi-structured interview to share their views and experiences. Thematic analysis suggests supervision had helped improve relationships between staff members in the same group and also improved the sense of camaraderie. In addition, participants voiced that they could address the issue of stress through offloading, sharing and validating each other's emotions and experiences. Furthermore, staff also felt that the supervision group had helped them develop their professional practice as they could share their expertise and discuss coping strategies.

It was noted that having an external supervisor for the group was beneficial as it allowed for participants to be more honest in their contributions to the sessions, thus supporting the argument put forward by Rae et al. (2017) that EPs can play a role in promoting resilience and well-being through supervision.

While participants were generally positive, they did highlight the infrequency of the sessions (fortnightly) and introducing new members after the groups had begun as difficulties. However, these are not insurmountable difficulties and highlight a need to consider how often staff may feel they need supervision and the importance of developing a contract, to clarify how new members will be introduced to sessions (Willis & Baines, 2018).

While this study gave researchers a rich understanding of staffs' experiences and views of a group supervision, there are some shortcomings. Due to being absent on the day of interviews, two participants that took part in the supervision sessions were not interviewed and their views therefore not collected; supervision only involved members that volunteered to take part. For this reason, there could be some bias in the results and those who volunteered may have been more aware of their need to have support at work. It could be suggested that those who did not participate may have needed more support and did not feel comfortable sharing their vulnerabilities. Alternatively, they may have felt as though they did not need support. Having them participate in a group supervision may have been beneficial to other members of staff as they could have shared their successful strategies.

2.4 Conclusions drawn from the review of literature

The conclusions arrived at from the systematic literature search and review follow:

- Many studies conclude that at an individual level, self-efficacy, resilience and feelings of control are related to well-being. The literature indicates that being able to manage the pressures of the role, having positive beliefs about themselves and their position within school are important for teaching staff.
- Several studies highlight the importance of positive relationships within schools at various levels (such as those with colleagues, senior leaders and headteachers). As well as supportive and collaborative relationships, the ethos and culture fostered within schools around resilience and well-being and a sense of belonging are key.
- Several studies have set out to investigate the problems associated with teacher resilience and well-being and what is lacking. Others, however, have either looked at when support for teacher well-being and resilience is going well or looked at the potential benefits of implementing interventions to support well-being and resilience, with only one study exploring the factors that have helped teachers to feel resilient.
- While there is one example of how support for the resilience and well-being of NG staff can be achieved, much of the research has focused on

the well-being and resilience of mainstream teaching staff or teaching staff within specific SEMH or nurturing schools.

- The studies are grounded in a variety of theoretical perspectives including: ecological theory, self-efficacy, social constructivism, and positive psychology.

2.4.1 Limitations

Despite the positive findings from the literature identified, there are limitation in the research regarding staff wellbeing and resilience and are as follows:

- The majority of studies are limited to specific settings or in specific areas within the country with the majority of studies also being small scale studies meaning that results may not be generalisable to wider populations.
- Several studies used focus group discussions to obtain the views of teaching staff. Focus groups can give researchers important insights to participants' views, however it could be that some participants found some topics of conversation too sensitive to discuss in a group and therefore one-to-one interviews may have been more fitting, especially with regard to confidentiality and safeguarding.
- Participants in the majority of studies that examined the impact of interventions or support were self- selected. This could have created a self-selection bias as participants identified that they were experiencing stress and challenges to their resilience and wellbeing. For this reason, it is difficult to assess the effectiveness of the interventions and support and whether perceived changes were directly related to their implementation or if other factors such as knowing they were in a study to increase wellbeing had an impact as well. Participants may not have self-selected as they did not feel comfortable admitting that they were struggling or may not have been aware of the level of stress they were experiencing. Therefore, important data regarding the effectiveness of interventions may have been lost by not including them in the studies.
- Studies implementing interventions and support for a limited time means that the findings only indicated the short term impact they had on

participants and do not consider how different times of the academic year may impact staff stress and wellbeing differently.

- A lack of control groups across the studies means that it is difficult to assess the impact of interventions and support for participants.
- Several studies using semi structured interviews and focus groups to elicit the views of teaching staff did not always include all staff members that participated in the study, meaning that the findings may not be accurate as differing views may have been missed.

When considering gaps within the research literature, there appears to be no research that explores how NG staff in mainstream schools currently experience support for their resilience and well-being. For this reason, the current research aims to explore how NG staff experience support for their resilience within a mainstream school. The researcher will now discuss the theoretical standpoints they will take for the current research.

2.5 Theoretical standpoint

Attachment Theory, Ecological Systems Theory and Positive Psychology constitute the standpoint for the current research and will be explored below.

2.5.1 Nurture Groups

The rationale behind Nurture Groups is based mostly on Bowlby's (1969) attachment theory. Bowlby states that an infant's attachment relationship with their caregiver impacts on future relationships and that a loving and nurturing relationship with this caregiver is crucial for healthy psychological functioning later in life. According to Bowlby, Children that develop this relationship with their caregiver are said to be securely attached and will develop good social, emotional and cognitive skills. However, if a child is unable to develop a secure attachment to their caregiver, they are likely to develop a less adaptive attachment style (Ainsworth, 1978). Such attachments can make it difficult for children to form and maintain relationships. When considering the principles of NG as mentioned in the introduction, it is important to acknowledge that there is a lack of clarity over where these principles came from in terms of theoretical and research foundations, with Lucas, Insley and Buckland (2006) and Nurtureuk referencing each other when discussing NG principles.

According to attachment theory, a nurturing, predictable relationship gives a child a safe base to explore their surroundings from, which supports their cognitive and social development. Additionally, it has been suggested that attachment experiences can influence stress management, emotional regulation and psychological well-being (Ditzen, Schmidt, Strauss, Nater, Ehlert, & Heinrichs, 2008). Although the current study is not exploring pupil attachment, this theory offers a valuable perspective about NG staffs' perceptions of how they feel their resilience has been supported and their sense of belonging within school.

Although the current study uses attachment theory as one of its theoretical underpinnings and can be helpful in understanding children's emotional responses, the researcher acknowledges there are a number of limitations to this theory.

Webber (2017) argues that attachment theory can be used as a deficit model that labels children and does not support the idea that missed early attachment experiences can be overcome by a school-based intervention. As Field (1996) argues, Bowlby (1969, 1973) focused on early attachments and acknowledged a 'critical' period before the age of three and did not consider attachments that develop later in life (Field, 1996) or acknowledge the potential that a child has for achieving meaningful relationships outside of their first relationships (Webber, 2017). Moreover, Colwell and O'Connor (2004) suggest that the possibility for multiple attachments and a more flexible critical period is greater than Bowlby may have thought.

As the NG intervention is designed for primary school age children, it does not fit with Bowlby's focus on early attachment. Research conducted by Joseph, O'Connor, Briskman, Maughan and Scott (2014) found that nearly 50% of children with insecure attachments with their birth parents were able to develop secure attachment relationships with others; demonstrating that there is potential for maltreated children to change and develop subsequent secure attachments in adolescence.

In addition, it could be argued that attachment theory is culturally biased given that it is based mainly on research within western culture. In their meta-analysis

of data from 32 studies in eight countries that used the Strange Situation procedure developed by Ainsworth and Bell (1970) to study attachment, Van Ijzendoorn and Kroonenberg (1988) found that attachment styles are not universal across cultures, meaning the research and attachment theory lacks cultural validity. The Strange Situation was created and tested in North America meaning that the attachment styles developed from it reflect the norms and values of North American culture, therefore making it culturally biased. Attachment theory has also been criticised for being hypothetical in nature with Rutter (1995) arguing that this makes it 'un-testable'. Slater (2007) suggests that a further criticism of Bowlby's early theory is how deterministic it is in nature, suggesting that a poor start in life is predictive of poor life outcomes and leaving little opportunity for positive interventions throughout a child's school life. In addition, attachment theory is confined to describing the relationship and attachment behaviour between the child and primary caregiver and does not consider other attachments that may not be characterised by those same behaviours, such as the attachment a child may have to a sibling (Field, 1996).

Nonetheless, Bowlby's theory has been praised for providing a clear model of normal child development and moving from a position of within child explanations of behaviour and emphasising the environment and relationships. This is because Bowlby recognised that attachment relationships do not exist in social isolation but rather develop within the context of family and group dynamics (Slater, 2007).

Furthermore, Fraley, Roisman, and Haltigan (2013) note that all developmental theories make the assumption that early experiences play a role in shaping a child's social and cognitive adaptation but that it is debateable as to whether those early experiences play a unique and enduring role in human development. Fraley et al. (2013) explored maternal sensitivity in the first 3 years of life and its association with social competence and academic skills through to the age 15. From this study they found that maternal sensitivity is an enduring and relatively constant predictor of children's social competence. Thus, supporting Bowlby's theory that there are enduring effects of early experiences on children's later social functioning with early, supportive attachments with parents leading to positive relationships within interpersonal

networks in childhood and adolescence, while more problematic family relationships early in life relating to deficits in social development.

Despite criticism, the basic principles of attachment theory are widely accepted, give us another tool to understand behaviours that may be caused by insecure attachments and offer a solid theoretical basis for nurture groups. However, it is important that it is not used in isolation (Webber, 2017).

2.5.2 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner (1979) claims that to understand human development, the ecological system within which an individual grows, must be considered. The ecological systems theory is based on the idea that an individual is in constant interactions with their environment and are enclosed within networks and layers that can have both positive and negative impacts on an individual or group. In 2001, this theory was developed further and became known as the bio-ecological theory of human development. This was because Bronfenbrenner noted that an individual's own biology in an environment can also influence their development (Bronfenbrenner, 2001).

Bronfenbrenner's (1979) ecological model will be used as a theoretical framework for this research as it gives the researcher an understanding of how several features of NG staffs' environments may contribute to their experience of their resilience and how it is supported. The ecological model can offer a context for how colleagues in the participants' environment may form the thoughts, feelings and experiences that they will be reflecting on (Bronfenbrenner, 1979).

2.5.3 Positive Psychology

The final theory adopted for this research is positive psychology. Seligman and Csikszentmihalyi (2000) define positive psychology as the 'science of positive subjective experience, positive individual traits, and positive institutions...promises to improve quality of life' (p. 5). With a focus on exploring what supports resilience, positive psychology offered a useful perspective through which to conduct the research, as positive psychology is also part of the researcher's research stance.

2.6 Chapter summary

This chapter reviewed the literature relevant to the current research, explored the theoretical underpinnings of NGs and the theoretical underpinnings of the research. The chapter outlined the search methods, the inclusion/exclusion criteria used to find the most relevant research on the topic of interest and examined the strengths and limitations of relevant research literature. Finally, the chapter identified any gaps in the literature leading to a justification for the current research. The next chapter will set out the methodology.

Chapter Three: Methodology and Data Collection

3.1 Chapter Overview

This chapter provides a detailed account and explanation of the approach to methodology and data collection relevant for this research. The ontological and epistemological position of the researcher will be discussed, followed by detailed description of the design of the study and data gathering approaches used to carry out this research. The approach to data analysis is described (Interpretative Phenomenological Analysis- IPA) with a rationale for its selection; concerns around ethics, trustworthiness and reflexivity within this research process are also discussed.

3.2 Purpose of the research

The purpose of the current research is to explore how NG staff experienced support for their resilience in school, so that the researcher can identify what successful strategies are being used and what could be further developed. It is hoped that the findings will contribute to further development of how EPs can help schools to support the resilience of their NG staff. As NGs are part of the mainstream school setting, findings could also be used to inform how schools could support the resilience of staff across the whole school, as well as emphasise the personal qualities held by NG staff in relation to their resilience.

The current research is exploratory in nature. Robson (2002) notes that exploratory research is used to seek new insights, gain a better understanding of what is happening when little is known about the phenomena being investigated or to assess phenomena in a new light. As there is rather little currently known about how NG staff's resilience is supported in school, conducting exploratory research is an appropriate approach to take, as it seeks to afford new insight into the phenomenon of NG staff's resilience.

3.3 Ontology and Epistemology

Bateson (1972) notes that all researchers that undertake qualitative research are guided by a sense of principles and beliefs or world views that are known as a paradigm. For this research, the position of social constructionism was chosen and is discussed below.

3.3.1 The ontological position

The author's ontological perspective is that of relativism. Relativism sees reality as a creation of the mind that is bound to a certain time and social perspective and as social perspectives change, what can be considered reality changes (Jaccard & Jacoby, 2010). According to Killam (2013) relativism holds the view that there are numerous constructions of reality which evolve from culture and experience. Therefore, what an individual perceives as real is influenced by their perceptions and therefore subjective and contextual (Killam, 2013). A plethora of realities can be formed from the same event and it is possible for more than one of these various realities to be correct. In addition, Guba and Lincoln (1994) claim that no constructions are true but rather more or less informed, therefore, constructions and their associated realities are changeable.

While relativism is of the opinion that knowledge is formed by individuals through a unique personal framework, realism holds the view that there is a single external reality in the world that is independent of people's understanding or beliefs about it. In other words, it can be measured objectively, is generalisable and bound by natural law (Jaccard & Jacoby, 2010; Coolican, 2014). Conventional science is built on realism, which maintains that once a truth or reality is realised, that knowledge is static and cannot be changed (Killam, 2013).

As this research is exploring Nurture Group staffs' experiences, it adheres to the relativist ontology as it is investigating their constructions of how their resilience has been supported in school. Their experiences of how their resilience is supported are unique to their own circumstances and are therefore socially and experientially based. This research does not seek to investigate whether Nurture Group staffs' experiences can be generalised but what their experiences are within a specific environment.

3.3.2. The epistemological position

The epistemological position for this research that was that of social constructionism, which places itself comfortably alongside the relativist approach (Fletcher, 1996). Participants in this study construct their meaning of

resilience and the support they experience for it as they live their lives and interact with that experience. For this reason, social constructionism appears to be a good epistemological position to take as the research is aimed at gaining knowledge of how resilience is being supported in school from NG staffs' perspectives, viewing NG staff as the experts in their own experiences. While some aspects of the research question may be shared, each participant will bring their own unique interpretations and therefore different realities of the same phenomenon that are perceived as equally true.

3.4 Research design

This research is based on a qualitative design. Creswell (2009) contends that qualitative research involves exploring and understanding a central phenomenon from the perspective of the individuals being researched, which makes it a suitable line of inquiry to take when the topic being investigated has not been carried out with a certain group of people or been explored before. Qualitative researchers tend to be focused on meaning and are interested in how people make sense of their world and experience events. Therefore, this research is interested in the quality of an experience rather than with the discovery of a cause and effect relationship (Mertens, 2015). As this research is based on a qualitative design, it complements the social constructionist epistemological standpoint.

Qualitative research designs allow researchers to engage in research in a bottom-up, participant led fashion. This allows for new understandings, theories and insights to develop (Willig, 2013). Varying methodologies were considered when planning the methodological approach such as Narrative Analysis and Thematic Analysis, but IPA was ultimately selected. An overview of IPA and the explanations for this selection are discussed below.

3.5 Interpretive Phenomenological Analysis (IPA)

IPA is a relatively recently developed and rapidly growing approach to qualitative inquiry that is committed to examining and exploring in detail how people make sense of their experiences in their personal and social world and the meanings they attach to those experiences to interpret and make sense of them (Smith & Osborn, 2008; Smith, Flowers & Larkin, 2009; Smith, 2010; Braun and Clarke, 2013). However, IPA also acknowledges that access to

experience is reliant on what participants tell researchers about their experiences, so researchers are unable to access a participant's world directly and needs to interpret the participant's account in order to understand their experience (Smith et al., 2009), meaning it involves a dual interpretative process. This research seeks to understand participants' experiences of how their resilience is supported in school; therefore, an IPA approach is appropriate.

IPA is shaped and underpinned by three main philosophies of knowledge: phenomenology, hermeneutics and idiography (Smith et al., 2009). These principles will now be explained in terms of their origin and assumptions.

3.5.1 Phenomenology

According to Willig (2013) phenomenology is concerned with how human beings experience the world in specific contexts and at specific times and offers us a rich source of ideas about how to explore and understand lived experience. Phenomenology is an approach that was developed by Edmund Husserl who was interested in the relationship between a given phenomenon and the person experiencing and observing it. He was interested in finding out how an individual may come to accurately know their own experience of any given phenomenon and argued that by focusing on the essential qualities of that experience and 'going back to the things themselves' (Smith et al., 2009, p12) these qualities may then shed light on a certain experience for others too. Husserl also acknowledges that there are many obstacles that can get in the way of us knowing our experiences and emphasises the importance of setting aside the assumptions that we have about the world around us. By doing so, Husserl believes that an individual can see the object of consciousness from different perspectives which then enables the individual to see the essence of that experience or phenomena (Smith et al., 2009).

Other philosophers, Heidegger, (1962) Merleau-Ponty (1962) and Sartre (1956/1943), are individuals in phenomenological philosophy that built on developing Husserl's work in contributing to a notion that people's experiences and perceptions are embodied, entrenched and immersed in the world in a particular social, historical and cultural context (Smith et al., 2009; Frost, 2011). They moved the idea of phenomenology from a descriptive transcendental

philosophy that sees us as beings that can transcend our own experiences of the world to see it as another person might towards a practical and interpretive worldly position that focuses on our involvement in the lived world, which is personal to each of us but also related to our relationship with the world (Langdridge, 2007). Thus, it is assumed that our understanding of experience is unique to the individual's relationship with the world and in IPA research, our efforts to understand other people's relationships to the world are interpretive and focus on their attempts to make meaning out of the things that happen to them (Smith et al., 2009). This thesis examines the experiences of NG staff in how school supports their resilience and aims to explore and describe how they make sense of their resilience and support in school.

3.5.2 Hermeneutics

The second theoretical underpinning of IPA comes from hermeneutics, which is the theory of interpretation. Hermeneutics informs the interpretative aspect of IPA and looks at whether it is feasible to uncover an author's original meaning or intentions and the relationship between a text's historical origin and the interpretation of it in the present day (Smith et al., 2009). Hermeneutics was developed by three key philosophers; Schleiermacher (1988), Heidegger (1962) and Gadamer (1990/1960).

Schleiermacher (1998) suggested that there is something unique about the intentions and techniques of an author, which in turn will impress a certain meaning upon the script they produce. This meaning is open to interpretation by the reader but must also be held within the wider context within which they were produced. For Schleiermacher, the aim of interpretation is to understand the writer as well as the script (Smith et al., 2009).

Despite phenomenology and hermeneutics being developed as separate philosophical movements, Heidegger (1962) offered hermeneutics as a prerequisite to phenomenology. The argument behind this is that interpretation is an essential part of phenomenology because phenomenology is looking for a meaning which might be hidden by the object's way of appearing to us. Heidegger (1962) believed that every interpretation had previously been contextualised in a previous experience within a certain context because

Heidegger supposed that human existence is related to the world as we exist within a particular historical, social and cultural context. Therefore, our understanding of objects or events in the world are always mediated and limited by existing knowledge (Frost, 2011). This is referred to as 'fore-conception' and acknowledges that an individual (or in this instance, a researcher) brings prior experiences, preconceptions and assumptions to their encounters. Heidegger suggests that while fore-conception is always there and can present itself as an obstacle in interpretation, priority should be given to the new object and not one's preconceptions. Therefore, interpretation can be seen as an interplay between the object of interpretation and the interpreter (Smith et al., 2009).

With regard to interpretation, Gadamer (1990/1960) emphasised the importance of history and the effect that culture and tradition has on the process of interpretation. Gadamer also explored Heidegger's concept of fore-conception and considered that individuals may only know their preconceptions once interpretation is underway. While our preconceptions are present, there is a dialogue that exists between what the text brings to us and what we bring to the text (Smith et al., 2009). Gadamer also agrees with Schleiermacher that an author does not automatically have interpretative authority over the meaning of a text but argues that it is important that we understand the meaning of what is being said before understanding what the author means.

As noted before, IPA assumes that in research participants are interpreting the experiences they had, and the researcher is interpreting the data they have collected based on the interpretations offered to them by the participants. This is known as the double hermeneutic (Braun & Clarke, 2013). Due to the researcher's involvement within the research, it is not possible to gain the direct access to the participant's world and experiences, so any analysis is an interpretation of that participant's experience (Willig, 2013). Through the process of IPA, this research reflects the meaning of experiences for the NG staff and the meaning of these experiences for the researcher.

One concept that is accepted by most hermeneutic writers is known as the hermeneutic circle, which is interested in the relationship between the part and the whole on different levels. To understand a given part (a word) you look at the whole (a sentence) and to understand the whole, you look at the parts. For

example, the meaning of a word becomes clear when it is seen in the context of a sentence and at the same time, the meaning of a sentence rests on the collective meaning of the words within that sentence. Approaches to qualitative analysis are usually described in a linear, step by step method and is also relevant to IPA. However, a key principle of IPA is the back and forth movement between different ways of thinking about the data (Smith et al., 2009). According to Smith et al. (2009) by moving back and forth through the analysis, IPA allows for the researcher to think about their relationship to the data and the way it shifts within the circle.

3.5.3 Idiography

The third main influence on IPA is idiography. Idiography focuses on the particular and is a contrast to the nomothetic approach to enquiry which is concerned with looking at a wide range of data from individuals and then making claims at the group or population level (Smith et al., 2009). The fundamental principle of an idiographic approach is to explore and examine the detailed experience of each case before moving on to producing any general statements (Pietkiewicz & Smith, 2012). Thus, IPA is idiographic as it is committed to analysing each individual case in detail. To be able to examine cases in this much detail, IPA makes use of small, purposefully selected samples of participants. Sometimes, this may involve writing up a single case study but more commonly, IPA is concerned with analysing single cases and then searching for patterns across the cases, highlighting shared themes and identifying how the themes play out for individuals (Smith, 2011). This research takes an idiographic perspective as it focused on the individual experiences for a few NG staff in considerable detail and compared certain elements of meaning in each case before moving to producing generalised claims about the support for resilience that NG staff have experienced while still allowing one to retrieve particular claims for any of the participants involved (Smith et al., 2009).

3.6 Rationale for using IPA

As Smith et al. (2009) notes, IPA centres on the interpretation of meaning for both the researcher and the participant as it focuses on phenomenology (the experience) and hermeneutics (the interpretation of that experience). Given the theoretical principles of IPA and how it is used to develop a greater

understanding of an experience, it is compatible with the exploratory purpose of this study. Additionally, as Willig (2013) explains, IPA does not make claims about the external world or explore the extent to which an individual's perceptions of an event relate to an external reality. Rather IPA is concerned with how a participant experiences a situation and therefore is consistent with the relativist ontological position of this research. Moreover, as IPA offers a glimpse into an individual's current understanding of their experience of a phenomenon (Smith et al., 2009) it fits with the research's social constructionist epistemological position.

In this research, the experience of support for resilience was interpreted through the participants' eyes and has occurred as the researcher listened to the participants as well as during in depth analysis of the interview through double hermeneutics. As mentioned before, IPA is also idiographic as it looks at in-depth analysis of individual cases. By focusing on a small number of individuals, the researcher was able to develop an in-depth understanding of each individual NG staffs' experience of how their resilience was supported in school, which also fitted well with the researcher's ontological and epistemological position as each individual will bring a different perspective.

3.7 Research participants

3.7.1 Sampling

This research was carried out within the LA the researcher was on placement in and used a purposive homogenous sample which is in line with the IPA methodology (Smith et al., 2009; Willig, 2013). Purposive sampling refers to a method of selecting participants based on particular features and enable a detailed exploration of the phenomenon being researched (Frost, 2011). A homogeneous sample refers to individuals who share the same characteristics or share the experience of a situation, event, group or condition (Willig, 2013). The sample was purposeful and homogenous as the research was exploring a particular experience – the experience of NG staff.

In this research, all selected participants needed to have been working in an NG for at least two years so that they had experiences within NG that had given rise to the possibility of them needing support for their resilience in school.

As the main focus of IPA is to gain a detailed account of an individual's experience, studies using IPA benefit from using small sample sizes so that a detailed and in-depth analysis of participants' experiences and perceptions can be understood (Frost, 2011). Regarding sample size, Smith et al. (2009) mentions that there is no right answer but that IPA studies benefit from a focus on a smaller number of cases, so a sample between four and eight interviews is ideal for professional doctorate students. Such sample sizes as noted by Smith et al. (2009) should give enough data so that meaningful points can be developed but not so many that the researcher is overwhelmed by the data and unable to explore each case in detail. A total sample size of between six to eight interviews was deemed suitable, considering time restrictions to the research, the researcher's availability as well as the feasibility and willingness of schools and participants to take part.

3.7.2 Recruitment

Initially, the researcher contacted the NG lead in the borough in May 2018, to identify which schools with an NG would potentially be open to research being carried out in their school. Of the fifteen NGs in the borough, six were identified by the NG lead as being suitable as they were well-established and had been open to research in the past. Once this list of schools was obtained, the researcher contacted the schools' link EP to ask for a point of contact within those schools to obtain consent from the Headteacher for research to be carried out in their school with their staff. Once the researcher had the contact details or names of appropriate people to contact (usually the deputy head teacher), an introductory letter (Appendix 3) and participant information letter (Appendix 4) were emailed to the deputy head teachers informing them of the research and asking if the head teacher would consent to research being conducted and then if the NG staff would consent to taking part. The link EP was also included in the email so that both the school and EP were aware that contact had been made. Of the six schools identified, five were contacted. One school was not contacted as the school's link EP had recently left the borough and the EP that had been allocated the school was a locum who the researcher struggled to contact. For this reason, it was felt that this school would not be used in the research as there was no link between the researcher and the school in the form of the school EP. Of the five schools, contacted, four agreed to take part. Once

informed consent from NG staff had been gained, times and dates were agreed to carry out the interview.

Although four primary schools agreed, the time that it took for some schools to respond caused the researcher to grow anxious that they would not have enough participants, so to increase sample size, they contacted two of their own schools that ran NGs. Of these schools, one school agreed, and the NG staff had not had contact with the researcher before. By the end of June 2018, the researcher had conducted eight interviews with NG staff in primary schools in the socio-economically disadvantaged areas of an outer North London borough. All participants were interviewed individually apart from P7 and P8 as they preferred to be interviewed together.

Table 3.1 presents a table of how long each participant had been in their current NG role at the time of interview, their role in NG and Key Stage they supported in NG.

Table 3.1 Showing length of time each participant has been in their current NG role.

Participant	Duration in current NG	Teacher or TA	Key Stage (KS)
P1	10 years	TA	KS1
P2	8 years	Teacher	KS1
P3	3 years	Teacher	KS1 & KS2
P4	10 years	TA	KS1
P5	8 years	Teacher	KS1
P6	2 years	Teacher	KS1
P7	4 years	Teacher	KS1
P8	2 years	TA	KS1

3.8 Research technique

3.8.1 Semi structured interview

A semi-structured interview schedule was developed to guide the current research enquiry. In accordance with IPA, open questions were used to elicit information that the participants consider relevant (Appendix 5). The interview focused on strength-based practice rather than difficulties encountered.

Moreover, the questions used were positively framed so that ideas about how NG staff resilience can be further promoted and what role EPs might have in this could be co-constructed. In addition, probing questions were also used to help participants fully express their experiences and allow the researcher to gain greater insight into their experiences as well as the meaning and interpretation they assigned to them.

Smith et al. (2009) state that the aim of developing an interview schedule is to enable a relaxed interaction with the participant, asking open ended questions that help them to give a detailed description of the experience being researched. In addition, it also helps the researcher to be engaged, attentive as a listener and more responsive and flexible as an interviewer. However, the aim is not for the interview schedule to be used as an agenda that the researcher needs to follow but rather as a guide. Without prior thought to the sort of questions to ask, Smith et al. (2009) argue that the researcher may be more anxious and ask more closed questions. Smith et al. (2009) also note that a more anxious interviewer may lead to the participant feeling uncomfortable. For this reason, a semi-structured interview was chosen over a non-structured interview.

3.8.2 Data collection

Eight participants agreed to take part and be interviewed, with data collected over an eight-week period during term time between June and July 2018. All interviews were arranged via email and took place in the schools within which the NG staff worked. Participants were given dates that the researcher was available for and asked to select a date that suited them best. All interviews took place in either a small quiet room or the NG classroom and the researcher requested that the rooms be quiet, private and comfortable so that the participants could talk freely without being disturbed or interrupted. At the beginning of each interview, the researcher reminded the participants what the research was about, the purpose of it and what it would involve as well as ensuring participants were still happy to proceed with the interview and then signed consent forms to signify that they had understood the information (Appendix 6).

All interviews were completed by the researcher, lasted between 10-60 minutes and audio recorded, with the permission of the participants, to enable transcription. The use of a recording device allowed the researcher to remain focused on listening and attending to the participant's responses. Gray (2018) points out that if data has not been collected carefully, the analysis stage is made redundant. For this reason, audio recording the interviews means essential information is recorded and the words of the interviewee are captured accurately. The researcher also used two audio recorders in case one of the recording failed. Once interviews were completed, the researcher debriefed the participants (Appendix 7), so participants could ask any questions, be signposted to appropriate supporting agencies, be given a summary of the research and contact details for the researcher and their research supervisor (Braun & Clarke, 2013). Audio recordings were kept on an encrypted remote hard drive and deleted from the recording device.

All interview recordings were transcribed verbatim (as Smith et al. (2009) note is required for IPA) onto a private, password protected computer. All interviews and individuals were anonymised, and identifiable data was removed, with participants being numbered 1-8. Once all interviews were transcribed and the data was analysed, the audio recordings were destroyed. Smith (2008) maintains that researchers should always be able to provide evidence linking the raw data to the final research report, which can be done by keeping a paper trail of analysis (Flick, 1998). Availability of a paper trail allows an auditor to retrace all stages of the analysis and reassures others that the research has been completed and documented carefully and professionally. The anonymised data has been held in accordance with University of East London's (UEL) guidelines on research data storage and will be kept for as long as UEL's data protection policy states and destroyed once this time has elapsed.

3.8.3. Data analysis

As mentioned previously IPA was employed to analyse the data. According to Smith et al. (2009) IPA can be described by a set of 'processes (e.g. moving from the particular to the shared, and from the descriptive to the interpretive) and principles (e.g. a commitment to an understanding of the participant's point of view, and a psychological focus on personal meaning making in particular

contexts) which are applied flexibly, according to the analytic task' (Smith et al., 2009, p. 79). Pietkiewicz and Smith (2012) note that IPA aims to offer evidence of the participant's sense making of the phenomena under investigation while recoding the researcher's sense making at the same time. Smith et al. (2009) claim that there is no right or wrong way to carry out IPA and advise researchers to be flexible and creative in their thinking. They do however acknowledge that researchers encountering IPA for the first time will need a set of more general principles to follow and for novice researchers embarking on IPA, Smith et al. (2009) advise that they follow the suggested set of steps and adapt them as and when they feel comfortable to do so.

Before engaging in the initial stage of IPA, the researcher transcribed each audio recorded interview themselves (see Appendix 9). During this stage, the researcher used a transcription website called 'O Transcribe' to play the recordings as it allowed for the researcher to pause the recording and adjust the text for any inaccuracies typed. In addition, it also allowed the researcher to slow down the speed of the recording to ensure that the researcher accurately recorded what participants said when they spoke too fast.

The framework for IPA analysis outlined by Smith et al. (2009) guided the process of analysis for the current research.

Each transcript was analysed ideographically and in keeping within the boundaries of IPA's idiographic approach, ideas and emergent themes were bracketed for the first participant whilst the researcher analysed the second participant and so forth for all of the eight participants. An example of the depth of analysis used at the early noting stage can be seen in a copy of P5's full transcript (see Appendix 10).

The next stage involved the development of emergent themes.

As the researcher was using IPA for the first time, she decided to employ the stages proposed by Smith et al. (2009) for data analysis and were as follows:

- **Reading and re-reading** - The first stage of IPA involved the researcher familiarising themselves with the data by repeatedly listening to the interview and re-reading the transcripts so that the focus is on the participant's experience (Smith et al., 2009). By doing this the researcher

became familiar with the recording and the transcript before beginning the process of analysis.

- **Initial comment making on individual transcripts** – At this stage of the analysis, the researcher created a table in which the transcript was copied and pasted into the middle column. The data was explored line by line in order for the researcher to better understand it. On either side of the transcript was a column (for example exploratory comments and emerging themes, see Appendix 10). The researcher typed initial notes and explorative comments on the right-hand side. Initial comments were broken down into three areas:
 - Descriptive - (normal text): these focus on describing the content of what participants said;
 - Linguistic – (italics): theses focused on the language participants used;
 - Conceptual – (underlined): these focused on underlying meanings and what the it was the researcher thought the participant was trying to convey, offering a greater level of interpretation. Moving towards the meaning across the interview rather than focusing on individual occurrences.
- **Developing emergent themes** - Emergent themes were created by rereading the notes and referring back to the original text. Emergent themes were generated by creating links between the comments made by participants and the researcher's own interpretations, were expressed as short phrases and were recorded in the left-hand column. See Appendix 10 for an example of the development of emergent themes.
- **Searching for connections across emergent themes** - Once emergent themes were established, the researcher identified patterns and connections between emergent themes employing the processes of Abstraction, Subsumption, Numeration, Polarization and Contextualisation, as outlined by Smith et al. (2009). This was done by writing all emergent themes on to post it note tabs and re-organising them spatially, with closely related themes placed spatially close to one another. See photo 1 below for an example of the organisation of superordinate themes for one interview.

[illegible]

- Smith et al. (2009) note that, ‘a good IPA study will always have a considerable number of verbatim extracts from the participants’ material to support the argument being made, thus giving participants a voice in the project and

allowing the reader to check interpretations being made,' (Smith, Flowers & Larkin, 2019, p.180). For this reason, quotations were selected from the transcripts and incorporated to represent the interpretative findings. Each quotation was referenced with participant number and line number so that it could be easily found within the original transcript, (e.g. P7, 112-113).

3.9 Trustworthiness and reflexivity

To ensure that quality of the data collected from this study, there are a number of issues Shenton (2004) described surrounding trustworthiness and are addressed below.

3.9.1 Credibility

Credibility is similar to internal validity and is concerned with the confidence that the researcher has in the accuracy of the research findings (Gray, 2018). One way in which this was achieved was by obtaining feedback from family members and supervision with her director of studies to check the processes and outcomes of the analysis as a way of checking for and highlighting biases and clarifying interpretations of categories and themes identified. Credibility was also achieved by extended engagement with the research throughout the stages of data collection and analysis.

3.9.2 Transferability

Transferability refers to the extent to which the research findings can be generalised to other contexts. Smith et al. (2009) argues that when looking at qualitative data it is better to think in terms of 'theoretical transferability' (Smith et al., 2009, p51). This means that the reader can make links between the IPA, their experiences and the claims in the literature presented. Smith et al. (2009) argue that by giving a rich, detailed transparent and contextualised analysis of the participants' accounts, the reader should be able to make judgements on how applicable the research is to their own experiences. This was achieved in the current thesis.

3.9.3 Dependability

Dependability can be seen as the equivalent to reliability in quantitative research (Gray, 2008). To achieve dependability, the researcher ensured that they gave

a detailed description of the process of the study which included methods of data gathering, analysis and interpretation. This is known as an inquiry audit (Amankwaa, 2016). In order to trace the development of themes in the data, the process of analysis is outlined above, while records of each of the stages of analysis were also included in the appendices (appendices 5, 9-10). By tracking the development of the analysis, it should be evident to the reader how the themes emerged through the process of IPA. Dependability was also achieved by the researcher's Director of Studies reading the current research.

3.9.4 Confirmability

Confirmability is similar to objectivity concerned with the extent to which findings are affected by the researcher's personal interests and biases. Within this research, the interviews were audio recorded and therefore the researcher was able to have a peer carry out a confirmability audit to ensure that the researcher was not leading the participants' responses and the data could be traced to the original transcripts. In addition, the use of an audit trail, supervision, peer review and the use of a research diary ensured that the findings of the research were grounded in the raw data

3.9.5 Reflexivity

Creswell (2009) notes that when undertaking qualitative research, the researcher discusses their position within the research and demonstrates that the researcher is being reflexive. Braun and Clarke (2013) stipulate that all good quality research requires the researcher to engage in reflexivity. Being reflexive means that the researcher is aware that they are not a neutral observer but is implicated in the construction of knowledge and is likely to have an influence on the research due to their own biases, assumptions, cultural background and experiences (Gray, 2018).

As the data collected in this research was qualitative and the interpretive nature of IPA, it is likely that the researcher influenced the interpretations made. As the researcher had previously worked in a primary school, they had first-hand experience of how resilience has and has not been supported within a school. Hence, reflexivity was important as these experiences could have influenced the research and the questions asked during the semi-structured interview. To

promote reflexivity within this research, a reflective diary was kept and was used to document thoughts, feelings and reflections throughout the research process (Smith, 2008). The researcher also had regular supervision session and informal discussions with fellow researchers. A personal account on reflexivity is available in the Discussion chapter.

3.10 Validity in IPA

When considering the quality of IPA research Smith et al. (2009) considers two methods that can be used to assess the quality of qualitative research that link well to IPA. These are the four broad principles proposed by Yardley (2000) and the Independent Audit (Yin, 1989).

3.10.1 Yardley's Principles

1. *Sensitivity to Context* – Yardley argues that good quality research demonstrates sensitivity to context and can be demonstrated by referring to the existing theoretical and empirical literature (Smith, 2008). In addition, sensitivity to context requires a researcher to be considerate to the perspective and socio-cultural context of the participants and can be shown through the relationship between the researcher and the participant, questions asked and sensitivity to the data. In the current research, these issues were addressed throughout the research process. Relevant literature was discussed in the Introduction and Literature Review chapters and drew links with the current research. The impact of the relationship between the researcher and participants was considered as well. As a TEP, the researcher has acquired the skills to work with all members of staff within a school and these skills were utilised to ensure that rapport with the participants was developed, questions were carefully worded, explanations were clear and all participants felt comfortable and safe to take part.
2. *Commitment and Rigour* – Yardley describes commitment as the level of attentiveness to the participant during the collection of data and the care taken in the analysis of each case. Within this research the researcher ensured participants felt comfortable and was attentive and listened closely and respectfully to what was being said. The researcher had also

spent four years working in a primary school, which allowed her to develop an understanding of how staff may experience school. In addition, the researcher spent a lot of time reading up on NG literature to develop an understanding of what NGs entail and the role that NG staff play. Yardley refers to rigour as the thoroughness of the study, such as the appropriateness of the sample, the quality of the interview and comprehensiveness of the analysis undertaken. As a TEP, the researcher's questioning skills have developed as she has progressed through the training programme, ensuring high quality interviews that sought to delve into the participants' experiences and acquiring rich accounts from the participants.

3. *Transparency and Coherence* – Transparency refers to how clearly the stages of the research process were described in the write up of the research while coherence relates to how the research conducted related to the underlying theoretical assumptions of the approach that was implemented. Within this research a full account of the research technique and data gathering process was explained as well as the ontological and epistemological position and justification as to why this was a good fit with the methodology and data analysis chosen.
4. *Impact and Importance* – According to Yardley, the true validity of research lies in whether it tells the reader something useful, important or interesting. No research was found that had previously been carried out to explore NG staffs' experiences of how their resilience is supported in school. Therefore, it is the researcher's view that this research offers a useful and important perspective into how support for resilience is experienced by NG staff.

3.10.2 Independent audit

Yin (1989) suggests that one way of checking for validity in research is to have an audit trail which can be described as a chain of evidence that leads one from initial notes on the research to the final report. Adopting this process allows for the rigour, credibility and plausibility of the research to be checked and ensure that there is a logical step-by-step trail through the sequence of evidence.

Validity for this research was checked through peer checks and by the author's Director of Studies.

3.11 Ethical considerations

When conducting research it is important to recognise the need for all research to reflect on and be bound by ethical codes of practice. Willig (2013) states that researchers are responsible for protecting their participants from harm or loss and should always endeavour to preserve the dignity and psychological well-being.

The British Psychological Society (BPS) (2010) state that 'research ethics refers to the moral principles guiding research from its inception through to completion and publication of results' (BPS, Code of Human Research Ethics, p. 5). The BPS set out four principles: 'Respect for the Autonomy and Dignity of Persons', 'Scientific Integrity', 'Social Responsibility', and 'Maximising Benefit and Minimising Harm' (BPS, Code of Human Research Ethics, p. 7). In this research, ethical considerations and risk assessments were informed by the Code of Ethics and Conduct issued by the British Psychological Society (BPS, 2009), the Health and Care Professionals Council (HCPC, 2016) and UEL's code of practice (UEL, 2010). The research proposal gained UEL ethical approval (Appendix 8). Permission was also sought from the Principal Educational Psychologist (PEP) and NG Lead of the LA in which the research was conducted.

One of the schools that had agreed to take part was the researcher's place of employment prior to gaining a place on the doctorate. For this reason, the researcher had to consider whether interviewing participants from that school would be appropriate. The researcher did not have contact with the NG staff while working there and had only had brief contact with them; hence she sought the views of her research Director of Studies and decided that given the time frame and limited interaction with the NG staff, including these participants in the research would not influence the data.

All participating schools and NG staff were informed of the purpose of the research through an information letter prior to engagement with the researcher.

Informed consent was gained. Participants were also informed about how the data would be anonymised, used, shared and stored (on an encrypted remote drive) and that once interviews were transcribed, the audio recording would be destroyed. The right to withdraw was reiterated. at the beginning of the interviews. (Robson, 2002). Participants also had the opportunity to ask any other questions they had about the research.

To ensure that participants left the interview feeling positive and unaffected by the interview, the researcher factored in time for a short debrief to check the emotional well-being of the participants in case the interview had raised any uncomfortable feeling (re-referral to Appendix 7). At this point participants were signposted to appropriate supporting agencies if they felt that they had been affected by the interview, but no participants indicated that it was necessary. Participants were also given a summary of the research and contact details for the researcher and their supervising Director of Studies (Braun & Clarke, 2013).

3.12 Chapter summary

This chapter outlined the ontological and epistemological positions and gave an account of the methodology used, design of the study as well as the data gathering strategies used to undertake this research. The approach to data analysis was explained with a clear reason for its selection. Issues of trustworthiness and ethical considerations were also examined to ensure the quality and validity of this research as well as the role of reflexivity within this research. The next chapter will present the analysis of data and the findings that emerged from the analysis.

Chapter Four: Findings

4.1 Chapter Overview

This chapter outlines the findings generated from the IPA of interviews conducted with NG staff. The data was analysed using the framework promoted by Smith et al. (2009) for IPA research. In line with IPA analysis, the findings will be presented as superordinate themes and sub-themes and will be illustrated by a figure and a table. The sub-themes linked to each superordinate theme will be described and commented on with quotations from participants being used as evidence for the researcher's interpretations and to highlight how the sub-theme links to the superordinate theme.

4.2 Presenting Superordinate themes and Subthemes

Superordinate themes were identified and are shown in Figure 3 below. Each superordinate theme along with the subthemes of each superordinate theme are also represented in Table 4.1.

Each theme will be introduced and analysed with a focus on interpretation of the experiences shared by participants as well as those which are unique to some participants.

The findings are presented at two levels:

- 1) Group superordinate themes: These are overarching themes which include the sub themes.
- 2) Sub themes: These are core themes which underlie the superordinate themes.

Figure 3: Superordinate themes of NG staffs' experiences of resilience and supportive factors

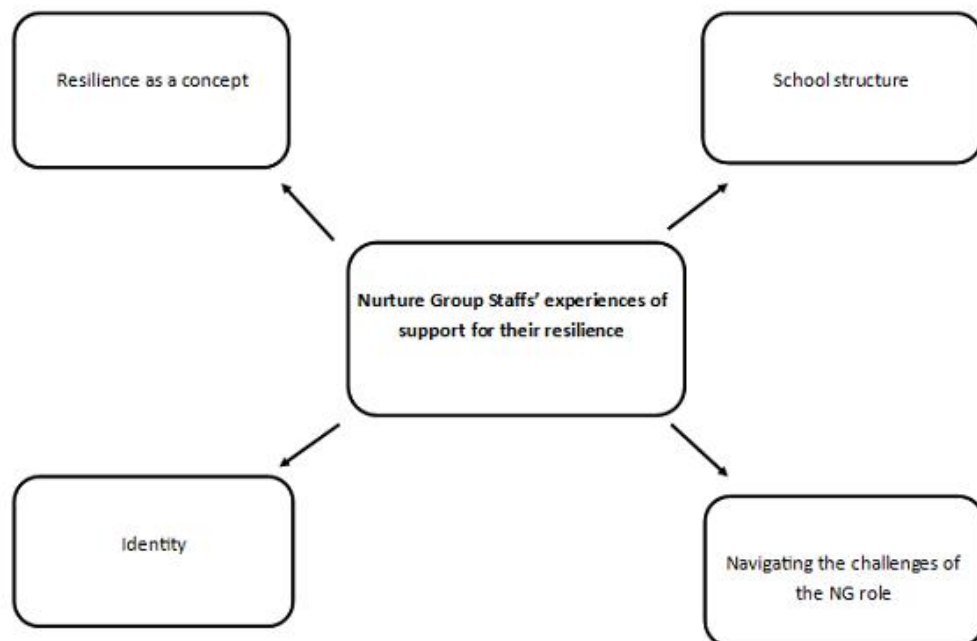


Table 4.1: Superordinate themes and subthemes

Superordinate Theme	Sub theme
1. Resilience as a concept	1a. Beliefs about resilience 1b. Feelings related to resilience 1c. Self-perception of resilience
2. Identity	2a. Sense of purpose 2b. Feelings about work in NG 2c. Professional and personal development
3. School structure	3a. Feeling of trust and being valued 3b. Feedback 3c. Communication 3d. Nature of support and recovery 3e. Relationships
4. Navigating the challenges of the NG role	4a. Flexibility and adaptability 4b. Recognising and managing thoughts and emotions 4c. Pressures and expectations

The rest of the chapter will focus on presenting each of the superordinate themes and each of their associated subthemes. As noted in Figure 3 and Table 4.1 the superordinate themes identified were Resilience as a concept, Identity, School structure and Navigating the challenges of the NG role.

4.3 Superordinate Theme 1: Resilience as a concept

The concept of resilience was a saturated theme as all participants expressed an understanding and experience of resilience with similarities and difference in their understanding and experiences. Three sub themes reflecting different aspects of resilience as a concept were identified: beliefs about resilience, feelings related to resilience and self-perception of resilience. These are explored below.

4.3.1 Subtheme 1a: Beliefs about resilience

Beliefs about resilience was identified as a subtheme as all participants except P8 expressed their understanding of what resilience meant to them and seemed to perceive and understand resilience in similar ways, with perseverance and bouncing back from difficult situations being key words used to describe resilience by most participants.

For instance, P1 described resilience as being related to their ability to having confidence to be able to carry on with a task. While P1 described their understanding of resilience as persevering and having confidence to continue with a task, responding with a questioning tone suggested that they were unsure of their understanding of resilience but are still prepared to try and give an explanation as to what it means for them, thus suggesting their ability to try:

“Too...persevere? To think that if they can’t do something and persevere and try and have the confidence to continue with it.”

(P1, 11-12)

P2 similarly described resilience as overcoming setback by being able to recover and have a positive perspective when faced with difficult situations. Describing resilience as one having strength suggests that they perceive inner strength as necessary for resilience:

*“... being able to...come back after something difficult has happened?
Erm...strength erm...er... yeah just more, just more about being able
to...bounce back when difficult things have happened.”*

(P2, 10-12)

P3 highlights the importance of perseverance and positive thinking when considering the notion of resilience. P3's language suggests that resilience for them is concerned with inner strength, keeping their emotions controlled and focusing on what they need to do practically to experience success in difficult situations:

“Erm... resilience is like the bounce back. So, when things are tough when everything's gone wrong, or when in whatever way, just being able to get on and plough through and pick yourself up, dust yourself off and put your game face back on.”

(P3, 23-25)

For P4, the use of language could suggest that they are unsure of what resilience may mean and want to make it clear to the research that their understanding of resilience is what it means to them and therefore could be wrong or right. The use of the word “*obviously*” implies that they are seeking confirmation for their understanding of resilience and while they are sure of what it means to them, they are unsure if others would hold the same meaning:

“...so resilience is obviously, I guess, for me you know, never giving up, always like, always for me to try my best.”

(P4, 197-198)

Similarly, P5 is also clear to the researcher that they are offering their own interpretation of what resilience means. Without using the word perseverance, they indicate that it is an important factor in resilience and that what is central to them is being able to be successful in their ways of approaching difficulties:

“Resilience to me, I think is being able to face difficulties and try and find ways to manage them. Sometimes...um...not giving up as well, that’s really important, but trying to find ways around those difficulties, to manage them effectively.”
(P5, 34-36)

Unlike the other participants, P7 understands resilience as having the ability to seek support when faced with difficulties as well as bouncing back. P7’s emphasis on talking to others and not having to face difficulties on their own suggests that support networks are an important factor in resilience for them; and they see value in being given strength from others to overcome difficulties and not having to face difficulties alone. P7 reports that they feel any difficulties should be solved rather than letting things “spiral out of control” which suggests that an important aspect of being resilient is the immediacy in seeking support when experiencing a difficult situation:

“Resilience to me is being able to...to bounce back..... being aware of the systems that are here to support us and that’s what it is. It’s having that awareness, having that...knowing that you...you don’t have to, you have a problem, it’s, there are people you can talk to. There are, there’s someone you can go to with that problem and resolve it rather than let it spiral out of control and so it’s bringing you down. It’s about having a safety net, resilience is knowing that safety net that is there.”
(P7, 115-128)

Summary of subtheme – Beliefs about resilience:

- Being able to bounce back
- Thinking positively
- Having confidence in own ability to complete a task
- Having a support network around
- Persevering when faced with challenging situations.

4.3.2 Subtheme 1b: Feelings related to resilience

The theme of feelings related to resilience refers to feelings mentioned by participants that they felt were related to resilience and included positive and

negative feelings. This subtheme is saturated as all participants identified feelings they experienced that they felt had an impact on their resilience. Positive feelings identified that related to resilience included feelings of autonomy, empowerment, pride, self-worth and ownership of their role.

For instance, P2 described feelings of autonomy in being able to undertake their job and having the self confidence that they have the skills and experience to be able to carry out their work successfully, suggesting that they feel competent in their role:

“... we kind of prefer to just be left on our own because we do feel confident that what we are doing is the right thing...”

(P2, 57-58)

When describing what has helped them to cope with daily stresses in school, P3 noted:

“...the way they’ve let me create the role and adapt and change it means that I’ve been able to do my own timetabling and swap things out so I feel like...and they’re very flexible with that...so I go in and say ‘I’ve got this idea, I want to do this, I want to try that,’ so that helps. Because you know, I own the timetable to start with and then just go ‘I can’t cope, it’s too much’ and then I say, ‘I can’t, I need to build in more breaks for us’ and that was always accepted...”

(P3, 128-133)

P3 described how being given the freedom to create the role that they wanted has given them ownership over their role as well as empowerment. In talking about “*owning the timetable*”, P3 has control over what their work looks like and is able to change it depending on their needs at that time. This can be seen to support P3’s resilience as they feel in control of their work and trusted to be able to meet the needs of the pupils as they see fit.

Feelings of self-worth were described by P6 in response to how they felt when given the role of NG teacher:

“...Um...worthwhile of course, I feel like, yes I have, I see myself as...I started thinking differently so...”

(P6, 49-50)

P6's response possibly indicates that they were unsure of their worth before being given the role of NG teacher and the use of the words “*of course*” suggests that a positive feeling would be expected and is natural. The researcher's interpretation of this is that without being given such an opportunity they may not have thought of themselves as having skills to be able to carry out such a role, and this may be recurrent under a different subtheme, **feelings about the work in NG**, similarly with the analysis below:

As noted previously, pride was one positive feeling associated with resilience. P8 described experiencing feeling pride in themselves when they know that the work they are doing is helping to change pupil's experience of school. The researcher's interpretation of this is what they do is having a good effect on pupils and helps to motivate them as well as the notion of them making the right choices:

“...yeah it makes you feel good, that you know, you're doing the right thing and...um making a difference for the children as well.”

(P8, 399-400)

While the interview questions were framed positively, participants discussed their experiences of negative feelings and the impact this had on their feelings of resilience. By contrast, negative feelings related to resilience were associated with feelings of self-doubt, loss of control, feeling powerless and experiencing negative emotions in relation to outcomes for pupils.

Feelings of self-doubt were described by P8 who questioned their ability to continue working in their role. The researcher has interpreted this as P8 feeling overwhelmed, emotionally and physically drained as well as not being certain that they have the skills and ability to continue their work. P8 also described themselves as needing to carry on for “*this child*” suggesting that they felt responsible for the pupil and that all their efforts were focused on one pupil:

“...kind of thinking 'right okay, can I keep going?' you know, 'have I got the strength to keep going for this child?’

(P8, 285-286)

Feelings of failure and responsibility were mentioned by both P6 and P4 with regards to working with pupils and not seeing the outcome they had hoped for:

“You're going to feel disheartened, you know, feel sad, to know that 'okay, I haven't done much for this child and I could have done better' or 'what did I do wrong then?' because if you have this child for two or three terms and there is no improvement, it means that something is wrong.”

(P6, 295-298)

The researcher interpreted P6's feelings of failure as being related to expectations they had of themselves and their work as being able to create change for pupils. The researcher interpreted P6 as feeling a personal responsibility for progress not being seen in a pupil. The researcher also acknowledges that this may be recurrent under a different subtheme, **pressures and expectations**.

Similarly, P4 describes themselves as feeling as though they failed a pupil. The researcher interpreted this as them feeling responsible for the pupil and carrying that feeling of responsibility with them:

“...maybe in my own self I just felt... maybe I'm failing him or her, do you know what I mean?”

(P4, 92-93)

In describing a situation where P1 was injured by pupil, the researcher interpreted P1 as feeling vulnerable and as though their personal space has been violated, as P1 also talks about how it was difficult for them to remain “*positive*” when they had felt that the situation had not been managed well. Use of the word “*violently*” suggests that P1 interpreted this incident as one that significantly impacted their resilience and as though an injustice had been done

when stating that there was no “consequence”, suggesting that they felt emotional pain as well as physical pain:

“...if you’re still having the child who is violently hit you still there in amongst your space, it’s very...it’s more difficult to stay positive and especially when the child doesn’t understand, well they have physically hurt you and there should be consequence so yeah ...”

(P1, 93-94)

Summary of subtheme – Feelings related to resilience:

- Autonomy
- Empowerment,
- Pride
- Self-worth
- Ownership of role
- Self-doubt
- Loss of control
- Powerlessness
- Negative emotions related to outcomes for pupils

4.3.3 Subtheme 1c. Self-perception of resilience

Participants’ perception of their own resilience was mentioned or inferred by all participants and was therefore identified as a sub-theme of resilience as a concept.

Changes to resilience were discussed by some participants while others appeared to suggest their level of resilience had not changed between starting their role in NG and the present.

P2 for instance described their resilience as changing over time but currently feeling as though they are managing well. The researcher interpreted P2’s openness and honesty about their past difficulties with depression as acceptance that they have moments in their life where their resilience has been impacted as a result of their own mental health. The researcher also interpreted the use of the phrase “*at the moment*” as P2 viewing their resilience in the present and feel that it could change:

“...currently I’m doing well. In the past I have...I’ve had a couple of breakdowns, I’ve had, I’ve suffered from depression a couple of times. But at the moment, I’d say I’m fairly resilient.”

(P2, 14-16)

Similarly, P5 describes their level of resilience in the present moment and talks about how it has changed over time as a result of their work. The researcher interprets P5 as describing themselves as not having a choice but to develop their resilience due to the nature of their work:

“Um...I think my current level of resilience is pretty good. You do develop quite a thick skin when you’re working with vulnerable people...I think you do develop quite a resilience because you have to.”

(P5, 40-43)

While some participants discussed resilience as changing over time, other participants reported their resilience as more constant.

For instance, P3 and P4 talk about personal qualities that they have that contribute to their resilience. This suggests that they may feel they have a pre-disposition to resilience and have a level of self-confidence and belief in themselves that helps them to feel resilient. The researcher also interprets P3 and P4’s resilience as being part of their identity as they describe themselves as having qualities that enable them to be resilient:

“Er...I think I’m pretty good at resilience. I think I’m quite.... calm, very rarely do I let it get to me and take it personally”

(P3, 38-39)

“I guess really I’m just a resilient kind of person anyway, you know I do that, get on with whatever and then you’ve just got to carry on.”

(P4, 219-220)

In describing themselves as just having to “*carry on*”, the researcher interprets P4 as not dwelling on the difficulties they are experiencing and having a positive frame of mind that is focused on moving forward.

Summary of theme – Self -perception of resilience:

- Changing over time
- Predisposed to being resilient
- Innate

It is also important to acknowledge that while the researcher identified the quotes above as falling under the superordinate theme of resilience, some quotes as those made by P6 (296-298) could also fall under the subtheme of pressures and expectation and feelings about work in NG.

4.4 Superordinate Theme 2: Identity

The second superordinate theme that was found, related to a sense of identity within NG and appeared to be determined by several factors, placed under three sub-themes: A sense of purpose, feelings about work in NG and professional and personal development and are explored below.

4.4.1 Subtheme 2a: Sense of purpose

Most of the participants discussed their own views about the purpose of their work in an NG or reasons for wanted to work in an NG. While some participants talked about a sense of purpose as coming from the work they do, others discussed how the role itself felt as though they had a sense of purpose. P2 for example, talked about feeling needed by pupils all the time, suggesting that their sense of purpose is one of always needing to be there for their pupils:

“the children just constantly need us”

(P2, 116-117)

P3 talked about members of staff at school asking for their opinion and advice. This seemed to be important for them in the role that they had within school and made them feel needed by members of staff as a form of support and guidance.

In being asked by the headteacher for their opinion, P3 places emphasis on how much their input is valued:

“...people value my opinion on certain things and then they’ll come and ask me what I think. Like the headteacher had something she really wasn’t sure about with a child, so she called me and was like ‘oh you know, what do you think?’...”

(P3, 72-75)

P3 then talks about being given the opportunity to create change in the school. The researcher interpreted P3 as seeing themselves as a leader with a desire to influence change and being able to further embed themselves within the school:

“...since me going in there it has been very different from how it was before and we were hoping that we would look after the behaviour of the whole school and that, I kind of pulled that together...”

(P3, 99-102)

In the quote below, P5 described the goal of their work as supporting pupils to be able to transition back into a mainstream classroom. It is the researcher’s interpretation that P5 emphasises moving pupils back into the classroom as the most important aspect of their work with the phrase, *“that’s why we do what we do”* being used to justify the work that they carry out in order to reach their goal:

“...ultimately, we want the children to function back in class, that’s why we do what we do...”

(P5, 323-324)

In thinking that other members of staff may want to have the opportunity to work within the NG, P4 discussed how they see being in the NG as their identity and the work giving them purpose. In interpreting this, the researcher suggests that being in the NG gave P4 meaning in their life and that the work they do in NG is their sense of purpose:

“I don’t know what would be next for me. That’s my thing,”

(P4, 154)

In commenting that they “*don’t know what would be next*” for them and describing the work they do as their “*thing*”, P4 appears to connect their work to themselves and sees it as part of them.

Summary of theme- Sense of purpose:

- Needed by pupils
- Support for staff
- Creating change in school
- Work is done for pupils
- Work gives them purpose

4.4.2 Subtheme 2b: Feelings about work in NG

Feelings about the NG role were identified as a subtheme as many of the participants mentioned positive or negative feelings related to their work in NG.

In discussing a time when they felt they mattered in school, P2 spoke about experiencing positive feelings related to their work in the form of recognition of their work from parents. P2 describes this as making them feel as though their job is “*worthwhile*”, which the researcher interpreted as P2 feeling as though their job and the work they do is important and is acknowledged by others.

“...you do get the occasional parent that comes and says, ‘wow like you really made a difference and we really appreciate what you’ve done’ and that always makes you feel like your job’s worthwhile.”

(P2, 37-39)

P4 frequently discussed the positive feelings they had regarding their role, which were related to enjoyment and satisfaction of their work. The researcher interpreted P4 as describing themselves as someone making a difference to the pupils they supported and interpreted the use of the word “*thoroughly*” as one of wanting to emphasise how much pleasure and satisfaction they felt from doing their job:

“...I just, I just, I just really thoroughly enjoy it, knowing that I’m helping these children...”

(P4, 49-50)

Like P4, P7’s positive feelings related to their work in NG linked to their enjoyment of working directly with children and their identification and self-awareness of where their strengths lay. P7’s passion for their work is in the engagement they have with children:

“I like to work with children. I don’t like to be stuck in an office doing paperwork, I’m better off in the classroom working with you know, the children. So I know that’s where my skills are and I know that’s where my love is.”

(P7, 51-52)

P5 discussed how they can sometimes become so involved in their work when it is it difficult and repetitive that they often struggle to see past the difficulties they are experiencing to make progress and can make decisions that lack foresight. The researcher interprets the words *“job, any job”* as P5 trying to generalise this feeling to all jobs and that their feelings of getting “bogged down” are not specific to the NG role but can be experienced by anyone:

“I think sometimes you do get a bit bogged down when you’re in a job, any job and you’re doing it every day. Sometimes you can get a bit short sighted,”

(P5, 269 – 271)

P5 then continued to discuss feelings of frustration in their work related to provision they put in place not being followed through once pupils return to their classroom. P5 appeared to be understanding of the demands placed upon mainstream teachers and gave reasons for strategies not being continued but also expressed a sense of irritation when this occurred as it took time that could have been used elsewhere. The researcher interpreted this as P5 expressing that their time is precious and when it is not felt as though they have used their time properly it can cause them to feel a sense of discouragement:

“... yeah, that can be hard, and I know the majority of people, absolutely want to do it, and they might start doing it, but then demands of the regular day get taken over. Particularly if you've got a hard class or if you've got a full class and as I say, without extra support, that makes it really difficult. But yeah, that can be very frustrating because it's really time consuming, making resources and spending time going through them.”

(P5, 377-382)

The researcher also acknowledges that this may be recurrent under a different subtheme: **feelings related to resilience.**

P3 discussed not always feeling skilled or engaging in good practice as a result of not having their work overseen by another professional which could have an impact on their resilience as they are not always sure they are working in the right way for pupils. P3 expressed that while they continued with their work, even in times of difficulty, they experienced feelings of self-doubt in their role. P3's feeling of needing supervision all the time also suggests to the researcher that they feel they need more guidance and support in their role:

“In this role I don't feel there's enough of a supervisioney type um... thing and there are times that are difficult and you do move on and you get about but there are children and things you know about that can really be difficult and you're not sure necessarily of the right way of doing it. Um...and we're in there, day in day out and sometimes I feel like actually you always need supervision.”

(P3, 290-294)

Summary of theme- Feelings about the work in NG:

- Work being recognised leads to feelings of work being worthwhile
- Work gives enjoyment and satisfaction
- Frustration
- Feeling de skilled

4.4.3 Subtheme 2c: Professional and personal development

Most participants discussed professional or personal development in their role as a member of NG staff and reflected on the importance of personal and professional development in the form of advice including that from professionals such as EPs and training.

P7 described experience gained from their role as a counsellor for Childline enabled them to transfer these skills to their role within school. The researcher interpreted this as P7 feeling ill equipped and lacking in skill and therefore sought additional experience to help them to support pupils' emotional needs. The researcher also felt that this indicated that P7 felt it was important to have this skill as part of their role:

"I was also a Childline counsellor and I worked on that area of...sort of building up empathy skills, building up understanding of how you talk to children and I felt that school didn't really address that side ..."

(P7, 62-64)

P4 for example, discussed their attendance at various training courses as well as their own personal reading. By engaging in their own reading outside of work, P4 demonstrates commitment and motivation to developing themselves as a practitioner.

"I've done my own self reading up on stuff. There has been training and I've been sent on a few different courses"

(P4, 57-58)

In describing a time when they had input from an EP, P5 discussed how despite having experience in their teaching role they were aware that there were limits to their knowledge; guidance and advice from a more skilled professional helped them to understand the challenges they were facing and develop as an individual both personally and professionally. Additionally, by framing themselves as *"just school staff"*, the researcher interpreted this as P5 understating the importance of their role and almost devaluing the skills they have:

“...when we come to it, my TA and I we are just school staff and experience has taught us a lot but sometimes just having that person from outside to say, 'yeah I can see this, I think this is what's happening,' just kind of makes you go 'oh I get it, I understand it'...”

(P5, 469-472)

Likewise, P2 also discussed the benefit of being able to develop their skills in speaking with an EP. The researcher interpreted this as the EP helping P2 to move forward in their thinking for a pupil when they felt stuck. By being given that resource, P2 would then be able to implement it again thus enhancing their professional development:

“...there's been times when they've suggested like resources and things that could be put into place for that child, which I'm then able to think oh actually, that would really work.”

(P2, 225-227)

Summary of theme- Professional and personal development:

- Training courses
- Input from EPs
- Experience from other roles

4.5 Superordinate Theme 3: School structure

While participants discussed their perceptions of resilience and feelings related to it, they also communicated what the researcher interpreted as support from within the school structure. This superordinate theme is therefore referred to as School structure. Five subthemes were identified and are as follows: Feeling of trust and being valued, feedback, communication, nature of support and recover and relationships. These themes were identified as the focus of much of the interviews for all participants and are discussed below.

4.5.1. Subtheme 3a: Feeling of trust and being valued

Highlighting different ways of feeling trusted and valued was a common theme that was discussed for all participants. These feelings were discussed by

participants in both positive and negative terms. For instance, P2 discussed how they feel school could be doing more to support them in their role in terms of reassurance that they are doing their job well, are being valued and acknowledged. The use of the phrase *“would be appreciated”* was interpreted by the researcher as a feeling of frustration which could be arising from a feeling their work being undervalued by their school as they are not being given reassurance for the work they are doing:

“It’s not even necessarily that we need support but just somebody coming in and saying, ‘you’re doing good and well done’, would be appreciated.”

(P2, 75-77)

Similarly, in their discussion, P4 expressed feelings of being undervalued at times when they described themselves as not being the *“priority”* and being *“forgotten about”* by school staff. The researcher interpreted this as P4 feeling that others in school were seen as more important than them:

“...I don’t feel like we’re the priority if you know what I mean.”

(P4, 301-302)

“...sometimes you do feel like we’re forgotten about occasionally...”

(P4, 345-346)

P4 also discussed feelings of importance and value within the school. P4 highlights that they do not feel as though the work they do should be valued above anyone else but that there should be some more acknowledgement that the work they do specifically is seen as worthwhile work. While P4 explains that most of the time they feel their work is valued, the use of the words *“I’m sure”* could suggest some uncertainty, that they are guessing it is valued but also that they hope is it. In commenting that there are *“those little moments”* the researcher interpreted this as P4 feeling that there have been times when they doubted their value within school:

“Yeah I guess it is just that...so we feel important. Not any more important than any teachers or anything but feel important in its own right, that it’s valued

*really. I guess that's the word, to make sure that it's all valued what we're doing.
And I'm sure, 9/10 it is but there's just those little moments."*
(P4, 456-459)

For P7, being asked about how they were feeling within their role and their well-being gave them a sense of being valued and feeling of being cared about by school. The researcher interpreted P7's feelings of surprise and shock as this being unexpected and not something they are used to being asked in their role. The researcher also interpreted this as a feeling of trust being built between school and P7:

"...they've asked me quite openly about my well-being and how do I feel and is there anything that they can do to help me, whether it's within school or outside school, that I might want and um...I've been able to share a few things with them. So that was quite surprising and um...I was quite shocked about that ..."
(P7, 457-459)

P8 and P6 both appeared to experience feelings of trust and value based on the work they were asked to undertake by school.

For P8, being given certain pupils to work with has given them a sense of being trusted by school. The researcher interpreted P8's thoughts of *"I must be doing something right"* as them reassuring themselves that they are being asked to work with certain pupils as they have the skills that enable them to work with these pupils. Although it has not been explicitly said, P8's interpretation is that school have faith in them being able to work with the pupil they are asked to work with:

"...when they keep giving you certain children you do think 'well I must be doing something right' because yeah it's...it can be quite hard but then I'm, you know...you think, 'okay' so they think you're capable."
(P8, 377-380)

One way in which P6 described feeling trusted by school was when they were given the role within NG. P6 explains that they were aware of the responsibility

they would have working with pupils in the NG and that they felt a sense of trust and faith in them from school to be able to carry out the role:

“...when I came in here initially, I knew that okay, this is a big job or you know these are vulnerable children and then you are given the role to be the teacher for this group and I felt 'yes' I must have made an impression somewhere so I could be you know, given this task to work with these children...”

(P6, 44-47)

For both P8 and P6, their reassuring self- talk about their skills being acknowledged by being given specific work to do gave them a sense of trust and value.

Summary of theme- Feeling of trust and being valued:

- Being given role in NG or particular pupils to work with leads to feelings of trust
- Lack of reassurance and acknowledgement of work leads to feelings of being undervalued
- Being asked about well-being leads to feelings of being valued.

4.5.2. Subtheme 3b: Feedback

Feedback from colleagues and parents as well as feedback from observations on practice was a theme highlighted by all staff during the interviews and seen to be key contributors to participants' resilience.

When asked what sort of feedback they have received whilst working in NG, P1 discussed how they valued the positive feedback they received. The researcher interpreted this as other people's opinions and positive feedback as being important to P1, as well as an appreciation of the specifics of their work:

“...one of the nice things is how we work really well together so they always appreciate that...and our...um...how we work with the children and how the children react to us and the relationship we've built with the children.”

(P1, 25-27)

For P6, positive feedback on pupil progress from parents was valued and seen as a motivator for them. For P6, having positive feedback, gave them a feeling of appreciation and feeling of acknowledgment for the work they do:

“...that pushes you on, that motivates you to go on and you see the parent outside and they tell you 'oh Miss this is what is happening, what have you done? Because I've seen such great change in this child'...”

(P6, 262-264)

For P2, feedback was seen in the form of discussing the positive aspects of the day with their NG colleague and reflecting on their performance together:

“...if something's going well, you know, we usually tell each other, like 'that went well today' you know and sort of make each other feel good about things...”

(P2, 30-32)

For P2, this time to reflect and feedback with their colleague seemed to be highly valuable and supported them to promoting a sense of achievement.

P5 highlighted the confidence that their experience of positive feedback gave them regarding their skills within their role. The researcher interpreted the feedback that P5 received as reassurance that they have the ability and skill to do their job well and that they are doing it well. P5 also appeared to reduce feelings of self-doubt and increase positive self-talk through the feedback that they received:

“...last authority review, the people who were reviewing us actually said they were finding it quite hard to find targets for us, which made me think 'actually you know what I am actually doing this right, I am getting there'. It did make me feel confident there because I thought actually if the people who are overseeing this and seeing all the Nurture Groups are struggling to find something for me to move on with, then that means I'm doing okay today, I'm doing okay.”

(P5, 85-90)

Summary of theme- Feedback:

- Pupil progress noted by parents
- Observation of positive relationships built up in NG
- Reflecting on positive aspects of the day with colleagues contributes to positive feelings about work
- Observations from external assessors on quality of work carried out gives reassurance of work

4.5.3. Subtheme 3c: Communication

Highlighting different ways of communicating and the effectiveness of communication across the school system was a common theme discussed for many of the participants. Participants all discussed how they felt they were able to communicate formally and informally with members of staff within school, as well as reflecting on the effectiveness of communication across the school system. For this reason, communication has been identified as a subtheme.

For P4, contending with different systems within a school and lack of communication between them was a challenge for them:

“...lots of different people would come in and you’d put things in process... but actually to put them in the process of a big school environment doesn’t always work so I would kind of get frustrated because we’re trying to do this and then the child’s gone into here doing that...”

(P4, 131-135)

Similarly for P7, a lack of communication between NG and senior management regarding the needs of pupils was challenging. P7 reflected on the lack of understanding from senior management about the nature of an NG, the work that is carried out as well as the need to communicate their decisions with NG in order for them to know what they will need to focus their work on and if the pupil is appropriate. The researcher also interpreted P7’s comment as a lack of collaborative work between systems within the school and in this sense sees NG and senior management as us and them:

“decisions might be made about children who can...who they feel, management might feel need to be in Nurture and um...they don't quite understand how it should be done and how it should work and they don't quite understand about explaining to us about the needs of that child”

(P7, 198-201)

In discussing the close work they are able to carry out with teachers, P5 highlights how collaborative work and open communication between systems can create positive change for pupils which P5 sees as supporting them and the work that they do:

“...the fact that we can work really closely, we've got teachers who are willing to...to take things on board; are willing to try and put strategies in place; talk to us; communicate with us. It just feels like we're working together...”

(P5, 317-319)

For P2, being able to go and speak to senior management without having to make an appointment helped them to feel supported.

“I do feel like I could just go to either of their offices and just talk to them if I needed to. Like I wouldn't need to make an appointment or like I could just turn up there and either of them would be happy to talk...”

(P2, 112-114)

This description suggests that P2 felt comforted and reassured in the knowledge that if they needed time to speak with someone, they could and they would be given the time they needed.

Similarly, P8 described feeling comfortable being able to approach senior management if they needed to as well:

“...management they are approachable that you know, that you can go and if you're not happy about something and speak to them about it.”

(P8, 444-446)

P6 also felt comforted and reassured that senior management were open to communication and invited their staff to feel as though they could talk to them if they needed to. P6's description of senior management having daily check ins with staff to ensure they are okay suggests that for P6, they feel that staff are cared for and cared about:

"...you have, you have people you can talk to. You have um...the Head and the Deputy Head they go around every day to find how you are doing, how you are coping and they give you that reassurance that 'okay if this is not going right then we are here and come and talk to us'..."

(P6, 59-62)

The researcher interpreted participants' feelings of being able to approach senior management as one of open communication.

In addition, P6 discussed open communication between key members of staff for pupils and being a source of support as it enabled them to prepare themselves for the day and any eventuality that may have occurred. For P6 it was important to have open communication with staff in order to not be caught off guard and it also helped them to plan for possibly challenging situations:

"You have people who we can talk to as well and we liaise with...so everybody knows what is happening, because you have the class teachers who you know, the children are coming in so they sort of give you that feedback so if he or she is not in that place that they normally are, then you know what to expect. So you prepare yourself"

(P6, 81-85)

Summary of theme – Communication

- Lack of communication across systems is a challenge to resilience
- Lack of communication can lead to a lack of understanding of NGs
- Collaborative work with class teachers leads to positive change for pupils and support NG work
- Senior management having an open door leads to staff feeling comfortable to seek support

- Communication between systems on pupils helps NG staff plan ahead

4.5.4. Subtheme 3d: Nature of support and recovery

Most participants also discussed time for recovery and support within schools and with outside agencies, including EPs as being important and therefore emerged as a subtheme for school structure.

P8 noted that within the school there was a sense of community as everyone looked out for each other and involved themselves in each other's work when needed. This suggests that working together as a team is one way in which they felt supported:

"...people are always willing to step in and cover each other. It's not 'I'm not going to do it,' 'oh no I don't want to do it,' everybody kind of steps in and helps, to get things done..."

(P8, 499-501)

P3 described being able to talk and reflect with their NG colleague as a source of support for them. For P3, being able to talk honestly and openly with their colleague seemed to be important, in order for them to be able to reflect on situations and finding a way to move forward with the challenges they faced:

"Sometimes after school if we need to we might message or phone, or we sit together at lunch time a lot and we'll just talk about it and talk quite openly and honestly about...what's been happening and what we think's happening, what we can do next, how we feel about it, what our opinion is."

(P3, 158-161)

P6 experienced support from school in the form of having staff check in with them to make sure they are managing okay. For P6, they felt reassured that they were not alone and that there was support when they needed it:

"They do support us, they don't leave us hanging, they are there for us to be honest. They will check that we are alright."

(P6, 352-353)

For P5, break time was time they needed to recover in order to then continue their work. The repetition of “*break times*” suggests an emphasis on the importance of giving themselves time to recover and switch off from their work:

“...break times, you really need your break times because you do...that's your time when you can just sit down and have your glass of water or have your cup of tea...”

(P5, 158-160)

In addition to discussing experiences of effective support, participants also commented on what they would like to improve. For instance, the notion of supervision was mentioned by P4 and P5.

For P4, they felt that time with a skilled professional would be helpful for them to feel more supported. P4's emphasis on being able to reflect with a “*professional*” suggests that they were seeking a deeper understanding of what may be happening in a situation, why they may have felt that and how they could move on from it. P4 appeared to see value in being able to use the skills of professionals within the school structure as a form of support:

“I'm just like, having time to just take that break away and maybe if you need to talk to someone or um...yeah just being given that time maybe after school just to talk to a more professional person so that when you're actually talking um...they can understand or analyse maybe ourselves and put it back into perspective.”

(P4, 388-391)

Similarly, P5 also felt that time to talk with somebody in the form of supervision would give them more reassurance and help them to feel supported more in their role. P5's reflection on feeling “lost” when they started, suggests that they did not feel as though they had been given enough guidance in the beginning. Although they do not state that they still feel lost, P5's suggestion that supervision should be incorporated into NGs was interpreted by the researcher as P5 still seeking reassurance at times:

“...it would be great if some kind of supervision almost could be built into Nurture practice because particularly starting out, I was lost.”

(P5, 490-492)

Summary of theme – Nature of support and recovery

- Time and space to talk with someone leads to reassurance in role and understanding of own thoughts and feelings
- Working together as a team contributes to feelings of support
- Time to reflect on situations contributes to being able to move past issues

4.5.5. Subtheme 3e: Relationships

Interpersonal relationships were discussed by all participants throughout the interviews and were viewed as being important contributors to resilience. One strong theme that came across all participants was the relationship between NG colleagues.

For P3, an important aspect of their relationship with their colleague in NG was one of mutual understanding:

“We really get each other, where each other’s coming from”

(P3, 148-149)

P3 then further explained that for them, even if a person had the right skills and experience to be able to work in an NG, if they were unable to build up a relationship with them then they would not be the right person to work with. The researcher interpreted this as a close working relationship of mutual understanding being important to P3 in the work that they do:

“Yeah, I think without having her, it would be a lot harder and I really see the benefit of having absolutely the right per- like the person you need in there is a person that you work with rather than a person who maybe on paper might be the right person.”

(P3, 165-168)

For P5, having a close relationship with who they worked with was a big source of support. P5 described their relationship with their colleague as one of mutual support, experience and understanding. In knowing what to say to help them through a difficult time, P5 demonstrated how their close relationship enables their colleague to know what to say to them to help them feel supported:

“I think the most valuable things for me, is having someone that I can work with very closely, because we kind of go through the same thing, we’re there for each other, we understand each other very well um...if I’m having a difficult time with something, I can talk it through with her and she’ll either tell me to ‘stop being so silly’ or she’ll... she’s very supportive and she, because she understands it she can say ‘yes, it’s not you, it’s the behaviour. Look at this’...”

(P5, 62-67)

In discussing what helped them to manage times of stress at work, P1 identified their relationship with their NG colleague. The researcher interpreted this as a relationship of mutual support that is valued and important to P1. The researcher also interpreted P1’s relationship with their NG colleague as one of mutual trust which enables them unburden themselves:

“Honestly, it’s working with the Nurture Group teacher because we would literally offload on each other.”

(P1, 30-31)

Another relationship discussed by participants were those with senior management. For example, P7 described how they felt able to speak to their Headteacher and feeling supported by them. For P7, a positive relationship with the Headteacher meant that they felt they could go to them and discuss their needs with them:

“...the Headteacher is really approachable. He is...you know you can go to him with anything and he will, he will generally you know listen and be really understanding. I’ve had to take days off for bereavements and things like that so he’s been really great.”

Summary of theme – Relationships

- Positive relationships with colleagues lead to feelings of support
- Working with someone who understands the NG role leads to mutual understanding and support

4.6 Superordinate Theme 4: Navigating the challenges of the NG role

Throughout the interviews, all participants discussed challenges that they experienced within their role that were seen to challenge their resilience. Navigating the challenges of the NG role was identified as a superordinate theme as it appeared have a significant presence across the data set with all participants discussed the demands and challenges related to their role. Three subthemes were identified as flexibility and adaptability, recognising and managing thoughts and emotions and pressures and expectations. These are discussed below.

4.6.1. Subtheme 4a: Flexibility and adaptability

The ability to be flexible and adaptable in the role were discussed by many participants and were important contributors to resilience.

For P3, being able to be flexible in their work and adapt to pupils' behaviour and emotional responses helped them to be able to attend to the needs of pupils while also achieving their goal. For P3, being able to use playfulness with their pupils and adapt to their pupils needs enabled them to prevent them feeling a loss of control:

“...but if something goes wrong with a child in there, getting really cross, then or they're refusing to do something then I might be like 'okay we'll do something silly', just to break it. So, if it's walking down the corridor, and they weren't able to walk, and they were running, then we might bounce like kangaroos or something just to get back.”

(P3, 44-48)

Furthermore, P3 also discussed being able to regain a sense of control in their role by using strategies such as singing as a way of distracting pupils and helping them to refocus. For P3, their ability to adapt their way of working when they felt they were starting to lose pupils' focus enabled them to change what could have been a difficult and stressful situation into a less stressful situation:

"...one of the things we do if it's all going wrong and the children are just not getting anywhere, one of us will just start singing the months of the year song and then the other one will join in and then the whole class can join in and it can just be enough to...break from them."

(P3, 150-153)

P4 discussed how their experiences of strategies not working for pupils enabled them to see what needed to change in order to succeed. For P4, being able to reflect on what was working and not working for pupils meant that they were able to alter their way of working. Having an awareness of needing to be flexible and adaptable to the needs of pupils meant that P4 was able to make a judgement on when they felt they were losing control and needed support in gaining that sense of control back:

"So if they're refusing and obviously I'm trying my different techniques of trying to get the child in and then that's when I would just, I'd know then 'This ain't going nowhere' so I would just get someone in."

(P4, 146-148)

Equally, P5 also discussed the need for adaptability when strategies are not working. For P5, their time appeared to be precious to them which meant that they needed to be flexible and adaptable in their work for them to feel as though their time had been used effectively:

"...yes it can be very frustrating when you've spent the time doing it but you've got to look at how to move forward. Same as I would do with a child in the class, if something's not working, you have to find something that does work. So rather than spending time and energy on something I know isn't going to work, spend my time and energy on finding something that will."

Summary of theme – Flexibility and adaptability:

- Adapting to needs of pupils can increase feelings of control
- Recognising when support is needed contributes to gaining control back in challenging situations

4.6.2. Subtheme 4b: Recognising and managing thoughts and emotions

Most participants discussed being able to recognise and manage their thoughts and emotions while in the role as one way of being able to enhance their resilience.

P1 discussed their experience of being able to recognise when they were struggling with their work and having space to be emotional. For P1, it was important for them to be able to be given time and space away from the situation causing their emotional response. It was also important for P1 that their colleague recognised their need to have space to regulate their feelings as the researcher interpreted this as being given permission to be emotional:

“...sometimes I’m like ‘agghhh this is not working’, and I can speak to her about it and just to bring it out, that just helps and sometimes she might say ‘if you need five minutes to go for a walk, go for a walk’...”

(P1, 31-34)

For P5, it was also important for them to recognise the need to have some time and space to compose themselves so that their actions were not dictated by their emotions and for them to incorporate that into their practice as well:

“...there are times you do need to kind of sit back and just say ‘I just need a minute to gather myself before I can carry on.’ I think that’s...and trying to make sure that we build that in as well.”

(P5, 152-154)

Similarly, P3 discussed how they were able to recognise when they were starting to feel a loss of control and managed those feelings by removing

themselves from the situation. P3 described how they lay on the floor as a way of managing their feelings of being overwhelmed and how this then enabled them to move on by giving themselves space to compose themselves, so their actions, similarly to P3's were not dictated by their emotions:

"It was all getting too much and the other adult had left and they were all just...so I just lay on the floor, I just lay completely on the floor and the kids were like 'what you doing?' and I just said nothing for ages and they all just like...and it was funny and they ended up being silly and that stopped all the silliness that happening then we can move back on; and I needed that minute, because it was just like...otherwise you're just gonna shout."

(P3, 51-56)

For P3, it was recognition that if they did not give themselves space to manage their feelings, they were going to respond in a way that would have made them feel even less in control.

In P4's description of themselves as being the sort of person who cannot *"withhold"* their emotions, P4 acknowledged their need to be able to allow themselves to be emotional. The researcher interpreted this as P4's way of being able to manage the emotional impact of their work. For P4, it appeared that in order for them to be able to move past their emotions, they needed to give themselves time to feel that emotion. P4 also described being able to manage their emotions by talking with their colleague and accepting the emotional impact of the job, suggesting that for P4, it is important that they have a time to talk when they recognise that their work is taking an emotional toil on them:

"... there's been many a time I've been quite upset because that's the sort of person I am, I can't withhold it but I think as time goes on and then you see different children progress and different things, you kind of... yeah you just learn and I you know talk with the class teacher so you know I think that's our way of doing it and I guess I just take it as part of the job."

(P4, 122-126)

Another way that P8 managed their thoughts and emotions was by being able to swap their roles in NG when they felt their work was becoming too overwhelming for them. For P8, recognising the need to have time away from a difficult situation enabled them to recover and come back to the situation feeling refreshed:

“Sometimes there's no harm in swapping roles because sometimes if it gets a bit too much, in different areas then you just say 'right, okay, time to swap.' bit of respite and then you swap again.”

(P8, 312-314)

Summary of theme – Recognising and managing thoughts and emotions:

- Space to be emotional reduces actions being led by emotions
- Accepting the emotional impact of NG work leads to staff being able to move on from difficult emotions
- Removing oneself when feeling overwhelmed contributes to recovery

4.6.3. Subtheme 4c: Pressures and expectations

The pressures and expectations that participants had of themselves as well as from school were mentioned by all participants as affecting their ability to cope with the demands of the role. Consequently, this was identified as a sub-theme. Participants indicated their awareness of the need for academic progress in their pupils but there were thoughts around school's expectations for pupils and their work as being unrealistic at times.

For P2, there was an understanding that pupils needed to make academic progress but that their focus was on ensuring pupils were in a position where they were emotionally ready to be able to access their learning in the classroom. For P2, there was pressure from senior management for pupils to make academic progress whilst in Nurture and a feeling of not being able to carry out the work that they felt they should be carrying out due to the pressures and expectations places upon them by school:

“...I understand that obviously the children come to school to make academic progress but if they come to us and they are not in a place where they are able

to access that because of all their emotional baggage erm...then to us we see that we need to deal with that so that they are ready and able to be able to access the academic learning, because otherwise they are not in a place where they are able to. Whereas, from the school we feel like we often get a lot of pressure of 'no they need to be making all this academic progress', and so then we feel like we end up focusing more on things that aren't helping them as much..."

(P2, 166-174)

Likewise, P4 was also aware of the pressure for pupils to make academic progress in school and the limited progress that pupils make when they are not in a position to be able to access the academic learning. For P4, expectations on pupil progress was a challenge to their work as there is a disparity between what is expected of pupils and what they can realistically achieve:

"They've got a bigger picture of dealing with all the other children and obviously it's the academic side of it. As the years have gone on, academics is like the focus within schools; and as we know, for a lot of these children, they can't actually...until they've got sorted out their problems, they can't always access the academic side. And I guess that sometimes is a challenge as well"

(P4, 70-74)

For P7, there was a feeling that pupils and staff were expected to work in the same way as the rest of the school despite NG being different to a typical classroom:

"I do question the assessment system in here and um...we have to do this thing called fast feedback, where the children comment on their learning. I mean this lot can't...can hardly hold a pen at the beginning. So it seems a little bit too soon to do anything like that with them so, we kind of get swept along with the needs of the school in general but it might not necessarily be what's necessary for Nurture Group."

(P7, 558-560)

P7 felt that while they had a more realistic expectation of pupils and the work that they could access; the expectation from school was unrealistic. There was a sense that P7 did not feel as though the needs of NG pupils were considered and no negotiation as to how the needs of their pupils could fit in with the needs and expectations of the rest of the school.

In P5's experience of helping pupils to transition back into their classroom, P5 discussed the pressure they felt of needing to ensure that they had given class teachers strategies and suggestions to help support pupils be successful. P5 also discussed how they felt they needed to ensure they had a realistic expectation of what classroom-based staff could do in order to ensure their suggestions and strategies were continued:

"...thinking how I can move forward with that, let's be realistic here; look at how many adults in the class; look at the needs presented by that child; look at the needs of the class; is it going to happen? No? Don't do it then, do something else."

(P5, 396-399)

Summary of theme- Pressures and expectations:

- Need for pupils to make academic progress
- Expectations for NG pupils to do the same work as the rest of the pupils in the school.
- Realistic expectations needed for classroom staff to be able to support pupils

4.7 Chapter summary

This chapter presented the findings from the research in detail, with NG staffs' words at the centre. The central findings were outlined within the superordinate themes which were Resilience as a concept, Identity, School structure and Navigating the challenges of the NG role. In following with the IPA principles this analysis is not a conclusive account, but the author's interpretation, and the reader may find that they bring their own interpretations to these findings. The next chapter will discuss the findings within the context of the wider body of literature.

Chapter Four: Discussion

5.1 Chapter Overview

This chapter will first discuss the findings from the previous research analysis chapter in relation to the research question, compared to the research discussed in the literature review and linked to relevant theoretical frameworks. Reflections regarding researcher's role and the role and position throughout this study will then be included. Furthermore, strengths and limitations of the research followed by implications of the research for EPs will be discussed. Finally, a plan for disseminating the research will be proposed.

5.2 Aims of the research

The aim of this research was to explore what supports NG staff's resilience to enable them to continue working in NGs. The following research question was developed to explore the factors that contributed to supporting NG staffs' resilience:

Research Question: What are NG staffs' experiences of how their resilience is supported in school?

The findings of the study suggest that support for resilience is multi-dimensional. Whilst all participants in the study experienced challenges to their resilience, themes emerged that highlighted how NG staff resilience was supported in school whilst other themes suggested numerous ways in which NG staff managed their resilience.

5.3. Summary of key findings

Within this study the exploration of NG staffs' experiences of how their resilience is supported in school was carried out using a qualitative approach. The key findings from this study are summarised below:

- Participants reported both positive and negative feelings related to resilience with feelings of autonomy, empowerment, pride, self-worth and ownership of their role helping them to feel more resilient; feelings related to self-doubt, loss of control, powerlessness and negative emotions in relation to outcomes for pupils impacted negatively on their resilience. Findings from the analysis, therefore suggested to the researcher that additional

reassurance, feedback, opportunities to communicate and share such feelings would have been helpful to support participants' resilience.

- Resilience was understood by participants in much a similar way, with perseverance and bouncing back being the key words used to explain their understanding of resilience. Resilience was also experienced as a personal journey of development. Some participants reported improvements in their resilience since beginning their work in NG while others felt that they had a pre-disposition to resilience and perceived it as more constant over time. This suggests that an individual's perception of resilience could influence how they experience resilience.
- All participants reported having a strong NG identity. The findings suggested that a strong sense of purpose and feelings about the work that is carried out in NGs supported NG staff to remember why they do the work they do which in turn, helped to support their resilience.
- Experiences of support for resilience in school were reported by all participants. Those participants who reported the most support highlighted that relationships with NG colleagues, feedback on their work, feelings of trust, feelings of being valued, being able to communicate with colleagues in various ways and time for recovery as helping them to feel resilient in their work.
- While participants reported experiencing support in school for their resilience, there were also times when participants felt they could have more support for their resilience in the form of better communication between different systems in school. Some participants reported that they felt as though decisions for NGs were made by management without consulting with them, while others reported feeling as though a lack of communication with class teachers regarding support for pupils as a challenge. Participants felt that by improving communication between systems in school they could work in collaboration with other members of staff, which they felt would help to support their resilience better.
- Participants discussed demands and challenges in their role which also impacted on their resilience. They also placed great value on being able to be flexible and adaptable within their role. In addition, participants noted that being able to recognise and manage thoughts and feelings as an important part of being able to remain resilient.

The main points of the finding from the analysis are now discussed in relation to the research questions and in terms of relevant psychological frameworks and previous research.

5.4 Links to literature available

This section will look at how the evidence from the analysis link to new psychological frameworks, psychological frameworks previously discussed as well as how the findings are related to the original literature review.

5.4.1 Resilience as a concept

5.4.1.1 Beliefs about resilience

One of the themes related to resilience as a concept is beliefs about resilience. Majority of participants described resilience as persevering and bouncing back, a description of resilience in line with the descriptions of resilience offered by Perry (2002), Gu and Day (2007) and Ledesma (2014). It is noteworthy that all but one participant that gave a description of resilience, described it as an internal resource. Gu and Day (2007) also concluded from their study that as well as resilience being related to personal attributes, it also involved the external environment. P8 described resilience as being able to bounce back but also seeking support from others around them when faced with a challenging or difficult situation. Similarly, Greenfield (2015) also noted that resilience is a combination of individual and community or organisational conditions that promote resilience.

5.4.1.2 Self-perception of resilience

In the current research, many of the participants saw their resilience as changing over time. This view of resilience is similar to the claim made by Gu and Day (2013), Southwick et al. (2014) and Amann (2015), who state that resilience exists on a continuum that may change over time and can vary from one situation to another depending on context and the stage in our life within which they happen. Terms such as stress related growth or post traumatic growth have been used to describe the positive changes experienced by individuals as a result of struggling with stressful situations or traumas (Tedeschi & Calhoun, 2004). Although stressful experiences can lead to many

negative consequences, the processes involved in confronting them may promote broadened perspectives, new coping skills, deepened relationships, and the development of personal resources (Park & Fenster, 2004).

Interestingly, a few participants did not feel their resilience had changed over time and reported feeling naturally resilient and thus felt that their level of resilience was an innate quality in them and was not influenced by their circumstances.

What could be suggested from the current findings is that working in NGs had had a positive impact on participants' ability to recover from stressful situations and that their ability to be resilient to stressful situations improved as a result of their work.

5.4.1.3 Feelings related to resilience

All participants identified both positive and negative feelings that they felt had an impact on their resilience. Positive states such as autonomy, empowerment, pride, self-worth and ownership of their role were seen to enhance resilience while self-doubt, loss of control, feeling powerless and experiencing negative emotions in relation to outcomes for pupils were seen to be detrimental to resilience.

It could therefore be argued that findings from the current research support Rutter's (1985) argument that resilience is dependent on a sense of self-esteem, confidence and a belief in one's own self-efficacy, with a reduced sense of confidence and belief in one's self efficacy negatively impacting on their sense of resilience.

According to the Self Determination Theory (SDT) (Deci and Ryan, 2000a, 2000b), individuals' motivations or reasons for engaging in specific behaviours are influenced by the psychological needs of autonomy, competence and relatedness and that as positive psychology seeks to identify personality and social factors that nurture strength and development in individuals, SDT fits with the positive psychology framework (Deci & Vansteenkiste, 2004). From an SDT perspective, satisfaction of these needs results in increased levels of being able to engage in challenging task, self-esteem, well-being and strengthened inner resources that contribute to subsequent resilience (Vansteenkiste & Ryan, 2013). Grenville-Cleave and Boniwell (2012) referred to SDT when discussing

their findings around teachers feeling a lower sense of control in their work, which was found to contribute to teachers feeling stressed.

From the current findings, several participants discussed how they felt as though they had a sense of competence as a result of being offered the role of NG teacher, had control over their work and achieving what they set out to achieve, such as making a difference to pupils' lives. In contrast, some participants discussed feelings of self-doubt in their ability to make changes for a pupil, not achieving what they set out to achieve, as well as a lack of control in how a challenging situation was dealt with, suggesting they felt a lack of autonomy. Some participants also discussed how the volatile nature of the children they worked with sometimes had an impact on their resilience, as they sometimes found themselves in situations where they were either injured or felt their safety was at risk. This is consistent with finding by Rae et al. (2017) whereby teachers working with pupils with SEMH identified that the volatile nature of the children was a direct cause of stress to them. Feelings around autonomy and competence were reported by all participants and were felt to be important factors that contributed to participants either feeling motivated or not, which in turn impacted on their resilience.

With the exception of P8's beliefs about resilience, the findings indicate that participants' beliefs about resilience are not consistent with the definitions of resilience offered by Howard and Johnson (2004), Mguni, Bacon & Brown (2012), Day and Hong (2016), Perry (2002), Gu and Day (2007) and Ledesma (2014), as comprising of an interaction between external supporting factors in an individual's social environment and their own internal resources. Rather, findings from the current research suggest that the majority of participants felt that resilience was dependent on their own internal resources and not influenced by their social environment.

In conclusion, it appears that the concept that resilience is based on the relationship between personal features and the environment around an individual was not shared by the majority of participants in the current research, possibly indicating that participants may have been unaware of how much their social environment influences their resilience.

5.4.2 Identity

5.4.2.1. Sense of purpose

One of the themes related to identity was a sense of purpose. All participants vocalised being motivated by a sense of purpose in the work that they do or by feeling as though the work they did gave them a sense of purpose. According to Schaefer et al.,(2013) having a purpose in life may motivate an individual to reframe stressful situations in order to manage them more effectively. While Seligman (2011) suggests that having meaning (belonging to and serving something bigger than oneself) is one element that contributes to well-being. Having a sense of purpose is also referred to by Weare (2015) in their description of well-being. While one participant discussed feeling like a valued member of staff that was able to influence change within the school system, which in turn gave them a sense of purpose within the school; other participants reflected on the emotional impact of the role including the feeling of constantly being needed by their pupils and therefore needing to put pupils' needs before their own. Teachers in Grenville-Cleave and Boniwell's (2012) study also reported that what mattered to them in their role was putting pupils' needs first. Day and Hong (2016) also noted that a sense of vocation supported teachers' resilience when faced with challenges at school.

One participant in particular (P4) appeared to describe being in NG as part of their identity and therefore saw the work they did in NG as their sense of purpose and they view their sense of purpose as supporting pupils reintegrate back into their mainstream class, providing them with the motivation to continue in their role. From the finding it could be suggested that a positive sense of identity and role for participants helps them to maintain their commitment and passion for their work which is supported by Day (2004). Based on a four-year long research project on teachers' work, lives and effectiveness, Day (2008) found that most teachers had a positive sense of identity which they associated with a belief that they could make a change to the learning and achievement of pupils. Likewise, Syrnyk (2012) found that nurturing teachers felt a sense of a higher purpose in their work. Participants in the current research all felt they could make a change to pupils' experience of school, thus enhancing their sense of purpose.

5.4.2.2 Feelings about work in NG

The theme of feelings about the work in NG emerged as a result of participants referring to both the positive and negative feelings related to the work they did in their NG. A number of participants reflected on the emotional impact of the role including a sense of satisfaction from their work and feeling deskilled.

Findings from the current research suggest that positive feelings related to the work they carried out contributed to NG staff feeling a greater sense of self-efficacy while negative feelings related to their work contributed to NG staff feeling deskilled; impacting on their motivation and questioning their work and sense of purpose, which in turn could damage their well-being and resilience (Weare, 2015).

As previous research notes, self-efficacy beliefs have an influence on well-being and resilience with negative beliefs about the role that teachers occupy, has the ability to affect motivation (Bandura, 1997; Hastings & Bham, 2003; Critchley & Gibbs, 2012). In the current research, some participants reported not always knowing if they were doing the right thing which led to self-doubt, thus affecting their motivation.

According to SDT, individual motivations or reasons for engaging in specific behaviour are influenced by both extrinsic motivations such as awards and the respect and admiration of others and intrinsic motivations such as our core values, interests and personal sense of morality. (Deci & Ryan, 2008).

Furthermore, Deci and Ryan (2000b) stipulate that there are different kinds of motivation known as autonomous motivation and controlled motivation.

Autonomous motivation encompasses both intrinsic motivation and extrinsic sources if an individual has identified with an activity's value and feels it lines up with their sense of self. Moreover, Deci and Ryan (2008) note that autonomous motivation tends to bring about greater psychological health. With regards to the finding from this research, sense of purpose was different for each participant, but it can be suggested that each participant's motivation to work in NG comes from an internal drive to meet the needs of their pupils and make a difference to their lives. Similarly, Syrnyk (2012) found that nurturing teachers were intrinsically motivated by the desire to see positive changes in their pupils.

Additionally, based on Maslow's Hierarchy of Needs (1943) one of our most fundamental human needs is one of esteem, which is classified into two categories: esteem for oneself (achievement, mastery, independence) and the desire for respect from others or reputation which included feelings of status and prestige (Maslow, 1943). According to Maslow, we need to know that our work is important and that we are having a positive influence on others. Regarding the structure of his hierarchy, Maslow (1987) suggested that the order in the hierarchy is not as rigid as his earlier description of his hierarchy may have implied. Maslow stated that the order of needs could be flexible based on individual differences or external circumstances. For example, for some individuals, the need for self-esteem is more important than the need for friendship. When considering the current research, the need for self-actualisation in terms of achieving their full potential, was considered more important for one participant than their sense of belongingness in the school as they felt they were unable to leave the NG classroom as they believed that their pupils needed them.

5.4.2.3 Professional and personal development

NG staff all reported that they were open to learning and receiving guidance from others, both within the school structure and outside professionals such as EPs as a way for them to enhance their own skills, which in turn would have a positive effect on their resilience.

When considering how EPs could support NG staffs' resilience, the researcher found that while some participants had a clear understanding of how EPs could support them based on past input or supervision in previous professions, others were unclear how EPs could support them as they saw EP's role as solely working with children and young people. This is consistent with the findings by Rae et al. (2017) who found that although a few participants understood how EPs could support them in terms of supervision, most teaching staff in their study did not feel that EPs had a role to play in supporting staff. Even in the current findings, it seemed that participants were aware of how EPs could support their personal development if they had already engaged with an EP on a personal level, while other participants saw support from EPs as helping them to develop their professional skills. This highlights how NG staff may only be aware of how EPs can support them based on their past experiences of their

interactions with EPs. This raises questions about how schools use their EP time for their NG staff and how it could be developed so that NG staff feel supported both personally and professionally by EPs.

What could be concluded from the findings of the current research is that both personal and professional development gave participants a feeling of competence. SDT perspective holds that competence reflects an individual's perceptions that they are achieving their desired outcomes or doing a good job. Within the current research, participants reported that through their own reading, training and input from outside professionals they felt a greater sense of competence, thus satisfying their psychological needs for competence, which contributed to their resilience.

5.4.3 School structure

A positive experience of colleague support had a significant role developing resilience in NG staff. This is echoed in findings by Grenville- Cleave and Boniwell (2012) who found that teachers emphasised the importance of good relationships with pupils, colleagues, managers, other professionals and parents as a source of well-being. Similarly, Rae et al. (2017) also noted that teachers working in an SEMH school noted that support from peers and the senior leadership team was identified as supportive factors in reducing stress. Numerous participants in the current research identified that open communication with senior leadership was a source of support for them as they felt comfortable to ask for help.

Similarly, numerous participants in Troman's (2000) study also reported valuing support from their headteacher. Regarding current research, one participant highlighted the positive relationship they had with their headteacher and that support from them had been invaluable in difficult times with regards to their own personal needs, while a number of other participants noted that a positive relationship with the deputy head was also a valuable source of support to their resilience.

5.4.3.1 Communication

In their study on sources of teacher stress, Brown, Ralph, and Brember (2002) noted that poor communication systems and lack of interpersonal skills lead to teachers having a feeling of isolation.

It was also recognised by some participants in the current research that a lack of support in the form of a lack of communication between different systems in school had a negative impact on their resilience. Some participants reported that a lack of understanding around the nature of NG by senior management meant that NG staff were not always involved in discussions regarding pupils being placed in NG. This in turn led to participants feeling a lack of autonomy over their work and lack of collaboration and communication with senior management.

However, other participants in this study reported that they had developed a good system of communication with the teachers they worked with. This enabled them to work in a collaborative way, while others reported that open communication with management helped them to feel as though they could access support for their resilience when needed. Positive communication and collaboration also emerged as a theme in Paterson and Grantham's (2016) as a contributing factor to teacher well-being. Day and Hong (2016) also found that an understanding of the work that teachers did by senior management helped to foster their resilience.

5.4.3.2 Relationships

The NG staff in this research highlighted that they had developed good working relationships with colleagues who they could turn to, to support them when they experienced challenges and difficulties within their role and that their relationships served as a vital protective factor for NG staffs' resilience. This is a finding that also supports Troman (2000) and Paterson and Grantham (2016) who found that close, trusting and supportive staff relationships helped to reduce teacher's stress and nurture well-being. This was a prominent theme in the current research with all participants reporting on the importance and value of having a close working relationship with those people they worked with, including NG colleagues and leadership. Developing a good relationship with leadership staff was also found to be a source of support for teachers' resilience by Day and Hong (2016).

Interestingly, all NG staff reported a close working relationship with their NG colleague while working relationships with members of staff other than leadership staff were not mentioned. When exploring this, participants reported the isolation of NG as one reason for this. NG staff reported that they were confident to ask for help or to share with their NG colleague the difficulties and challenges they encountered but did not feel as though they had a close enough relationship with mainstream staff to be able to share the difficulties and challenges they were facing unless they were directly related to pupils. In other words, NG staff only felt that they could talk to mainstream staff if there was an issue with a pupil and not about their own emotions, as NG was perceived to be different and only those that worked within it could understand the difficulties they were experiencing. Davison and Duffy (2017) noted that the NG participants found group consultation sessions very useful as they found that it was easier for them to admit they were struggling to their NG peers compared to their mainstream classroom colleagues. Sharrocks (2014) and Willis and Baines (2018) also found that staff felt it was important to discuss and reflect with people who had a shared understanding and experience. It seems that both in the literature identified and the present study, what is important for NG staff, is that the people they turn to for support understand the challenges of their role.

With regards to Attachment Theory, findings from the research suggest that NG staff had developed a secure base and secure attachment to their colleagues in NG. The lack of identification of support from other colleagues within the mainstream classes suggests that NG still need to develop their attachments outside of their classroom. This suggests that NG staff may not feel securely attached to their schools but rather attached to their NG. Linking to Attachment theory is the principle of relatedness in SDT. Participants in the current research all described a feeling of connectedness to at least one person and were able to form close and meaningful relationships. This in turn may have helped to intrinsically motivate participants to continue working in NG as their need to form attachments to others was met.

5.4.3.3 Nature of support

The findings from the current research suggested that having an opportunity to reflect on the day, have time to recover and swapping of roles was seen as important for resilience. This is consistent with findings by Rae et al. (2017) and Syrnyk (2012) who found that having the chance to reflect on their practice or off load to peers and physical cover for lessons was a source of support for teachers. Davison and Duffy's (2012) finding that participants did not feel alone after taking part in group consultations was captured in the current research as well, with participants describing how knowing there were people that they could call on when needed helped them to feel supported and less alone in their role. Unlike participants in the study by Rae et al. (2017), participants in the current study did not report on a lack of support within the school structure but rather positives and suggestions for improvements to support.

Participants suggested that support in school could be improved through a form of supervision. For these participants, supervision was seen as vital and should be part of Nurture practice, either as a way of seeking information and guidance or reflection on thoughts and feelings with a skilled individual. While participants were not specific in their identification of who they would want supervision with it reflects a need for greater input from others to help support their resilience. Participants in Willis and Baines (2018) study indicated that using group supervision enabled them to offload the pressures they felt by reflecting on their practice. Also, participants reported that a benefit of attending group supervision was that they could use the space to address issues they had with pupils on a regular basis. This is something that some participants in the current study felt was missing from their support. While participants spoke of attending NG training sessions and being able to share practices, it was not a space that they could use to reflect on personal development, which is something that some participants felt they would benefit from. What was evident from this research was that for participants to move on from a difficult situation or continue with their work, they needed time to speak to someone or be secure in the knowledge that if they needed time recover, there was support available.

5.4.3.4 Feedback

Participants in the current study discussed that feedback from parents, colleagues and outside professionals helped them to foster self-efficacy and thus helped them to be more resilient. In being able to reflect on when things went well in class, one participant discussed how this made them feel good. Correspondingly, feedback from parents on the progress they have seen in their children and observation feedback on the good practice that was seen, helped to strengthen participants' feelings that they were doing the right thing and thus improved their self-efficacy. One participant in particular (P5), discussed how feedback on their practice improved their self-efficacy as they were informed that there was very little that they could improve on, which helped P5 to feel confident that they were doing a good job.

Critchley and Gibbs (2012) noted that by focusing on positive events that took place throughout the day, teachers felt an increased sense of self-efficacy. When looking at the finding by Paterson and Grantham (2016), positive feedback from parents was reported as a factor that supported teacher well-being.

5.4.4 Navigating the challenges of the NG role

5.4.4.1 Adapting to change and recognising and managing thoughts and emotions

Grenville-Cleave and Boniwell (2012) noted that being able to adapt to and manage change had an influence on teachers' levels of well-being; with those teachers being able to adapt to and manage change effectively as having better well-being than those that could not. All participants in the current research discussed being able to be flexible and adaptable to changes as being important to their resilience, thus supporting the finding by Grenville-Cleave and Boniwell (2012). Syrnyk (2012) also outlined several qualities that nurturing teachers seemed to possess, including self-awareness and being effective at managing their own internal states, both of which were also noted as qualities that participants in this study appeared to possess. In addition, Syrnyk (2012) noted that nurturing teachers recognised the need to monitor and compartmentalise their emotions as a way of maintaining their own emotional and cognitive well-being.

Gold et al.'s (2010) study on MBSR demonstrated how taking time to respond and not react through reflection helped teachers to feel less stressed and in control. This is a strategy that participants in the current research reported as a helpful way of managing thoughts and emotions during challenging times. Participants in this research developed positive coping strategies to manage the challenges in their role. The findings highlight that participants in this research learned over time not to take things personally, compartmentalise school and home, to depend on the support of colleagues and put aside time for reflection and recovery. Time to recover was reported by a number of participants as being a valuable tool in helping them to remain in control of their emotions when they could feel their emotions beginning to escalate and cloud their judgement and practice. Time spent recovering, reflecting on incidents and sharing their difficulties was reported by participants as time well spent, because it helped them to develop a culture within NG that supported a healthy environment in which resilience could be developed and maintained. Findings by Rae et al (2017) that SEMH teachers needed to self-manage their emotions, detach themselves from situations and reflect on situations as a way of managing stress are also supported by findings from the current research.

5.4.4.2. Pressures and expectations

Birch (2016) found that NG staff often reported that resourcing pressure, pressure from management and teachers impacted on their ability to work effectively. Correspondingly, Day and Hong (2016) noted how demands from external bodies such as assessors and pupils meeting government set standards impacted on teachers' stress levels. In the current research, participants reported pressure on them from management for pupils to make academic progress as having a negative impact on their resilience.

When considering this from eco-logical perspective, it could be argued that the macrosystem has an influence on NG staffs' resilience. This is due to the pressures that schools face for pupils to make academic progress based on the expectations placed upon them by government and transmitted via school expectations.

From the responses given by participants it appears that they see the demands placed upon them for pupils to make academic progress come from systems

that they are not close to and therefore are less under their control, thus impacting on their perceived autonomy, and in turn, their resilience. What was interesting from the findings was how participants appeared to be conflicted with regards to pupil progress and the pressure placed upon them. This conflict could be explained by Cognitive Dissonance Theory (Festinger, 1957). Cognitive dissonance is seen as a mental discomfort that is experienced when a person holds two or more views, values or beliefs that are contradictory (Festinger, 1957). It is stated that when confronted with these contradictory views or values, individuals will find a way to resolve their discomfort. Due to time constraints, the researcher was not able to explore how NG staff reduced their cognitive dissonance around pressures on them for pupils to make academic progress but highlights that NG saw this pressure as out of their power and control.

Syrnyk (2012) found that although staff in a nurturing school had similar curriculum expectations to mainstream teachers, educational attainment was seen as a consequence of the nurture process. Participants in the current research reinforced this sentiment by arguing that before their pupils could access learning, they needed to have their SEMH needs met first and shows that a lack of understanding of the work carried out in NG combined with external pressures can impact on NG staffs' resilience. This is a finding that was also supported by Paterson and Grantham (2016) who noted that teachers felt that policy and legislation did not fit with the needs of their pupils and that more consultation between policy-makers and teaching staff was needed, so that proposed policies reflect the needs of teachers in the classroom more realistically.

5.5 Reflexivity

This section aims to outline the researcher's position as a researcher during the research process

5.5.1 Reflective diary

Throughout this research process, the researcher kept a reflective diary. The researcher noted that many of their reflections were related to self-doubt and their levels of self-efficacy, especially during the interview and analysis stage. During the interview process the researcher had concerns around their

interview questions and the richness of responses. During the analysis stage, the researcher experienced concerns regarding the quality of their analysis and interpretations of what the participants were reporting. Accessing academic, peer, and professional supervision and speaking with family members, helped the researcher with the reflective process of research as well as their own views and beliefs. The researcher also sought reassurance, experience and guidance through formal supervision and was recorded in accordance with the university's procedures.

Extracts from the researcher's diary (see Appendix 11) offers examples of concerns that they had throughout the research process.

5.5.2 Hermeneutics

One of the main aspects of IPA is related to the researcher being able to 'bracket' their pre-conceptions, which is a concept that was developed by Husserl (Smith et al., 2009). Additionally, IPA also involves double hermeneutics whereby the researcher makes sense of the participants' sense making (Smith et al., 2009).

To try and make sure that they were approaching each analysis with fresh insight, the researcher attempted to create different themes for each participant as a way of bracketing preconceptions and biases. However, the researcher found that despite trying to create different themes for each participant, the data showed that there were similar themes for each participant.

For this reason, the researcher considers that previous experience, beliefs and values cannot be entirely bracketed but acknowledges the importance of being aware of their own biases and being able to reflect on this and hence reduce them.

5.5.3 Practical issues

Practical issues experienced during research included recruitment and arranging interview dates. The researcher was given a list of schools that the NG Lead felt were good schools to include in the research. The researcher began to establish contacts with schools through their link EP from May 2018 but found this difficult, as a number of EPs were not replying to emails, due to absences, not seeing the email or forgetting to reply. The researcher initially

emailed EPs as they were not in the office very often and therefore had to wait until they saw them to ask for contact with the school.

Once contact was established, some schools did not want to take part, meaning that the researcher had to continue recruiting. By the time permission to interview NG staff was granted, it was nearly June 2018 and the researcher wanted to complete interviews before the end of the summer term. Furthermore, most NG staff were only available during their planning time on one afternoon a week, meaning that the researcher had a limited number of days to conduct interviews and had to complete interviews during placement days as well as any other placement work they had. Two interviews also needed to be conducted out of the researcher's own time due to how close the interview was to the end of term.

5.5.4 Professional development

During the research process, the researcher was a novice to IPA. When the researcher first began to read the guidelines offered by Smith et al. (2009), they felt that IPA was a complex method to use to analyse an interview. As the researcher became more engrossed in the interviews, IPA became clearer to them and the researcher felt more confident in their choice of IPA. Furthermore, the researcher feels that the process of IPA allowed them to become more skilled at actively listening within their role as a professional, developed a greater understanding of NGs and the importance of supporting them so they can continue the work they do.

5.6 Strengths of the study

One strength of this study was that the researcher herself was a Trainee Educational Psychologist and therefore had knowledge and experience in Educational Psychology. This meant that they were able to suggest ways in which NG staff can be supported in school and how EPs may be deployed to support NG staff and schools in practice, both at an individual and systems level.

Another strength of this study is the homogeneity of the sample in that they were all NG staff in primary school settings. It was also a suitably sized sample for this IPA study, which allowed for an in-depth exploration.

An additional strength of this study is that it offers a deep exploration of the resilience of NG staff and what factors support them, which is a novel research area.

5.7 Limitations and ethical issues

In this section, the researcher acknowledges several limitations to this study and considers how some areas of the research methodology may have been improved. Limitations to the study will be outlined below.

5.7.1 Design

To start with, the research question was decided before the preliminary search of the literature. To reduce the risk of bias, the researcher attempted to participate in a thorough and systematic search of the literature but accepts that this could have affected how they engaged with the literature. For example, studies based on participants in secondary schools or outside the UK were not included in the literature review and the researcher recognises that this means findings relevant to the research may have been missed.

Furthermore, although the researcher conducted a literature search, the analysis of the studies identified have not used a recognised quality assessment. A limitation of this is that the researcher may have included research in their final selection of studies that were of a lower quality or weaker in their findings compared to others.

Not using a quality assessment was partly due to the imitations in conducting doctoral research but more relevantly, having identified such as great variety of qualitative, quantitative and mixed methods studies, applying several quality assessment frameworks would have detracted from the narrative of the literature review. Additionally, literature may have been lost if they did not meet the criteria for the quality assessment.

A further limitation to the research is due to the limited triangulation of findings. Interviewing eight members of NG staff and participating in an in-depth analysis was felt to be suitable for the present research. Given more time, further triangulation of data would have increased the validity and rigour of the findings. Further research on NG staffs' experience of support for their resilience could

include exploring the views of EPs and school leadership. Additionally, observations of NG staff could have been carried out as well as the use of resilience diaries, similar to the reflective diary used by participants in Critchley and Gibbs' (2012) study and could also be ideas for future research.

5.7.2 Interviews

This study contained retrospective views expressed by NG staff in the interviews, as well as current experiences, with NG staff referring to past experiences as well as more recent experiences. A longitudinal approach to the study of NG staffs' experiences would have shown the researcher how NG staffs' experiences changed over time. In Troman's (2000) study on teacher stress, Troman interviewed participants between two and five times over the course of two years, which added a longitudinal dimension to their research, enabling them to chart the participants' stress over time. The researcher suggests that yearly follow-up interviews would have been enlightening and enabled participants to reflect on more experiences regarding support for their resilience.

In this IPA study, data was gathered in single interviews as IPA requires participants to give a detailed, first-person account of an experience (Frost, 2011). In addition, single interviews were as much time as the researcher and the NG Lead agreed that NG staff could give of their limited free time. However, for the last two participants who worked in the same NG, they asked to be interviewed together as they felt more comfortable being interviewed in this way. Whilst the interviews were in-depth, it must be recognized that these were glimpses into the participants' experiences. For this reason, the data gathered could have been influenced by how individual NG staff were feeling that day. Their perceptions of how their resilience is supported in school could also have been influenced by their mood or feelings at that time. The participants could have felt pressured by having to answer questions with someone face-to-face, leading them to give socially desirable responses, possibly creating response bias. In addition, having participants interviewed together meant that some responses to questions that participants gave may have been influenced by their colleague. While the researcher felt that interviewing these participants together meant that there could be some triangulation of information, the

researcher acknowledges that this set up could have created response bias for these participants.

5.7.3 The Sample

As mentioned in the methodology section the sample was to some degree self-selected because only NG staff that agreed to take part were included in the study. Within the recruitment process, it became evident that the Deputy Head Teachers were gate keepers to the NG staff and therefore decisions taken by Deputy Head Teachers impacted upon the sample. Given that the researcher was only able to approach NG staff once schools have given permission for them to take part, the researcher recognises that there is some sampling bias; as there may have been something about all the participants and schools who agreed to take part. They could have been the more confident schools and NG staff and felt that resilience was supported in a positive way.

Additionally, while the researcher was interested in exploring how both class teachers and TAs experienced support for their resilience, the researcher acknowledges that this could also be a limitation to the research, Although interviewing both TAs and class teachers meant that there could be some triangulation of the findings, a possible limitation of combining both TAs and class teachers' views is that TAs do not have the same pressures on them as class teachers do, such as workload and being held accountable for the progress that pupils make in their learning. This is evident from the subtheme pressures and expectations as it was only class teachers that commented on this. Given the different roles that class teachers and TAs have, means that they would need support for their resilience in different ways and thus may have had an impact on the findings.

The final sample size and the purposive sampling of NG staff in one LA impacted on the transferability and generalisability of the findings as conducting the research with NG staff from one LA means that their experiences of how their resilience is supported in school may differ in another.

In this research it was not possible to share initial reflections or preliminary interpretations with participants as access to the sample for interviews was

limited. Even so, preliminary interpretations were discussed with the researcher's Director of Studies and family members gave general feedback.

5.7.4 Limitations of IPA

While IPA was the chosen methodology for this research, it is important to acknowledge that IPA does have some limitations.

Despite IPA offering rich and in-depth first hand personal accounts (Smith et al., 2009), it is limited to a small number of participants, which means research that uses IPA focuses on the subjective experience of a small number of participants meaning that caution must be taken when interpreting the impact of findings in research studies (Pringle, Drummond, McLafferty & Hendry, 2011).

Tuffour (2017) highlights that IPA fails to give enough recognition to the important role language plays in capturing an experience. Willig (2007) argues that the words we choose to describe an experience will always construct a version of that experience, which means that language does not just give an expression to an experience but adds meaning and makes direct access to someone else's experience unattainable. From this perspective it can be argued that language tells us more about how an individual talks about an experience rather than the experience itself. In their refutation of this criticism, Smith et al. (2009) accept that while the main purpose of IPA is to gain insight into an experience, that experience is always linked with language.

When thinking about participants in research using IPA, Smith et al. (2009) suggests that researchers find a relatively homogenous sample as those participants can offer us a particular perspective on the phenomenon being studied, which may be difficult to achieve if the sample is too unique, specific or difficult to access. Therefore, the researcher needed to ensure that they contacted more participants than they needed in case participants or schools declined to take part, which is a difficulty the researcher encountered.

IPA also relies heavily on the researcher having developed their interview skills. This includes active listening, the ability to answer open ended assumption free questions, build rapport and gain the trust of their participants, for them to be able to feel comfortable to discuss more personal or sensitive issues (Pietkiewicz & Smith, 2012). For this reason, IPA may not be suitable for researchers that have not had an opportunity to develop these skills. As a TEP

the researcher has already begun to develop these skills through consultation and is familiar with the importance of creating an atmosphere that helps individuals to feel at ease.

5.7.5 Positive approach

The researcher had planned to use an approach to their research underpinned by a focus on strength-based practice and what works. However, whilst many interviews were based on positive experiences of how resilience and well-being was supported, participants also shared experiences that were not identified as contributing positively to their resilience. As it would have been unethical to not have recognised and acknowledged the statements linked to negative experiences, these have been included. Moreover, the inclusion of negative experiences meant that the researcher could further explore various ways in which NG staffs' resilience can be further supported.

5.8 Implications of the study and for Educational Psychologists

The current research findings provide rich insights into how resilience for NG staff can be supported in school to help them successfully manage the challenging context in which they work. The findings suggest that the process of NG staffs' resilience involves a combination of feelings, thoughts and behaviours that are shaped by the school culture in which NG staff work. The aim of this section is to consider the implications of this research for NG staff, school staff and EP practice and the differing levels at which EPs work: the individual, the school and the community.

5.8.1 Implications for NG staff and school staff in general

While, the current research focused on what role EPs can play in supporting NG staff, there are also implications for NG staff and school staff in general with the following approaches being considered:

- Adopting a whole school approach to resilience and well-being and developing a resilience and well-being policy for staff.
- Improving systems around effective communication between NG and other school staff so that there is a clear understanding of the work being carried out and the work planned for the day as a lack of communication can lead to a lack of understanding of NG and impact on resilience.

- Integrating NG staff more within school life so that they are more present within school to reduce feelings of isolation for NG staff.
- Developing frameworks whereby achievement with pupils in NG can be transferred into the mainstream classroom, which contributes positively to their resilience through feedback and increasing their professional satisfaction.
- Systems in place for giving positive feedback and recognition of strengths in line with a positive psychology approach, which also contributes to feelings of being valued.
- Supervision to offer guidance.
- Providing emotional support for school staff as part of standard practice, such as regularly checking in with staff to make sure they are okay.
- Continued professional development for staff to help to equip them with the skills needed to succeed in their role and improve their self-efficacy

5.8.2 Implications for the study for Educational Psychologists

As found in the current findings, EPs are highlighted as well placed to support NG staff in terms of their practice and personal development. A great deal of what is summarised below will be standard practice for many EPs, however, there are some ideas that may aid the resilience of NG staff and may be useful for further discussion.

5.8.2.1 Supporting individual NG staff members

- EPs could employ their skills in therapeutic intervention, providing individual support for NG staff consistent with the emotional support they stated they required. This may include making use of therapeutic approaches such as Solution Focussed Brief Therapy (SFBT) or Cognitive Behaviour Therapy (CBT). This study indicates that NG staff consider emotional and strategic support from EP as a valuable resource.
- EPs can support the professional development and personal growth of NG staff by offering training, advice and support to equip them with the skills they need to either improve their resilience or maintain their ability to be resilient.

- EPs can support NG staff to recognise the emotional impact of their work on themselves, understand their feelings and work with them to help them develop positive coping mechanisms in difficult situations to increase their stress related growth. This might include drawing on Mindfulness based approaches
- Given the limited time that NG staff have with EPs, it may be helpful for EPs to support NG staff in developing their skills in self- reflections. This study indicates that NG staff value having time and space to reflect on incidents. None of the participants reported using a particular model of reflection and for this reason, NG staff may benefit from EPs helping them to develop their current way of reflecting on incidents with a model for reflection.

5.8.2.2 Working with schools

- In supporting schools to provide optimal support for NG staff, EPs could encourage schools to work in a collaborative way using a consultation model rather than seeing EPs as the expert, so that schools and NG staff feel autonomous in their role.
- EPs could facilitate support groups amongst the staff and leadership team, to foster colleague relationships and a greater understanding of the role that NG staff play within school.
- EPs could clarify the extent of their role to all school staff (including the leadership team), so that they are able to support the school more effectively at a whole school level.
- Schools could use EP time to provide drop in sessions for NG staff so that the EP can offer instant and direct support. This study indicates that NG staff felt that having access to their school EP was very positive and helped them to improve their resilience and self-efficacy, as they were receiving feedback and support.
- EPs could support schools to recognise the emotional impact of working in NG and the emotional and practical support that NG staff may need as standard. This could be the development of debriefing sessions following challenging incidents or supervision for staff.
- EPs could support schools to develop a more consistent approach to giving constructive feedback and acknowledgement of strengths, consistent with strengths-based approach.

5.8.2.3 Working in the Community

- EPs could support all NG staff in the LA to develop a peer support group that all NGs have access to, such as a Farouk's (2004) model of group process consultation or Jackson's (2008) Work Discussion Group. Currently, NG groups within the LA only have access to NG support if their school buy into the NG package offered by the LA. Offering a space for NG staff to be able to confide in each other can empower them to work through the difficulties they face and reflect on changes that are appropriate for them within their school system (Jackson, 2008).

5.9 Future Research Opportunities

As previously noted in the literature search, there is a lack of research in the UK on NG staff resilience and well-being. The researcher feels that there should be further research that investigates NG staffs' resilience and well-being and their experiences of resilience and well-being, as there is currently a gap in this area of research. The role of the EP in supporting NG staff resilience and well-being also calls for further exploration. This could include research that evaluates interventions aimed at supporting NG staff resilience and well-being. Due to the limited UK research in this area, this research project was not centred around a specific approach or psychological model, nor did it evaluate an intervention of any kind. However, future research could explore or evaluate the concept of NG staff resilience and well-being using different approaches, which could include SFBT, Mindfulness Approaches, CBT, or Personal Construct Psychology (PCP).

5.10 Proposal for Dissemination of the Findings

To make sure the voices of NG staff were able to shape policy and practice, dissemination of the findings was considered key. The researcher plans to feedback their findings to participating schools and NG staff as well as the EPS within which they carried out their research in.

In addition, each year UEL hosts a conference for Third Year Trainees on the Professional Doctorate in Educational and Child Psychology, to present their research, summarising the key finding and implications for EP practice in

schools. The researcher is aiming to present this research study at this conference in order to share findings with EPs and other professionals.

5.11 Conclusion

This research aimed to explore the lived experience of how NG staffs' resilience is supported in school. The analysis has developed an understanding of what resilience means to NG staff, what impacts it and supports it within school. In eliciting NG staffs' experiences, the process by which they experienced support for their resilience was explained. This exploratory study has contributed to the research on teaching staff well-being and resilience, while providing a unique insight into the well-being and resilience of NG staff. By exploring their experiences, significant areas for support have been identified and the impact that these have on their resilience documented. The findings presented indicate the need to be aware of the systemic influences on NG staffs' resilience as well as their individual characteristics. It is considered that the views and accounts of these staff members have informed our understanding of NG staffs' resilience and the factors that foster resilience in them.

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Appendices

Appendix 1 – Detail of Literature Review Searches

Search Date	16/08/2018
Database Searched	EBSCO (PsychINFO)
Key Words	((DE "Resilience (Psychological)") AND (DE "Teachers")) – using PsychINFO thesaurus terms
Limiters	Peer- reviewed, journal articles, 1998-2018, English
Results	N = 80
Excluded	N = 64
Relevant articles	N = 26
Results after reading titles, abstracts, UK studies, primary teachers	N = 6

Search Date	16/08/2018
Database Searched	EBSCO (Academic Search Complete)
Key Words	((DE "RESILIENCE (Personality trait)") OR (DE "WELL-being")) AND (DE "SCHOOL employees")) AND (DE "TEACHERS")
Limiters	Peer- reviewed, journal articles, 1998-2018, English
Results	N = 1
Excluded	N = 0
Relevant articles	N = 1
Results after reading titles, abstracts, UK studies, primary teachers	N = 1

Search Date	19/08/2018
Database Searched	EBSCO (ERIC)
Key Words	(DE "Resilience (Psychology)") AND (DE "Teachers") AND (Nurture Groups) – initial search did not yield results but using SmartText searching, results were found based on keywords used.
Limiters	Peer- reviewed, journal articles, 1998-2018, English
Results	N = 576
Limited to United Kingdom and England	N = 55
Results from relevant titles	N = 7

Results after reading abstracts and identifying UK studies and primary teachers	N = 5
Search Date	20/08/2018
Database Searched	EBSCO (Academic Search Complete)
Key Words	"Resilience" AND "Teachers"
Limiters	Peer- reviewed, journal articles, 1998-2018, English, UK
Results	N = 14
Relevant Results after reading titles, abstracts and identifying UK studies and primary teachers	N = 4

Search Date	20/08/2018
Database Searched	EBSCO (Academic Search Complete)
Key Words	"Resilience" AND "Teachers"
Limiters	Peer- reviewed, journal articles, 1998-2018, English, UK
Results	N = 14
Relevant Results after reading titles, abstracts and identifying UK studies and primary teachers	N = 4

Search Date	20/08/2018	20/08/2018	20/08/2018
Database Searched	EBSCO (British Education Index)	EBSCO (ERIC)	EBSCO (Academic Search Complete)
Key Words	("Resilience (Psychological)") OR ("Well being) AND ("Teachers")		
Limiters	Peer- reviewed, journal articles, 1998-2018, English		
Results	N = 100	N = 218	N = 318
Excluded based on not being UK studies, articles on students, principals, student teachers, beginning teachers, pre-school and secondary	N = 13	N = 210	N = 24

teachers			
Results after reading titles, abstracts and identifying UK studies and primary teachers	N = 10	N = 7	N = 16
Results after removing duplicates from previous search	N = 6	N = 2	N = 4

Search Date	23/08/2018
Database Searched	EBSCO (Education research complete)
Key Words	resilience and teachers
Limiters	Peer- reviewed, journal articles, 1998-2018, English, England, Great Britain
Results	N = 29
Excluded based on studies being non-UK articles, articles on students, principals, student teachers, beginning teachers, pre-school and secondary teachers	N = 24
Results after reading titles, abstracts and identifying UK studies and primary teachers	N = 5
Results after removing duplicates from previous search	N = 1

Search Date	23/08/2018
Database Searched	EBSCO (Education research complete)
Key Words	stress and teachers
Limiters	Peer- reviewed, journal articles, 1998-2018, English, England, Great Britain
Results	N = 75
Excluded based on studies being non-UK articles, articles on students, principals, student teachers, beginning teachers, pre-school and secondary teachers	N = 67
Results after reading titles, abstracts and identifying UK studies and primary teachers	N = 5
Results after removing duplicates from previous search	N = 4

Search Date	23/08/2018
Database Searched	EBSCO (PsychINFO)
Key Words	(DE "Teachers") AND ("Nurture Groups") AND (DE "Resilience")
Limiters	Peer- reviewed, journal articles, 1998-2018, English,
Results	N = 499
Relevant titles	N = 7
Excluded based on studies being non-UK articles, articles on students, principals, student teachers, beginning teachers, pre-school and secondary teachers, unrelated to teaching or school	N = 493
Results after reading titles, abstracts and identifying UK studies and primary teachers	N = 5
Results after removing duplicates from previous search	N = 1

Search Date	30/08/2018
Database Searched	EBSCO (British Education Index)
Key Words	teachers AND burnout
Limiters	Peer- reviewed, journal articles, 1998-2018, English
Results	N = 192
Relevant titles	N = 27
Results after reading titles, abstracts and identifying UK studies and primary teachers	N = 5
Results after removing duplicates from previous search	N = 2

Appendix 2 – Overview of Selected Studies

Overview of selected studies

Authors, Date and Title	Aim	Sample	Methodology and analysis approach (if mentioned)	Findings	Theoretical framework
Experience of being in an intervention					
Critchley, H., & Gibbs, S. (2012).	To explore effect of using positive psychology-based intervention to examine the impact on the efficacy beliefs and well-being of primary school staff	<p>2 primary schools – one acting as a control in NW of England in small local authority.</p> <p>Focus group – 5 random allocated staff members and initial interview with head</p> <p>35 staff members in each school</p>	<p>Mixed method</p> <p>Qualitative</p> <p>-Focus groups and interviews</p> <p>Quantitative</p> <p>-Questionnaire based on staff views from interview and phrases in line with Bandura's guidelines for the study of efficacy beliefs (Bandura, 2006)</p> <p>Thematic analysis used</p>	<p>Efficacy increases in intervention increased compared to control school</p> <p>Themes identified:</p> <p>-Taking the lead</p> <p>-Evaluation, giving and receiving feedback.</p> <p>-Extended aspects of role.</p> <p>-Presenting and public speaking.</p> <p>-Managing change.</p>	<p>Self efficacy</p> <p>Positive psychology</p>

				-Shared vision	
Gold, E., Smith, A., Hopper, I., Herne, D., Tansey, G., & Hulland, C. (2010). Mindfulness-Based Stress Reduction (MBSR) for Primary School Teachers.	Investigated the effects of teaching a MBSR course to primary school teachers to reduce stress.	9 teachers 2 TAs recruited from local suburban primary schools. Self-selected and identified themselves as experiencing stress	Quantitative To measure emotional status and stress levels, course participants completed the Depression Anxiety Stress Scales (DASS21: Henry and Crawford 2005; Lovibond and Lovibond 1995) before and after taking the MBSR course. The Kentucky Inventory of Mindfulness Skills (KIMS: Baer et al. 2004 used to evaluate how far an MBSR course enabled participants to become more mindful, and on which dimensions of	Prior to starting the course, most participants showed significant levels of emotional distress. After completing the course, results showed improvement for most participants for anxiety, depression, and stress, some of which were statistically significant.	Mindfulness theory

			mindfulness.		
Lived Experience of School Staff					
Troman, G (2000). Teacher Stress in the Low-Trust Society.	Explored primary teachers experiences of stress and stress related illness related to their work.	20 teachers all diagnosed with either anxiety, depression or stress related illness in one LA. Mixture of teachers from urban and rural locations. All primary	Qualitative In depth ethnographic semi structured interviews Grounded theory	Themes identified related to: Intimacy – alienation Togetherness- antagonism Supportive – undermining Mutuality – isolation, security – insecurity, acceptance – suspicion.	Ecological Systems Trust relations Theory of structuration
Grenville-Cleave, B., & Boniwell, I., (2012). The effects of positive psychology on the efficacy	To explore perceived control and well-being in teachers in comparison with other professionals such as those in	298 in total. 150 teachers other professions (inc doctors, social workers, finance	Mixed methods Online quantitative survey conducted. Perceived control was measured using the Brief Levenson Locus of Control and Generalised	Teachers' perceived control and well-being were significantly lower than those of non-teachers (p > 0.001).	Self-efficacy Perceived control Self-determination

beliefs of school staff	health, social work, finances and human resources (HR).	managers, pharmacists and HR managers– 148 Does not specify primary or secondary teachers but mentions that their self-efficacy is lower – relevant but is lower than other papers.	Self-Efficacy scales. Well-being was measured using the Life Orientation Test-Revised, Satisfaction with Life, Subjective Happiness and Ego Resilience Scales. Semi structured interviews Thematic analysis used	Four themes related to control were located in the qualitative analysis: autonomy, authenticity, connection to others and resilience.	theory
Paterson, A. & Grantham, R. (2016). How to make teachers happy: An exploration of teacher wellbeing in the primary school context	To explore the shared understanding of teacher well-being (TWB) and the factors that may support and promote it positively.	34 teachers from 5 schools in phase one. Phase 2 – 5 participants from school with most positive results for TWB.	Mixed methods Phase one: Glasgow Motivational and Wellbeing Profile (GMWP; developed by Glasgow Educational Psychology Service) completed by participants from 6 schools Phase 2: Semi structured	Social support between colleagues and good relationship with senior management team had positive influence on TWB.	Ecological systems theory

			focus group		
			Thematic Analysis		
Syrnyk, C. (2012). The Nurture Teacher: Characteristics, Challenges and Training.	To explore how teachers working in a nurturing environment perceive the positive aspects of being NG staff as well as the challenges	10 members of teaching staff in a primary school in the UK that adheres to a whole school nurture approach.	<p>Mixed methods –</p> <p>Qualitative</p> <p>Semi structured interviews (analysis used not stated)</p> <p>Quantitative data</p> <p>Tuckman Teacher Feedback Form (TTFF) (Tuckman, 1976, 1995).</p>	<p>Desirable qualities for nurture teachers found:</p> <p>Inner strength, calm empathic nature, self-awareness, objectivity. Also found nurturing teachers to be effective at managing their own internal states.</p> <p>Teachers reported intrinsic rewards and seeing positive change in pupils as motivating them</p>	Attachment

				<p>and interpersonal relationships as a positive characteristic of their role. Found support from colleagues to off load as important to help them cope with their work. Also reported positive relationships with pupils as valued.</p> <p>Challenges included the emotional toil of the work.</p> <p>Need to compartmentalise work and home as well as emotions.</p>	
Day, C., &	What challenges	10 = 8 teachers	Semi structured individual	All teachers	Ecological systems

Hong, J. (2016). Influences on the capacities for emotional resilience of teachers in schools serving disadvantaged urban communities: challenges of living on the edge	teachers face and their capacity for resilience	including headteacher and deputy head in one primary school in a socio-economically deprived area of the Midlands, UK.	interviews for 60-90 minutes Thematic analysis	<p>reported facing similar, collective challenges - students' learning and behaviour issues closely tied to their home/community environment, heavy workload, finding work-life balance, and pressure to meet the government's accountability standards but many had strong capacity for resilience.</p> <p>Teachers found support from family and friends, professional support, strong sense of vocation and self</p>	theory
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				confidence in role, accepting what is out of their control, having boundaries for work, good management, sharing responsibility	
Experience of Support					
Sharrocks, L. (2014). School staff perceptions of well-being and experience of an intervention to promote well-being	To explore primary school staffs' experiences of taking part in an intervention to promote well-being and the impact it has on them.	One primary school – 3 teachers and one teaching assistant for focus group Chill and chat participants – whole school	3 focus groups held (before the intervention, on 3 rd week of intervention and one week after the intervention ended). Questionnaires given to staff during meeting before the intervention and then after completion. Thematic analysis	Well-being was seen as important and staff valued the time the intervention offered to develop better relationships with colleagues and staff cohesiveness.	Ecological systems
Davison, P., & Duffy, J.	To explore whether	11 schools in a socially deprived	Mixed Methods. Quantitative (pre & post	Levels of staffs' concern following	Ecological systems theory

(2017). A Model for Personal and Professional Support for Nurture Group Staff: To What Extent Can Group Process Consultation Be Used as a Resource to Meet the Challenges of Running a Nurture Group?	participation in a group process consultation could be used as a model for professional and personal support for NG staff.	area in the United Kingdom (22 participants in all – 11 Teachers and 11 Teaching Assistants)	<p>measures) questionnaire</p> <ul style="list-style-type: none"> -Teacher Interpersonal Self-Efficacy Scale (Classroom Management subscale) (Brouwers & Tomic, 2001) - Self-confidence scale adapted from (Allen, 2001) - Consultation group involvement questionnaire (adapted from Bozic & Carter, 2002) <p>Qualitative</p> <ul style="list-style-type: none"> -Focus group with teachers and TAs. <p>Thematic Analysis</p>	<p>participation in the group consultation sessions fell.</p> <p>Increase in staffs' self-confidence and self-efficacy. Staff reported they valued the collaborative way of working and the group process consultation helped give them reassurance, companionship, reduced stress and eased anxiety.</p>	Group process model
Rae, T., Cowell, N., & Field, L. (2017). Supporting Teachers'	To determine how teachers in two special schools in England, catering for pupils with SEMH	8 teachers from two SEMH schools in England. One in an eastern county, the other in outer London borough.	<p>Qualitative design – semi structured interviews</p> <p>Thematic analysis</p>	6 major themes identified - Stressful aspects of working in provision, positive aspects of working	Social constructivism

Well-Being in the Context of Schools for Children with Social, Emotional and Behavioural Difficulties	understood and experienced supervision, the importance they gave to it and to explore the role of EPs in providing supervision			<p>in provision, existing support provisions, understanding of supervision as a process, staff development of Emotional Literacy (EL) skills and the role of the EP in the supervision process.</p> <p>Highlighted lack of support from SLT as a challenge and source of stress but also mentioned support systems</p>	
Willis, W. & Baines, E. (2018). The perceived benefits and difficulties in introducing and	Examined the perceived benefits and difficulties of introducing and maintaining effective group supervision for	<p>12 members of staff in one SEMH primary school in southeast England</p> <p>3 groups for</p>	Qualitative semi-structured interviews between 20-40 minutes long	Attending a group supervision provided participants with the opportunity to foster a greater sense of	Social Constructionism and personal construct

maintaining supervision groups in a SEMH special school.	staff working in a special SEMH school.	supervision – 17 members overall but not all wanted to be interviewed (14 agreed and 2 were absent on the day so left 12).	Thematic analysis	<p>camaraderie with colleagues and address the issue of stress through offloading, sharing and validating of emotions and experiences.</p> <p>found that sessions needed to be chaired by an effective and independent supervisor.</p> <p>four overarching: benefits of supervision, difficulties of supervision, issues associated with maintaining effective supervision (theme included qualities of the supervisor – being independent and external) and</p>	
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				<p>future supervision (engagement – want to continue, should be compulsory and will continue to attend).</p>	
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Appendix 3 – Introductory Letter to Headteachers



Dear [Headteacher's name]

My name is Elena Kombou and I am a Trainee Educational Psychologist undertaking the Doctorate in Child and Educational Psychology at the University of East London. I was given your email address by [EP's name]. I believe that they mentioned to you that I am planning to carry out my doctoral thesis research on Nurture Group staff and their experiences of how their resilience has been supported in at work. [EP's name] informed me that you are open to idea of this research being carried out in [name of school].

I am wondering when you would have some time to have a meeting to discuss how we can move forward with this research.

Thank you for your time and I look forward to your response.

Kind Regards,

Elena Kombou

Trainee Educational Psychologist

[EPS name]

[Email address]

[Phone number]

[Name and Email of Supervisor]

Appendix 4 – Information Letter



Participant Invitation Letter

You are being invited to participate in a research study. Before you agree it is important that you understand what your participation would involve. Please take time to read the following information carefully.

Who am I?

I am a doctoral student in the School of Psychology at the University of East London and am studying for the Professional Doctorate in Educational and Child Psychology. As part of my studies I am conducting the research you are being invited to participate in.

What is the research?

I am conducting research into the support that Nurture Group staff receive in their schools to support their resilience. As you are aware, school staff have a responsibility to promote and support the emotional well-being of pupils. Given this responsibility, it is therefore critically important that school staff feel that their emotional well-being is being supported. I would like to invite you to participate in a semi structured interview to explore and explain what support you receive for your emotional well-being and how this could be developed further with the support of Educational Psychologists. My research has been approved by the School of Psychology Research Ethics Committee. This means that my research follows the standard of research ethics set by the British Psychological Society.

Why have you been asked to participate?

You have been invited to participate in my research as someone who fits the kind of people I am looking for to help me explore my research topic. I am looking to involve Nurture Group class teachers and teaching assistants.

I emphasise that I am not looking for 'experts' on the topic I am studying. You will not be judged or personally analysed in any way and you will be treated with respect. You are quite free to decide whether or not to participate and should not feel coerced.

What will your participation involve?

If you agree to participate you will be asked to take part in an individual semi-structured interview that will involve you sharing your experiences and thoughts about what you have found helpful/unhelpful in terms of your resilience in your role within the Nurture Group in your school.

The interview will be led by myself and is expected to last for approximately 45 minutes. You will be the only person in the room with me (Elena Kombou). You will be asked to respond to a series of questions about your experiences of how your resilience has been supported at work. The interview will also be audio recorded and will take place within your school. The interview can be arranged for a time that suits you best and it has been agreed that this interview can take part during work time. If the

interview is not finished within the 45 minutes allocated, you may be asked to take part in a follow up interview to ensure that enough data has been collected and that you have left feeling satisfied that you have volunteered all the information you would like to. The interview itself will not be formal, it will be a relaxed informal chat.

For the analysis, themes from the interviews will be generated. You will have the opportunity to ask me any questions before the interview begins and there will be time at the end of the interview to discuss any issues that arise.

I will not be able to pay you for participating in my research but your participation would be very valuable in helping to develop knowledge and understanding of my research topic

Your taking part will be safe and confidential

Your privacy and safety will be respected at all times. You do not have to answer all the questions asked and can stop the participation at any time.

The interviews will be audio recorded and transcribed by me. I will be the only person that has access to the recordings. Once transcribed, the recordings will be permanently deleted. As the research is part of a doctoral thesis the views expressed will be shared and therefore not confidential. However, any information that can identify participants, such as names of participants and schools will be given pseudonyms to protect anonymity.

All data will be collected and stored in line with the UK Data Protection Act (1998) and the University of East London's data protection policies. Transcriptions of the data will be kept for five years, as required for research that may be published. Once this time has elapsed, the transcriptions will be destroyed.

While I anticipate no risks from participation, if any sensitive issues arise during the interview, I will offer support and a debrief at the end of the interview. If needed, this will include signposting you to appropriate agencies.

What will happen to the information that you provide?

I will store your contact details on an encrypted laptop that only I have access to. Once the research is complete, your contact details will be deleted.

A transcription of the interview will be written but no identifiable information will be included. All responses will be anonymised and a pseudonym will be used. Your responses will not be linked to you by name or by any other identifying information. I will record the interview and store the recordings on an encrypted remote hard drive that only I (Elena Kombou) have access to. The original recordings will be stored in a locked container and will be destroyed once the recordings have been transcribed. All interview transcripts will be anonymised and no staff or schools will be identifiable in the transcripts. Transcripts will be kept for five years, as required for research that may be published. These will be kept electronically in a password protected document on an encrypted remote hard drive (memory stick) stored in a locked office. The university will be able to look at the interview transcripts if they request it, however they will not be given access to any information that would identify you

The results of the study will be written as part of the requirements for the award of a Doctorate in Educational and Child Psychology. As such, the anonymised data will be seen by my research supervisor and examiners. This will also be presented to my research cohort, academic tutors, uploaded to the University of East London's research library and the Educational Psychology Service. It may also be presented to a journal for publication. You will not be identified in any report or publication; however anonymised quotations from the interview may be used.

What if you want to withdraw?

You are not obliged to take part in this research and are free to withdraw from the research study at any time without explanation, disadvantage or consequence. However, if you withdraw I would reserve the right to use material that you provide up until the point of my analysis of the data.

Contact Details

If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.

Elena Kombou.

Email: u1622742@uel.ac.uk

If you have any questions or concerns about how the research has been conducted please contact the research supervisor Dr Helena Bunn. School of Psychology,
University of East London, Water Lane, London E15 4LZ,
Email: h.bunn@uel.ac.uk

Appendix 5 – Interview Schedule

Initial Interview Schedule

- Introductions and consent.

Entrance question:

1. Summary of role and responsibilities?

Main questions:

2. What does ‘resiliency mean to you?
3. How would you describe your current level of resiliency?
4. Please tell me about a time when you felt confident in yourself and you knew that you mattered whilst at this school?
5. What is it about this school that helps you to cope with the stresses of daily life and manage times of change?
6. Can you think of a story that demonstrates the supportive atmosphere at your school?
7. If you had three wishes for your school which would make it an even better place to work, what would they be?
8. Do you think that promoting the resilience of Nurture Group staff in schools is part of the role of the EP?

Cool-down:

9. What would you like to see happen as a result of this research?
10. Do you have anything else you would like to discuss?
11. Who do you think we should share these findings with?

Closing – Debrief and thank for participation.

Appendix 6 – Consent Form



UNIVERSITY OF EAST LONDON

Consent to participate in a research study

What are Nurture Group staffs' experiences of how their resilience is supported in school?

I have read the information sheet relating to the above research study and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures in which I will be involved have been explained to me.

I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researcher(s) involved in the study will have access to identifying data. It has been explained to me what will happen once the research study has been completed.

I hereby freely and fully consent to participate in the study which has been fully explained to me. Having given this consent, I understand that I have the right to withdraw from the study at any time without disadvantage to myself and without being obliged to give any reason. I also understand that should I withdraw; the researcher reserves the right to use my anonymous data after analysis of the data has begun.

Participant's Name (BLOCK CAPITALS)

.....

Participant's Signature

.....

Researcher's Name (BLOCK CAPITALS)

.....

Researcher's Signature

.....

Date:

Appendix 7 -Debrief



Debrief Sheet for Participants

Dear school staff member,

Thank you very much for participating in this research.

Discussing resilience can be an emotive topic and if this research has raised any concerns that you would like to discuss then you can contact [name of link Educational Psychologist] who is aware of this research.

If you would like to talk more about any of the issues raised through your involvement in this research, the organisations listed below can provide support and further information.:

Education Support Partnership

This service is for those who work in the education sector and their families and can be contacted by telephone or on line. The website provides a wealth of information and fact sheets ranging from managing stress to changes in the curriculum. You can also sign up to receive regular newsletters regarding health and well-being.

www.educationsupportpartnership.org.uk/helping-you and telephone number: 08000 562 561)

Samaritans

Samaritans volunteers listen in confidence to anyone in any type of emotional distress, without judging or telling people what to do. 08457 90 90 90 (24 hours a day, 7 days a week) www.samaritans.org

Mind

Mind are a charity who provide information and support on mental health issues. 0300 123 3393 (9am to 6pm, Monday to Friday, except for bank holidays).

info@mind.org.uk

Text: 86463

In addition to the participant information sheet given to you at the beginning of the research, you are free to keep this sheet which gives details of the research you have participated in.

Title of Project: What are Nurture Group staffs' experiences of how their resilience is supported in school?

What will happen if I don't want to carry on with the study?

You have the right to withdraw your participation at any time. If you wish to withdraw from the study this will not have any detrimental effect your employment. Any information that has already been written up in the study will remain, but you can request for your transcript to be destroyed up to the point of analysis of data.

What if there is a problem?

If you have a concern about any aspect of this study, you should ask to speak to the researcher, who will do their best to answer your questions. This can be done via e-mail. If you would prefer to speak in person, a call back can be arranged. If you remain unhappy and wish to complain formally, you can do this by contacting my supervisor, Dr Helena Bunn, at the University of East London.

Will my involvement in this research be kept confidential?

I will store your contact details on an encrypted laptop that only I have access to. Once the research is complete, your contact details will be deleted.

A transcription of the interview will be written but no identifiable information will be included. All responses will be anonymised and a pseudonym will be used. Your responses will not be linked to you by name or by any other identifying information. I will record the interview and store the recordings on an encrypted remote hard drive that only I (Elena Kombou) have access to. The original recordings will be stored in a locked container and will be destroyed once the recordings have been transcribed. All interview transcripts will be anonymised and no staff or schools will be identifiable in the transcripts. Transcripts will be kept for five years, as required for research that may be published. These will be kept electronically in a password protected document on an encrypted remote hard drive (memory stick) stored in a locked office. The university will be able to look at the interview transcripts if they request it, however they will not be given access to any information that would identify you

What will happen to the results of the study?

The results of the study will be written as part of the requirements for the award of a Doctorate in Educational and Child Psychology. As such, the anonymised data will be seen by my research supervisor and examiners. This will also be presented to my research cohort, academic tutors, uploaded to the University of East London's research library and the Educational Psychology Service. It may also be presented to a journal for publication. You will not be identified in any report or publication; however anonymised quotations from the interview may be used.

Further information and contact details:

Please feel free to contact with myself (Elena Kombou) or my research supervisor (Dr Helena Bunn) if you have any further questions.

Elena Kombou University of East London / xxxxxx Local Authority Xxxxxx

Dr. Helena Bunn University of East London Xxxxxx

Appendix 8 – Ethical Approval

School of Psychology Research Ethics Committee

NOTICE OF ETHICS REVIEW DECISION

For research involving human participants

**BSc/MSc/MA/Professional Doctorates in Clinical, Counselling
and Educational Psychology**

REVIEWER: Claire Marshall

SUPERVISOR: Helena Bunn

STUDENT: Elena Kombou

Course: Professional Doctorate in Educational and Child Psychology

Title of proposed study: What are Nurture Group staffs' experiences of how their resilience is supported in school?

DECISION OPTIONS:

1. **APPROVED:** Ethics approval for the above named research study has been granted from the date of approval (see end of this notice) to the date it is submitted for assessment/examination.
2. **APPROVED, BUT MINOR AMENDMENTS ARE REQUIRED BEFORE THE RESEARCH COMMENCES** (see Minor Amendments box below): In this circumstance, re-submission of an ethics application is not required but the student must confirm with their supervisor that all minor amendments have been made before the research commences. Students are to do this by filling in the confirmation box below when all amendments have been attended to and emailing a copy of this decision notice to her/his supervisor for their records. The supervisor will then forward the student's confirmation to the School for its records.
3. **NOT APPROVED, MAJOR AMENDMENTS AND RE-SUBMISSION REQUIRED** (see Major Amendments box below): In this circumstance, a revised ethics application must be submitted and approved before any research takes place. The revised application will be reviewed by the same reviewer. If in doubt, students should ask their supervisor for support in revising their ethics application.

DECISION ON THE ABOVE-NAMED PROPOSED RESEARCH STUDY

(Please indicate the decision according to one of the 3 options above)

APPROVED

Minor amendments required *(for reviewer):*

Major amendments required *(for reviewer):*

Confirmation of making the above minor amendments *(for students):*

I have noted and made all the required minor amendments, as stated above, before starting my research and collecting data.

Student's name *(Typed name to act as signature):*

Student number:

Date:

(Please submit a copy of this decision letter to your supervisor with this box completed, if minor amendments to your ethics application are required)

ASSESSMENT OF RISK TO RESEACHER *(for reviewer)*

Has an adequate risk assessment been offered in the application form?

YES / NO

Please request resubmission with an adequate risk assessment

If the proposed research could expose the researcher to any of kind of emotional, physical or health and safety hazard? Please rate the degree of risk:

☐

HIGH

Please do not approve a high risk application and refer to the Chair of Ethics. Travel to countries/provinces/areas deemed to be high risk should not be permitted and an application not approved on this basis. If unsure please refer to the Chair of Ethics.

☐

MEDIUM (Please approve but with appropriate recommendations)

☒

LOW

Reviewer comments in relation to researcher risk (if any).

Reviewer (Typed name to act as signature):

Dr Claire Marshall

Date: 28.02.18

This reviewer has assessed the ethics application for the named research study on behalf of the School of Psychology Research Ethics Committee

RESEARCHER PLEASE NOTE:

For the researcher and participants involved in the above named study to be covered by UEL's Insurance, prior ethics approval from the School of Psychology (acting on behalf of the UEL Research Ethics Committee), and confirmation from students where minor amendments were required, must be obtained before any research takes place.

For a copy of UELs Personal Accident & Travel Insurance Policy, please see the Ethics Folder in the Psychology Noticeboard

Appendix 9 – Example Transcript

*Taken from P5

1 Researcher: So as mentioned before, my research is about Nurture Group
2 staff's resilience and how they feel it is supported in school and their experience
3 of how it's been supported in school. So I was just wondering if you could give
4 me a summary of your role and responsibilities?

5 P5: Okay, I am the Nurture Group teacher and have been for 12 years almost
6 coming up to 12 years now. I oversee the children's learning within the group. It
7 is part of my responsibility to make sure the assessments are completed both
8 academic and social emotional Boxall profile assessments are completed. I
9 liaise with parents very closely, I liaise with school staff very closely to try and
10 make the transition between Nurture Groups and class smoother and easier for
11 all involved. Um...yeah, I can't think of anything else (laughs).

12 Researcher: So what is it that drew you to the role of Nurture Group?

13 P5: I used to be a mainstream class teacher and I was very frustrated by the
14 fact that I could see children had lots of needs that I just wasn't able to meet
15 through the number of children in the class, through the demands of the
16 curriculum. It was just frustrating me, so when I saw this opportunity come up
17 where I could work with a much smaller group, where I could actually do
18 something to meet these children's needs, I jumped at it and that's why I do it.

19 Researcher: You talked about frustration, so how did that present itself for you?

20 P5: Um...I think....when I teaching mainstream....I didn't teach here, it was a
21 different school, but yeah when I was frustrated, I think I just stopped enjoying
22 my job and it felt like I was striving and desperately trying to do things within the
23 curriculum to meet a child's needs, but then I had to push on and yeah I just...it
24 made me quite angry because I obviously wasn't able to do what I thought I
25 need to do for those children and I just didn't enjoy my job as I'd expected to, to
26 be honest.

27 Researcher: Yeah, did you feel you had support for that anger at all?

28 P5: Um... not really. Obviously peer support, lots of people were very friendly
29 where I used to work and I was supported by friends but um... but yeah I think it
30 was basically it wasn't so much, it certainly wasn't the school and it certainly
31 wasn't the children, it was more the role that I struggled with. So yeah I think
32 because everyone was in that role together I think we just kind of supported
33 each other really (laughs).

34 Researcher: Okay, so as this research is about resilience, what does resilience
35 mean to you?

36 P5: Resilience to me, I think is being able to face difficulties and try and find
37 ways to manage them. Sometimes...um...not giving up as well, that's really
38 important, but trying to find ways around those difficulties, to manage them
39 effectively. That's the main gist I think. It's really nerve-wracking (laughs with
40 researcher)

41 Researcher: (laughs) Don't worry about it (laughs with P5). How would you
42 describe your current level of resilience?

43 P5: Um...I think my current level of resilience is pretty good. You do develop
44 quite a thick skin when you're working with vulnerable people I think because
45 they've got a lot of problems that they naturally have to share with you. That is
46 part of the role and I think you do develop quite a resilience because you have
47 to.

48 Researcher: Yeah, so what would you say...you say your current level is quite
49 good, what would you say have been challenges to your resilience? In the past
50 or even in the present?

51 P5: Um... (pause)...straight away the first things that's a challenge is having to
52 not take everything very personally, because sometimes the way children and
53 very occasionally parents can act because of the emotional state they're in
54 um...it can feel very personal and it can feel like they're angry at you, their
55 behaviour is directed at you, when in actual fact, I've learnt now that often, it's
56 not. It is how they are responding, is their emotional response that just happens
57 to be coming out and I happen to be the one that it's coming out to, so I'd say
58 that's probably the first one. Trying not to take everything very personally, not
59 to... trying not to take it all home with you and keep it in your head I think as
60 well, that's a really big one; because you do get emotionally involved with the
61 children, I think that's part of what we need to do really because then you can
62 get to know them, they can get to know you. But in particularly tricky cases, it
63 can be very hard to switch off then, and you do take it home with you and you
64 do worry about it and you do dream about it, and you cry about it as I'm sure a
65 lot of other people do when they're struggling with something.

66 Researcher: So what do you find helps you in those situations?

67 P5: Um... my TA. I think the most valuable things for me, is having someone
68 that I can work with very closely, because we kind of go through the same thing,
69 we're there for each other, we understand each other very well um...if I'm
70 having a difficult time with something, I can talk it through with her and she'll
71 either tell me to 'stop being so silly' or she'll (laughs) she's very supportive and
72 she, because she understands it she can say 'yes, it's not you, it's the
73 behaviour. Look at this', kind of rationalising bits as well. Trying to take a step
74 back from it just to kind of make it a bit more manageable really. But yeah, my
75 TA, absolutely, 100%, my top resilience support I think.

76 Researcher: Would you say you think your resilience has improved since having
77 someone you can work so closely with?

78 P5: Um...I've actually always been lucky because the policy of the borough's
79 Nurture Groups is, if they are local authority funded they should be run by two
80 staff, so because we are a local authority funded group, I am very lucky in that I
81 have always worked with somebody and even luckier that I've always worked
82 with people that have been fantastic. So the lady who I worked with previously,
83 she was wonderful as well. She was here before I was so she kind of saw me in
84 and guided me through when I first started and I've always had a very close

85 relationship with the people I have worked with, so I've been incredibly lucky
86 there.

87 Researcher: Lovely, so could you please tell me about a time that you felt
88 confident in yourself and you knew that you mattered while you've been in this
89 school?

90 P5: Um...(pause)...that's quite a hard one (laughs) I think, feeling
91 confident...um....okay I'm going to go for a local authority review because we
92 are local authority funded, we are assessed and monitored every year by the
93 local authority and I felt proud I think; because the last authority review, the
94 people who were reviewing us actually said they were finding it quite hard to
95 find targets for us, which made me think 'actually you know what I am actually
96 doing this right, I am getting there'. It did make me feel confident there because
97 I thought actually if the people who are overseeing this and seeing all the
98 Nurture Groups are struggling to find something for me to move on with, then
99 that means I'm doing okay today (laughs) I'm doing okay. So yeah that did
100 make me feel good and then positive responses from other people. Lots
101 of....actually in preparation for this, lots of supportive staff, lots of people
102 coming in and wishing us luck for it and then following on from that, positive
103 responses from the Head and the SENCo. But yeah I think positive responses
104 from that were really supportive actually because it was acknowledging that
105 actually we are doing what we are meant to be doing and that it is a place within
106 the school and it is functioning as it's meant to be, which is always reassuring.

107 Researcher: Is that important, having that acknowledgment and feedback from
108 the school?

109 P5: Yeah, yeah it is because we aren't the same as everybody else and
110 obviously everybody I'm sure would respond positively to feedback but because
111 it is different and often the children do present with very difficult behaviours and
112 their learning doesn't necessarily make massive progress. When you're tracking
113 academically, it looks very low, sometimes even when you're tracking socially
114 and emotionally, if a child is going through a dip or a very tricky time, again
115 that's looking quite low so actually, it is, I think it is important to receive that
116 feedback because then you know from the people around you that actually they
117 are noticing that we are trying our best even if the outcomes aren't always as
118 we want at that time, then they can see that we're not just sitting back, we are
119 actually trying to move forward. Yeah, I think it's important.

120 Researcher: So you talked about sometimes children presenting with
121 challenging behaviour, could you tell me a bit more about that?

122 P5: Um yeah, all the children that we get through our door are different, every
123 single one that we've had through our door is different because they're all
124 obviously an individual. Um...sometimes the challenging behaviour can be
125 where a child is very withdrawn and just refusing to work, refusing to
126 acknowledge us, refusing to communicate, that is, that is quite a challenge
127 because that is like a tough nut to crack really and then we've got to keep
128 rethinking our strategies of how we can reach this child. At the other end of the
129 spectrum you're got other children who will run out of class sometimes, who will,

130 who can be quite violent; we have had children who've spoilt other children's
 131 work; been very very disruptive. we have had children before who have
 132 damaged the classroom, so again that's the kind of adrenaline rush high profile
 133 children that you have to manage those situations as well, but then I think the
 134 withdrawn children can be just as challenging really because then that's more
 135 introverted for us, we're thinking we have more time to think it out but then
 136 you're having to really rack your brain and think 'what else can I try for these
 137 children?'. So yeah we do have, we have had both of those frequently.

138 Researcher: So what's that like for you, when you have children come into your
 139 class that are for example, violent or?

140 P5: It's really hard. It's really hard because firstly, you have to think about the
 141 safety of everybody and Nurture Group are meant to be a safe space and a
 142 very secure space for the children so we have to be very aware that if we have
 143 a child that is presenting with those kind of difficulties, can we make sure
 144 everybody else in that room still feels safe, because obviously if they are not
 145 feeling safe then there's a problem there. Um... but yeah as a person yourself,
 146 particularly if a child at that point is to us unpredictable, we've not unpicked
 147 when it might be, you can't help it, you are tense and you are worried and you
 148 do, you do find yourself kind of quite anxious.

149 Researcher: Yeah. How do you manage that?

150 P5: Again, first port of call would be my TA. Just kind of talking it through and
 151 kind of...preparation as well, talking it through with her in the morning, before
 152 any children come in saying 'right okay, let's look at this, let's think, are there
 153 any points here that we think might be triggers? Are there any difficult parts of
 154 the day? What work are we going to ask this child to try to present, to complete
 155 today?' So basically, really thinking it through first, thinking it through with
 156 somebody else, so that you've kind of got an idea and also because we do work
 157 as a team, it might be myself that would be working with the child or it might be
 158 the TA that worked with the child so we kind of have to be tight knit there
 159 because also it could be that half way through, one of us has to takeover,
 160 because somethings happened or one of us has to go out for some reason. So
 161 we have to be really tight as a team to work together with that, but that really
 162 helped. Um... making sure you have a bit of time after an incident to have a cup
 163 of tea, sit down and just kind of...just take a moment I think; because in schools,
 164 particularly when you've got other children that you need to be looking after, it's
 165 very tempting to just kind of say 'okay, I'm good, yup let's go, let's carry on,' and
 166 sometimes you do need to do that but then there are times you do need to kind
 167 of sit back and just say 'I just need a minute to gather myself before I can carry
 168 on.' I think that's...and trying to make sure that we build that in as well.

169 Researcher: Where would you be able to go for that time?

170 P5: Um...(pause)...we never, I never really went anywhere, I tended to just stay
 171 in the classroom because I tended to take those times at the end when the child
 172 had gone, when all the children had gone, so break times, you really need your
 173 break times (laughs) because you do...that's your time when you can just sit
 174 down and have your glass of water or have your cup of tea and just kind of go

175 (exhales) so I...yeah I tend to just stay in class because there's not really a lot of
176 places you can go where you can just sit. I mean you can go to the staff room
177 but again, sometimes you just need a bit of peace and quiet rather than people
178 coming in 'what are you doing here?' so, yeah I'd just stay where I was really.

179

180 Researcher: So in that time, I suppose is that, is that time that you would be
181 able to see as reflection time?

182 P5: Um...no. To me that wasn't reflection time, that was separate. We would
183 definitely do that, but those sit down times were just, I suppose recovery times
184 actually (laughs). Particularly if you'd been in the middle of an incident which
185 was very difficult to manage, you just need to sit and just kind of get your
186 breathing back to normal (laughs), get your heart rate back to normal and just
187 kind of get back in to a place where you are able to function logically rather than
188 emotionally. So yeah I think it was, reflection would come after that, yeah.

189 Researcher: Okay, so it almost sounds as if that, having that time just to
190 yourself helps you with your resilience as well, just being able to have that
191 moment on your own?

192 P5: Yeah. Yeah I think so, because, I mean it's obviously my TA and I, we are
193 together so that was fine, but just not having anyone else kind of knocking on
194 your door and then children. No children to worry about, just for a while, just 5
195 minutes. As I say, like break time or lunch time, that was my time to do it, but
196 just having that bit of time did, because then I was...I think refreshed is the
197 wrong word but um...yeah I suppose my resilience was built up again then and I
198 felt more able to come back and do the job I needed to do, fresh start, fresh
199 thinking, so yeah I think it's probably very valuable actually thinking back on it
200 now. Reflecting, reflecting on it (laughs).

201 Researcher: So what would you say is about this school that helps you to cope
202 with the daily stresses of life and manage change?

203 P5: Hmmm, that's a hard one (laughs).

204 Researcher: It can be positive or negative.

205 P5: Um...(pause)...yeah I, I think that's...one of the tough parts of our job. When
206 you're working with a lot of different people, because change happens all the
207 time, all the time from small changes to big changes and obviously we're trying
208 to contain that, for the children and prepare them.

209 Researcher: What would those small changes look like?

210 P5: So small change, for example, it could be we're expecting a child to go back
211 for computing for example, after break time so we've prepared them for that and
212 then the child goes back to class only to find the teacher's changed it and they
213 are not doing computing anymore. So we've then prepared them for that, we've
214 prepared our lessons and our resources and everything for that child to not be
215 there and then all of a sudden they are there. So that to them, they're thinking
216 'well where am I meant to be?' so they're kind of looking around confused 'but
217 you told me I wasn't meant to be there and now I am.' So that's hard for them to

218 manage. It's hard for us to manage as well, because of things like resources,
219 lesson planning, because our lesson planning is so individual, it takes a lot of
220 thought to try and work out what they are going to do so you have to manage
221 that. They're probably...but they're happening everyday, that happens
222 frequently, that's a very very common occurrence. Um...and we have
223 considered saying 'okay that child goes back for that time' because I know
224 some Nurture Groups do, but then sometimes you're actually sending that child
225 back into something you know that they won't be able to access, so we do tend
226 to say 'if you're not doing that lesson, just come back to us,' because otherwise
227 we are sending that child in and we know they are going to fail, and we don't
228 want that. That's going back on everything that we stand for. So yeah, but
229 that's, I'd say they're probably the smaller ones but the most common, that's
230 daily basis that happens (laughs), yeah. But that's again, that is part of life and
231 we do have to try and allow our children experience of that, but it's yeah, that's
232 probably the hardest bit I think.

233 Researcher: In terms of big changes?

234 P5: Yeah big changes, um...things like changes to school systems, I mean for
235 example we've got changes in school day coming up so again it's trying to
236 manage the children and how they're going to cope with that. Things like
237 currently Wednesday afternoon is our PPA, all of the children know, no Nurture
238 Group on a Wednesday afternoon. Now there will be Nurture Group on a
239 Wednesday afternoon and then it's changes and transitions between class and
240 then when they go from Nurture Group back to class and then to an enrichment
241 activity. It's a lot of transition so for them, it's trying to manage those transitions
242 as well.

243 Researcher: Okay. So when children's timetables have changed and they've
244 had to come back, how are you able to manage that? In terms of your
245 resilience?

246 P5: Um...I get cross (laughs) and I might, I might get a bit cross and kind of say
247 'oh wish people would tell me first!' Um...that's usually my instant reaction and
248 then you think logically, again you just take that step and you kind of think 'no
249 okay, it's fine you can do this, think logically,' and then we will move on and then
250 yeah, if necessary, I will tweak a lesson slightly so that a child can have
251 something or I will, I will tweak a resource to make sure there is enough, so it is,
252 I think it is that initial get cross, get over it and move on. I think you have to...the
253 move on is the most important part because it's not that child's fault and they
254 still need to be taught something so just yeah, just that second. Get cross, get
255 over it.

256 Researcher: Could you tell me a bit more about that, the process of you getting
257 cross and then being able to move on from it?

258 P5: Okay, yep. Um... er...yeah I would say...um...that cross part tends to be
259 quite short. With me in the classroom, so it tends to be, I'll find out, the child will
260 appear at our door and we'll say 'no you've got computing for example' and
261 they'll say 'no we've not got it today.' So we then, myself or the then TA go and
262 check because sometimes the children get confused. We then come back and

263 then usually, it is literally, I just say 'oh wish people would tell me about it, it
264 makes it so much harder', um... trying to do it away from the children (laughs)
265 trying to kind of do it quite quietly or I'll quietly say it to my TA or something
266 um...and then I might stomp around for a couple of minutes and then kind of go,
267 'okay, right that's not going to help,' and then I'm good after that. It's usually just
268 a few little cross words and a bit of stomping and then it's fine again, yeah
269 (laughs)

270 Researcher: (laughs) Okay, so is it, is there anything that the school is able to
271 do to help you to manage the daily stresses?

272 P5: Um... what's currently happening?

273 Researcher: Yeah, currently or what you would like to see?

274 P5: Um...currently, day to day there's not a lot. Um...I know that I can always
275 get in touch with the SENCo if I need to...um...to kind of run something by her if
276 I need to do that. Um...yeah there's not really a lot at the moment. Um... the
277 things that's helped me obviously apart from having someone close to work
278 with, we used to get more time with the Educational Psychologist, which
279 through demands of the school has now changed. We do get time with the
280 Educational Psychologist, but that tends to be a bit more focused on certain
281 children now, where before we used to get some time where I could just talk
282 about all of the children. Not saying names but kind of say 'okay with um
283 number 1, this child is presenting with this and this and I'm struggling with this,
284 any ideas?' and we used to kind of be able to go through that. It wasn't very
285 often, maybe even once a term, something like that but just having that
286 opportunity to air and try and get a bit of support there was really useful.
287 Um...there is a Place2Be service here and there is a place to think opportunity,
288 it just is tricky trying to fit it in because we either have the children in or I don't
289 work on Fridays. So it's tricky trying to have a chance to do that, but it is there, I
290 know it's there, it's just we haven't yet been able to access it, so yeah.

291 Researcher: So what did you like about having that contact with the EP? You
292 mentioned it briefly.

293 P5: Yeah. I really liked the contact because I think sometimes you do get a bit
294 bogged down when you're in a job, any job and you're doing it every day.
295 Sometimes you can get a bit short sighted, and having the opportunity to talk to
296 an EP was...it just kind of opened your brain up a little bit again and just gave
297 you some ideas and sometimes it was reassuring and the EP would say 'yes it
298 sounds like you're doing lots of good things already, why don't you try this,' and
299 it just kind of opened up the thought processes again and made us actually take
300 some time to step back and really reflect on what we have already tried and
301 ways we can move forward and that was really useful. It was really useful, as I
302 say, demands of children now, yes we have got EP time, but yeah, it kind of
303 tends to be more focused on certain children who need specific support, so...

304 Researcher: So what would you like to see happen in terms of school being
305 able to help you manage and cope with the daily stresses?

306 P5: Um...I suppose, to make life easier, fewer changes (laughs), if someone's
307 got a time table, stick to it. That would make life a lot easier, straight away,
308 much quicker. Um..yeah, do you know what, seriously actually, that would be,
309 that would really make a difference, because we'd all know where we stood, I
310 mean sometimes I can work with 6 different classes, with 6 different time tables,
311 and it could be that we have all of the children in at some points and we could
312 have 2 children in at another point and we weren't expecting that so I've spent
313 ages planning something only to find that a time table has changed and I've
314 then wasted hours of planning because I can't do that activity anymore. So yeah
315 actually, people sticking to a time table, not completely obviously there's got to
316 be a little bit of flexibility but if it's your P.E. time, make it your P.E. time. Don't
317 suddenly decide that you're going to do something different. That would be
318 wonderful, that really would (laughs).

319 Researcher: Is there anything you think the school could do to help support
320 that?

321 P5: Um...see it's tricky, because actually with the idea of a creative curriculum,
322 the idea is meant to be that you're quite flexible and you can go with the
323 children a little bit more and you can do this and obviously things like, resources
324 if you're trying to plan a fun lesson, sometimes things will change a little bit, so
325 I'm not quite sure. I'm not quite sure how the school could do it because it kind
326 of goes against the idea of going with the children's interests and creativity. So
327 I'm not sure about that one.

328 Researcher: Okay. So can you think of some examples of a supportive
329 atmosphere at this school?

330 P5: Um...(pause)...I think we've got some lovely staff. I think we really have,
331 we're very lucky...particularly this year, we've been very very lucky because
332 staff are willing to work with us; come and talk to us. If we've had a rubbish day
333 or a tricky meeting with a parent or something, then yeah I'd say we're very
334 lucky with the people we're working with at the moment, because they will listen
335 and they will share ideas and things. So I'd say that's been great, at the
336 moment.

337 Researcher: So what is it about that relationship that you have with them that's
338 important to you?

339 P5: I think um...being able to work with them, closely you kind of feel as if you're
340 not fighting a losing battle. That when the child goes out of your room,
341 everything is forgotten because it is different in class. It has to be different in
342 class otherwise we wouldn't be there; we wouldn't exist. But sometimes it can
343 feel a little bit like we're trying to do lots of things in the Nurture Group, we're
344 doing lots of work, and then they leave and no strategies are being put in place
345 and so everything goes backwards and that's yeah, that's really tough because
346 obviously the child's stuck then. They don't understand what's going on, so I
347 think the fact that we can work really closely, we've got teachers who are willing
348 to to take things on board; are willing to try and put strategies in place; talk to
349 us; communicate with us. It just feels like we're working together and then....

350 Researcher: Would you say that's important to you?

351
352 P5: Yeah, yeah, definitely is, because when you're working as a team, with the
353 school staff, you don't feel like you're striving for no reason. Because ultimately
354 we want the children to function back in class, that's why we do what we do and
355 so when you feel like you've got people on your side, who are willing to work
356 with you, it makes it so much easier to support those children; and actually,
357 because we do have to work closely with the staff to find out different topics and
358 different things that are going on, if you've got a good working relationship with
359 them, it just makes it so much simpler, it really does.

360 Researcher: So how would you say that working relationship with those
361 members of staff has helped your resilience?

362 P5: Um...I think it's probably because they are another group of people I can go
363 to and kind of say 'oh that child was really tricky for us this morning, how were
364 they with you?' and just kind of talking it through, sharing experiences...um...I
365 think that was really really useful, because then, again you don't feel so on your
366 own, you don't feel so isolated and then they can give you that feedback, so
367 that makes you feel...yeah, again I suppose it's taking that personal aspect out
368 of it 'oh they're not just being awful for me, they're just having a bad day' and
369 sometimes even though logic is telling you one thing, sometimes the emotions
370 take over and it's 'oh they hate me, it's so difficult. They don't want to do
371 anything for me' so actually I think just having those people there to put it in
372 perspective, I think, that helps you think 'no it's not me, this is just one of those
373 things, just talk it through, feel better again.'

374 Researcher: Is that something that's improved over time?

375 P5: Um...I think, yeah, I think so. I think it definitely helps when people
376 understand what Nurture is about. Um...and so when we have new staff come
377 in, it's important that they understand it um...I'd like to also get a bit more
378 training, just a bit of a refresher because some people who've been here for a
379 long time, sometimes forget that we have had a lot of new staff and it's
380 important that I think, that they understand what we do, because it does make it
381 improve, it does help. Um...and also obviously it depends on personalities as
382 well, that does make a difference, so er...there's a working relationship with
383 somebody who you can function with and then there's other people who you
384 can be a bit more friendly with and that, yeah, you can't, you can't choose that
385 can you (laughs). So yeah, although we'd love to, you can't choose it.

386 Researcher: Okay, so if you had three wishes, for you school, which would
387 make it an even better place to work. What would those three wishes be?

388 P5: Oh...is this just for me personally or is this in general?

389 Researcher: Er...it could be both, personally and then also generally.

390 P5: Okay, for me personally, I would say...(pause)...firstly, it would be the
391 timetabling, that would be my top thing. Stick to your timetable so that we know,
392 it's predictable, what's going to happen and when and we understand that and
393 children understand that. That's probably the top one. Second one, um...having
394 that bit of EP time back would be brilliant, where it doesn't have to be so

395 focused on certain children, we can just reflect upon everything that's going on.
396 Um...and the third one..I think, again this is back to a personal one, um...the
397 third one I think would be, ensuring that if we're trying to put a strategy in place,
398 it is actually put in place, rather than us putting lots of work in and not seeing it
399 used anywhere else.

400 Researcher: Could you tell me a bit more about that?

401 P5: Yeah. Um...with the best will in the world, with the best will in the world,
402 um...sometimes, it is very difficult to try and put certain strategies in place.
403 These aren't always from us, these might be from recommended from speech
404 and language for example, um...yeah, for example, using an 'I am working
405 towards card' almost like a target card but very specific behaviours. Um...that
406 obviously needs some level of supervision; it needs some level of
407 acknowledgement, where in a class of 30, particularly if you've got no TA
408 support or additional support, that's really hard to do. But, if we're trying to help
409 children manage these small steps, um...and we're trying to put these strategies
410 in place because we can see the bigger picture; that's tricky when we're trying
411 to make lots of resources, we're trying to take time to show people how to do it;
412 we take time to show the child how it works and then it doesn't happen. That's
413 yeah, that can be hard, and I know the majority of people, absolutely want to do
414 it, and they might start doing it, but then demands of the regular day get taken
415 over. Particularly if you've got a hard class or if you've got a full class and as I
416 say, without extra support, that makes it really difficult. But yeah, that can be
417 very frustrating because it's really time consuming, making resources and
418 spending time going through them. So of course that's a lot of our time that's
419 gone down the drain and then it makes it harder for those children to reach
420 those small steps because they've not got that put in place. So I'd say that was
421 a big one as well.

422 Researcher: So what impact would you say that has on your resilience?

423 P5: Um...(pause)...impact on resilience, I would say...bigger picture it's probably
424 made me more resilient because, I wouldn't recommend it as a strategy
425 (laughs), but um...yeah I think at first, I used to get very frustrated about it,
426 again because it does take such a lot of my time to do all of this stuff, but um...I
427 think now, it's kind of made me think 'actually, again put it in perspective'
428 because if someone's not doing this, there's a reason for it so what can I do
429 now that they can do? What is achievable for them? Let's spend my time doing
430 something that is achievable that I might be able to share with somebody else,
431 rather than spend lots of time doing something that is never going to be used.
432 So yeah I think that's probably experience has led me to become a bit more
433 resilient rather than just getting cross or disappointed about it; thinking how I
434 can move forward with that, let's be realistic here; look at how many adults in
435 the class; look at the needs presented by that child; look at the needs of the
436 class; is it going to happen? No? Don't do it then, do something else.

437 Researcher: Yeah, because I was going to say, what is it that has helped you in
438 that way?

439 P5: Um...yeah I think, just experience. I think just making things; showing
440 things; trialling things that it's just a waste of time. I think again rather than
441 getting cross about it, because no one is doing it on purpose. They just can't do
442 it for a reason, so just have that in the back of your mind, yes it can be very
443 frustrating when you've spent the time doing it but you've got to look at how to
444 move forward. Same as I would do with a child in the class, if something's not
445 working, you have to find something that does work. So rather than spending
446 time and energy on something I know isn't going to work, spend my time and
447 energy on finding something that will. So I think that's yeah.

448 Researcher: Are there any people that have helped you with that?

449 P5: My TA (laughs). Yeah, my TA's helped um...tremendously. Um...we have
450 meetings with the SENCo and during those meetings there can be some
451 strategies that come out of that. Um...and that can, that can help. Um... but I'd
452 say that's probably it. Usually, hand on heart, usually, it's between myself and
453 my TA, trying to piece something together and talking it through, saying 'right
454 okay, why don't we try that, why don't we try that? Oh wouldn't it be better if we
455 do that' and eventually coming to some sort of conclusion that would be
456 manageable and then trialling it and seeing how it works.

457 Researcher: So what do you think could make that better?

458 P5: Um...I would say...a more consistent whole school approach to some
459 aspects, would make it easier because things like visual time tables, some are
460 very simple that we use on a daily basis, every single day, but it's accessible,
461 the children are responsible for it. If that was all the way across the school, then
462 great, half of our job is done because it becomes more predictable then. It is an
463 expectation that you have a visual time table but it's not always used. Again
464 being very honest, sometimes it goes up on a Monday and then because other
465 demands you get caught up with meetings, parents, you do forget it and then
466 you've still got Monday's and it's Thursday afternoon and it's still Monday's
467 timetable. So children don't use it then but actually something like a clear, well
468 used visual time table, just makes it much more predictable for our children;
469 makes it much safer really. They know

470 what to expect, there's no surprises and then when you lose the surprises they
471 become calmer and they can learn better. So I'd say yeah, probably whole
472 school approaches to some simple things like that would be helpful.

473 Researcher: Do you think that would help you in some ways with your resilience
474 as well?

475 P5: Um...yeah I think it might because actually, knowing that I'm not having to
476 start from scratch every time. Knowing that when a child goes back into class,
477 um...straight away they've got that support and it's familiar and it's consistent.
478 That straight away, for some of our children, that's all they need actually when
479 they go back in class a friendly ear, a bit of contact and knowing what's
480 happening, and they feel secure enough to actually take part again. Obviously
481 not all children but I think that's so valuable for everyone. I like to know what I'm
482 doing and I think all children like to know what they're doing; how many lessons;

483 what's happening afterwards and I think yeah, that would help a lot, because
484 yeah everyone knows where they are then.

485 Researcher: Okay, so we sort of touched on this before, do you think that
486 promoting the resilience of Nurture staff is part of the role of the Educational
487 Psychologist?

488 P5: Um....yeah. Yeah, because we do have as I say, EP time um...yeah I think,
489 I think it would be good if it was a bit more (laughs) but um...but everyone wants
490 more EP time, everyone does.

491 Researcher: What would you like to see from that time?

492 P5: Um...I think as we said before, just the space to think and the space to,
493 acknowledgement that actually, yes, you are doing something because as we
494 said before the emotional side of things, you do, you can't help but get caught
495 up and...I think that's important, just to say 'yes you are doing something, we
496 know you're doing something' um... I had a very good experience with an EP
497 actually who was very good at picking up on tone of voice, body language and I
498 was really struggling with a child and I was just in one of our sessions that we
499 had the open talking sessions, and I was explaining some of the behaviours and
500 she actually said 'I can see, from you exactly what you're experiencing through
501 this child, because I can see it in you,' and just to kind of have that.
502 psychological feedback almost to say, yeah we can see this, we're watching you
503 and we can see what you're experiencing from this child. It was just like 'oh,
504 okay I get it, yeah!' and I could then almost take it off me and kind of go 'yeah I
505 get it now, I understand it,' and a little bit of theory I suppose behind it, naming it
506 and saying 'yes this is why you're feeling so frustrated, is because that is a
507 reflection of what the child's feeling'. That was...

508 Researcher: How did it make you feel, almost having that recognition?

509 P5: It was like a weight off my shoulders really (laughs), because it was again
510 as I say, you kind of get really bogged down in it and actually for her to say, 'I
511 get it, it's not you, it is, I can see this, I can see what's happening here and this
512 is something we can do to move forward from that,' it was, yeah it was great,
513 because again when we come to it, my TA and I we are just school staff and
514 experience has taught us a lot but sometimes just having that person from
515 outside to say, 'yeah I can see this, I think this is what's happening,' just kind of
516 makes you go 'oh I get it, I understand it' and you kind of go back in refreshed
517 actually. Just having that little bit of knowledge and that feeling that there is
518 something you can do, there is something you can do to move forward. That
519 means a lot yeah.

520 Researcher: How do you think the school could implement that?

521 P5: Um...(pause)...not sure really, um...availability of staff, I think. I mean I think
522 that's why I kind of like what's going on currently with staff we're working with
523 because I kind of can do that a little bit and they kind of say 'oh yeah, look, you
524 look really done in today,' and we can have that conversation. Um... I think,
525 possibly because we have got that place to think, opportunity, actually making it
526 happen. I think that would be brilliant, but regularly. Actually regularly and taking

527 some time out because we can't, we know EP time's precious, so yeah i think
528 maybe actually having that regular, possibly even once a month, place to talk
529 for even half an hour, just to go out, go and sit down, kind of talk it all through;
530 get all those thoughts out and then yeah move forward. I think that would be
531 great.

532 Researcher: Lovely, so we're very nearly done, so what would you like to see
533 happen as a result of this research?

534 P5: Um...I think...I think acknowledging that Nurture is hard because it's
535 different and you are working with vulnerable people. Um...it would be great if
536 some kind of supervision almost could be built into Nurture practice because
537 particularly starting out, I was lost. Thank goodness for the TA who was helping
538 me through and the lovely SLT team and everything who have supported but
539 yeah, I'd say some kind of regular supervision. Once a term is great but again
540 as I say, EP time has to be used for supporting certain children but something
541 like that place to think, on a regular basis, would be fantastic.

542 Researcher: Who would that be with?

543 P5: Um...we, because we've got the Place2Be, I think that would go with
544 whoever works in the Place2Be place? I don't know what you call it. Um...that
545 would be who would do that because they are counsellors. I'm not saying we
546 would use it as a counselling session, it's just as I say, a place to think and kind
547 of to talk it through with a fresh set of ears really. Someone who's not in it,
548 someone who is slightly removed, who's not looking at financial decision, who's
549 not looking at support staff; who's just there looking as somebody's external,
550 who can kind of put an external perspective on it.

551 Researcher: So almost having that slot in maybe once a month, knowing that's
552 where you can go at that time?

553 P5: Yeah. Yeah and a regular once a month slot so we know that's going to
554 happen, we know it's going to be there, and if we are stuck because there are
555 frequently times when we are stuck and even though my TA is fantastic at
556 reading, (much better than I am), and trying to get the theory. Sometimes you
557 just need someone to help you put that theory into what you're actually doing.
558 So I think that would be amazing.

559 Researcher: Is there anything else you would like to discuss?

560 P5: I don't think so. I've spoken loads (laughs).

561 Researcher: You've done really well.

562 Researcher: And finally, who do you think that this research should be shared
563 with?

564 P5: Um...schools with Nurture Groups I think that would be...or looking to set up
565 Nurture Groups i think would be brilliant. Um...Educational Psychologists I think,
566 because actually, you are valuable (laughs) we need you and I think actually if
567 er... Educational Psychologists who understand the value of what we receive
568 from EPs is really important as well. Um...yeah I think that's probably the main
569 ones.

570 Researcher: Okay, well thank you so much, really appreciate it, this time you've
571 taken.
572 P5: That's alright (laughs).

Appendix 10 – Example of Analysed Transcript for P5

Emergent themes	Original Transcript	Exploratory Comments
Clear role identity	<p>Researcher: So as mentioned before, my research is about Nurture Group staff's resilience and how they feel it is supported in school and their experience of how it's been supported in school. So I was just wondering if you could give me a summary of your role and responsibilities?</p> <p>P5: Okay, I am the Nurture Group teacher and have been for 12 years almost coming up to 12 years now. I oversee the children's learning within the group. It is part of my responsibility to make sure the assessments are completed both academic and social emotional Boxall profile assessments are completed. I liaise with parents very closely, I liaise with school staff very closely to try and make the transition between Nurture Groups and class smoother and easier for all involved. Um...yeah, I can't think of anything else (laughs).</p> <p>Researcher: So what is it that drew you to the role of Nurture Group?</p> <p>P5: I used to be a mainstream class teacher and I was very frustrated by the fact that I could see children had lots of needs that I just wasn't able</p>	<p>Experienced in role</p> <p><u>Clear role identity</u></p> <p>Works with school staff and parents to support pupils. – <u>collaborative work, developing relationships with parents and staff</u></p> <p><u>Feels responsible for ensuring the transition to mainstream goes okay.</u></p> <p>Past experience as teacher influenced desire to make changes for pupils in need. Felt frustrated by system in</p>

<p>Empowered in role to create change</p>	<p>to meet through the number of children in the class, through the demands of the curriculum. It was just frustrating me, so when I saw this opportunity come up where I could work with a much smaller group, where I could actually do something to meet these children's needs, I jumped at it and that's why I do it.</p> <p>Researcher: You talked about frustration, so how did that present itself for you?</p> <p>P5: Um...I think....when I teaching mainstream....I didn't teach here, it was a different school, but yeah when I was frustrated, I think I just stopped enjoying my job and it felt like I was striving and desperately trying to do things within the curriculum to meet a child's needs, but then I had to push on and yeah I just...it made me quite angry because I obviously wasn't able to do what I thought I need to do for those children and I just didn't enjoy my job as I'd expected to, to be honest.</p> <p>Researcher: Yeah, did you feel you had support for that anger at all?</p> <p>P5: Um... not really. Obviously peer support, lots of people were very friendly where I used to work and I was supported by friends but um... but yeah I think it was basically it wasn't so</p>	<p>place, saw pupils' needs were not being met.</p> <p><u>Felt failing pupils? Feeling of responsibility to ensure pupils are being supported and having need met.</u></p> <p>Supporting pupils' needs in smaller environment. <u>Able to do job they want to do.</u></p> <p><u>Feel empowered to support pupils and can make a difference</u></p> <p>Didn't enjoy job in mainstream. Felt pressure of curriculum and having to meet pupils' needs at the same time. <u>Lost drive to teach. Fighting a losing battle to try balance curriculum and pupils' needs</u></p> <p>Couldn't do job they wanted to do. Did job for pupils.</p> <p>Feel their purpose is to support pupils to create change. <u>They are responsible for their pupils</u></p> <p>Had peer support. Friendly staff, supported by friends. <u>Support network there</u></p>
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<p>Resilience related to perseverance, facing difficulties and managing them effectively</p>	<p>much, it certainly wasn't the school and it certainly wasn't the children, it was more the role that I struggled with. So yeah I think because everyone was in that role together I think we just kind of supported each other really (laughs).</p> <p>Researcher: Okay, so as this research is about resilience, what does resilience mean to you?</p> <p>P5: Resilience to me, I think is being able to face difficulties and try and find ways to manage them. Sometimes...um...not giving up as well, that's really important, but trying to find ways around those difficulties, to manage them effectively. That's the main gist I think. It's really nerve-wracking (laughs with researcher)</p> <p>Researcher: (laughs) Don't worry about it (laughs with P5). How would you describe your current level of resilience?</p> <p>P5: Um..I think my current level of resilience is pretty good. You do develop quite a thick skin when you're working with vulnerable people I think because they've got a lot of problems that they naturally have to share with you. That is part of the role and I think you do develop quite a resilience because you have to.</p> <p>Researcher: Yeah, so what would you say...you say your current level is quite good, what would</p>	<p>Struggled with role of mainstream class teacher. <u>Not the job they wanted it to be, couldn't do what they thought they should be doing as a teacher</u></p> <p>Resilience related to facing up to difficulties and managing them. Not giving up – <u>perseverance</u></p> <p><u>Finding resources</u> that help to manage difficulties</p> <p>Perceives resilience as good, developed over time from working with pupils in NG.</p> <p>Developed with experience. Have it as it's part of the role, a requirement of the job is to be resilient for pupils to be able to seek support from you.</p> <p><u>Job is to provide emotional support for pupils</u></p> <p><u>Not a choice, needs to be there to do the job effectively.</u></p>
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Putting things into perspective	<p>you say have been challenges to your resilience? In the past or even in the present?</p> <p>P5: Um... (pause)...straight away the first things that's a challenge is having to not take everything very personally, because sometimes the way children and very occasionally parents can act because of the emotional state they're in um...it can feel very personal and it can feel like they're angry at you, their behaviour is directed at you, when in actual fact, I've learnt now that often, it's not. It is how they are responding, is their emotional response that just happens to be coming out and I happen to be the one that it's coming out to, so I'd say that's probably the first one. Trying not to take everything very personally, not to... trying not to take it all home with you and keep it in your head I think as well, that's a really big one; because you do get emotionally involved with the children, I think that's part of what we need to do really because then you can get to know them, they can get to know you. But in particularly tricky cases, it can be very hard to switch off then, and you do take it home with you and you do worry about it and you do dream about it, and you cry about it as I'm sure a lot of other people do when they're struggling with something.</p>	<p><u>Challenge is to separate the individual from the behaviour or emotions. High self esteem to not take things personally</u></p> <p>Can be taken personally when parent is projecting anger at them but they understand that the reason is because the parent is feeling that and they are there at that moment for the parent to vent to. <u>Trust from parent of no judgement by them?</u></p> <p>Can feel like they are the reason the parent is angry but experience has taught them that is not the case. <u>Parents are asking for their frustrations to be listened to.</u></p> <p>Separating work from home and leaving work at work. <u>Compartmentalising different parts of their life.</u></p> <p>Need to develop emotional relationship with pupils but can be difficult to separate that from home. <u>Limit to what you can do, need to accept that?</u></p> <p><u>Feel responsible for pupils and wanting to be able to change things for them. Feeling powerless when not there?</u></p> <p><u>Can't control what happens for pupils when not in NG?</u></p> <p><u>Struggle is what they can't control?</u></p>
Compartmentalising		
Feelings of responsibility for		

pupils	<p>Researcher: So what do you find helps you in those situations?</p> <p>P5: Um... my TA. I think the most valuable things for me, is having someone that I can work with very closely, because we kind of go through the same thing, we're there for each other, we understand each other very well um...if I'm having a difficult time with something, I can talk it through with her and she'll either tell me to 'stop being so silly' or she'll (laughs) she's very supportive and she, because she understands it she can say 'yes, it's not you, it's the behaviour. Look at this', kind of rationalising bits as well. Trying to take a step back from it just to kind of make it a bit more manageable really. But yeah, my TA, absolutely, 100%, my top resilience support I think.</p> <p>Researcher: Would you say you think your resilience has improved since having someone you can work so closely with?</p> <p>P5: Um...I've actually always been lucky because the policy of the borough's Nurture Groups is, if they are local authority funded they should be run by two staff, so because we are a local authority funded group, I am very lucky in that I have always worked with somebody and even luckier that I've always worked with people</p>	<p>TA is source of support. Close working relationship. Support each other. Understanding of each other's needs</p> <p>Mutual support for each other.</p> <p><u>Honest and open relationship, there is trust there.</u></p> <p>Able to reflect with NG colleague and <u>check thoughts?</u></p> <p><u>Removing self from situation to see it clearer and think more rationally?</u></p> <p><u>Support from NG colleague is valued</u></p> <p>Aware of NG policy of having two members of staff present</p> <p>Feels fortunate to work with people they see as skilled and good at their job. Always had support in role.</p> <p>Had guidance when first started the job.</p> <p>Feels fortunate to have always been able to work well with colleagues. <u>Positive relationships with colleagues</u></p>
Close relationship with NG colleague		
Permission to be emotional		
Supportive relationship with NG colleague		

Positive self talk	yeah that did make me feel good and then positive responses from other people. Lots of....actually in preparation for this, lots of supportive staff, lots of people coming in and wishing us luck for it and then following on from that, positive responses from the Head and the SENCo. But yeah I think positive responses from that were really supportive actually because it was acknowledging that actually we are doing what we are meant to be doing and that it is a place within the school and it is functioning as it's meant to be, which is always reassuring.	Positive feedback from others – <u>confirmed what had been said before, confirmation of good work</u>
Acknowledgement of work	Researcher: Is that important, having that acknowledgment and feedback from the school?	Acknowledgement of work by senior management Positive feedback was appreciated as it gave them guidance and reassurance that they were doing their job well. <u>Confirmation of clear role for them and clear identity. They are operating as they are expected to. – Clear understanding of their role.</u>
Clear identity of NG	P5: Yeah, yeah it is because we aren't the same as everybody else and obviously everybody I'm sure would respond positively to feedback but because it is different and often the children do present with very difficult behaviours and their learning doesn't necessarily make massive progress. When you're tracking academically, it looks very low, sometimes even when you're tracking socially and emotionally, if a child is going through a dip or a very tricky time, again that's looking quite low so actually, it is, I think it is important to receive that feedback because then you know from the people around you that	<u>Clear identity and it is separate from other classes. 'not the same as everybody else'</u> Aware of the needs of pupils in NG and realistic about expectations for them. Understanding and accepting pupils may not be ready to make academic progress <u>Lack of progress can be disheartening?</u> Positive feedback helps them to see where there is progress when it seems there isn't. Doing the best they can – <u>feel supported in their efforts?</u>

Positive feedback from colleagues	actually they are noticing that we are trying our best even if the outcomes aren't always as we want at that time, then they can see that we're not just sitting back, we are actually trying to move forward. Yeah, I think it's important.	<u>Acknowledgement of work being put in and working hard is important to them</u>
Acknowledgement of work	Researcher: So you talked about sometimes children presenting with challenging behaviour, could you tell me a bit more about that? P5: Um yeah, all the children that we get through our door are different, every single one that we've had through our door is different because they're all obviously an individual. Um...sometimes the challenging behaviour can be where a child is very withdrawn and just refusing to work, refusing to acknowledge us, refusing to communicate, that is, that is quite a challenge because that is like a tough nut to crack really and then we've got to keep rethinking our strategies of how we can reach this child. At the other end of the spectrum you're got other children who will run out of class sometimes, who will, who can be quite violent; we have had children who've spoilt other children's work; been very very disruptive. we have had children before who have damaged the classroom, so again that's the kind of adrenaline rush high profile children that you	Awareness of individuality of children and acceptance of them. <u>Children seen as individuals</u> <u>Constantly monitoring and reflecting on practice, persevering to be able to meet child's needs</u>
Being flexible in way of working		Experience of lots of different challenging pupils. Different pupils supported in NG and all have different ways of challenging them. <u>Meeting needs of all pupils in</u>

Joint decision making.	Researcher: Yeah. How do you manage that?	Collaborative work with TA. <u>Making decisions together</u>
Planning ahead	P5: Again, first port of call would be my TA. Just kind of talking it through and kind of...preparation as well, talking it through with her in the morning, before any children come in saying 'right okay, let's look at this, let's think, are there any points here that we think might be triggers? Are there any difficult parts of the day? What work are we going to ask this child to try to present, to complete today?' So basically, really thinking it through first, thinking it through with somebody else, so that you've kind of got an idea and also because we do work as a team, it might be myself that would be working with the child or it might be the TA that worked with the child so we kind of have to be tight knit there because also it could be that half way through, one of us has to takeover, because somethings happened or one of us has to go out for some reason. So we have to be really tight as a team to work together with that, but that really helped. Um... making sure you have a bit of time after an incident to have a cup of tea, sit down and just kind of...just take a moment I think; because in schools, particularly when you've got other children that you need to be looking after, it's very tempting to just kind of say 'okay, I'm good, yup let's go, let's carry on,' and sometimes you	Plan for the day ahead <u>Prepare for the day</u> Working together as a team to support each other. Be flexible in the role that is being played and prepare to change if needed <u>Understanding of each other and how each other works.</u>
Working as a team		
Giving self time to recover		Time to debrief after incidences and reflect
Permission to be		

<p>emotional.</p> <p>Giving self time to recover</p>	<p>do need to do that but then there are times you do need to kind of sit back and just say 'I just need a minute to gather myself before I can carry on.' I think that's...and trying to make sure that we build that in as well.</p> <p>Researcher: Where would you be able to go for that time?</p> <p>P5: Um...(pause)...we never, I never really went anywhere, I tended to just stay in the classroom because I tended to take those times at the end when the child had gone, when all the children had gone, so break times, you really need your break times (laughs) because you do...that's your time when you can just sit down and have your glass of water or have your cup of tea and just kind of go (exhales) so I...yeah I tend to just stay in class because there's not really a lot of places you can go where you can just sit. I mean you can go to the staff room but again, sometimes you just need a bit of peace and quiet rather than people coming in 'what are you doing here?' so, yeah I'd just stay where I was really.</p> <p>Researcher: So in that time, I suppose is that, is that time that you would be able to see as</p>	<p>Allowing self to feel emotions and permission to have that space and time to be emotional</p> <p><u>Classroom is safe space.</u></p> <p>Using natural breaks in the day to recover. <u>Make use of time as it is valuable to self-preservation?</u></p> <p><u>Taking self away from role. Allowing yourself time to recover and recharge.</u></p> <p><u>Feels safe in classroom to sit and be with yourself.</u></p> <p>Staff room is there but not seen as a space that can be used for recovery. Seen as a space to socialise.</p>
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<p>Giving self time to recover</p>	<p>reflection time?</p> <p>P5: Um...no. To me that wasn't reflection time, that was separate. We would definitely do that, but those sit down times were just, I suppose recovery times actually (laughs). Particularly if you'd been in the middle of an incident which was very difficult to manage, you just need to sit and just kind of get your breathing back to normal (laughs), get your heart rate back to normal and just kind of get back in to a place where you are able to function logically rather than emotionally. So yeah I think it was, reflection would come after that, yeah.</p> <p>Researcher: Okay, so it almost sounds as if that, having that time just to yourself helps you with your resilience as well, just being able to have that moment on your own?</p>	<p>Reflection and recovery are different and done at different times.</p> <p>Taking time to recover from incident and calm emotions down. Reset thinking and emotions so not being led by emotions</p> <p><u>Regulate physiological processes to help self regain state of calmness to then regulate emotions</u></p> <p>Reflections comes after time to recover. Reflect on incident after emotions</p>
<p>Giving self time to recover</p>	<p>P5: Yeah. Yeah I think so, because, I mean it's obviously my TA and I, we are together so that was fine, but just not having anyone else kind of knocking on your door and then children. No children to worry about, just for a while, just 5 minutes. As I say, like break time or lunch time, that was my time to do it, but just having that bit of time did, because then I was...I think refreshed is the wrong word but um...yeah I suppose my resilience was built up again then</p>	<p>Having quiet space to recover with no distractions.</p> <p>Space to recover meant they were able to continue working and remain resilient. <u>Their time to focus on themselves and their needs.</u></p>
<p>Awareness of impact of work on</p>		

<p>Acknowledgement of work.</p>	<p>lessons and our resources and everything for that child to not be there and then all of a sudden they are there. So that to them, they're thinking 'well where am I meant to be?' so they're kind of looking around confused 'but you told me I wasn't meant to be there and now I am.' So that's hard for them to manage. It's hard for us to manage as well, because of things like resources, lesson planning, because our lesson planning is so individual, it takes a lot of thought to try and work out what they are going to do so you have to manage that. They're probably...but they're happening everyday, that happens frequently, that's a very very common occurrence. Um...and we have considered saying 'okay that child goes back for that time' because I know some Nurture Groups do, but then sometimes you're actually sending that child back into something you know that they won't be able to access, so we do tend to say 'if you're not doing that lesson, just come back to us,' because otherwise we are sending that child in and we know they are going to fail, and we don't want that. That's going back on everything that we stand for. So yeah, but that's, I'd say they're probably the smaller ones but the most common, that's daily basis that happens (laughs), yeah. But that's again, that is part of life</p>	<p><u>Lack of communication between staff.</u></p> <p>Unplanned for staff. Changes to timetable causes confusion for pupils and leaves them feeling lost.</p> <p>Understands how confusion feels to pupils. <u>Empathetic towards pupils.</u> <u>Lack of communication between systems</u></p> <p>Changes to timetable have big impact on work done in the NG as it is planned for each child. A lot of effort is put in – <u>seems effort is not recognised by class teachers?</u></p> <p><u>No recognition of difficulties to lessons in NG because of changes to class timetables.</u> <u>Lack of understanding?</u></p> <p><u>Used to it happening.</u> Considered just sending pupil back anyway but at the same time understand that it might not be best for the pupil if they can't access the work.</p>
<p>Clear role identity</p>	<p></p>	<p>Don't want to set child up to fail. <u>Work for the best interest of the child.</u></p> <p><u>Clear moral compass. Doing what's right for the child.</u> <u>Fulfilling purpose of role which is setting them up for success.</u></p> <p>Accept it happens. <u>Teaching pupils to manage unplanned</u></p>

<p>Permission to be emotional</p>	<p>and we do have to try and allow our children experience of that, but it's yeah, that's probably the hardest bit I think.</p> <p>Researcher: In terms of big changes?</p> <p>P5: Yeah big changes, um...things like changes to school systems, I mean for example we've got changes in school day coming up so again it's trying to manage the children and how they're going to cope with that. Things like currently Wednesday afternoon is our PPA, all of the children know, no Nurture Group on a Wednesday afternoon. Now there will be Nurture Group on a Wednesday afternoon and then it's changes and transitions between class and then when they go from Nurture Group back to class and then to an enrichment activity. It's a lot of transition so for them, it's trying to manage those transitions as well.</p> <p>Researcher: Okay. So when children's timetables have changed and they've had to come back, how are you able to manage that? In terms of your resilience?</p> <p>P5: Um...I get cross (laughs) and I might, I might get a bit cross and kind of say 'oh wish people would tell me first!' Um...that's usually my instant reaction and then you think logically, again you</p>	<p><u>change in a safe space</u></p> <p><u>Thinking ahead for changes to come</u></p> <p>Changes to school day. Managing changes for pupils and themselves</p> <p><u>Trying to manage transitions for themselves as well?</u></p> <p><u>Allows self to feel negative emotions. Expresses what they are feeling, emotional reaction is given space for expression to then be able to think clearly</u></p> <p>Will react with emotions first and then think logically and</p>
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<p>Positive self talk</p> <p>Not dwelling over incidents</p> <p>Lack of communication across systems.</p>	<p>just take that step and you kind of think 'no okay, it's fine you can do this, think logically,' and then we will move on and then yeah, if necessary, I will tweak a lesson slightly so that a child can have something or I will, I will tweak a resource to make sure there is enough, so it is, I think it is that initial get cross, get over it and move on. I think you have to...the move on is the most important part because it's not that child's fault and they still need to be taught something so just yeah, just that second. Get cross, get over it.</p> <p>Researcher: Could you tell me a bit more about that, the process of you getting cross and then being able to move on from it?</p> <p>P5: Okay, yep. Um... er...yeah I would say...um...that cross part tends to be quite short. With me in the classroom, so it tends to be, I'll find out, the child will appear at our door and we'll say 'no you've got computing for example' and they'll say 'no we've not got it today.' So we then, myself or the then TA go and check because sometimes the children get confused. We then come back and then usually, it is literally, I just say 'oh wish people would tell me about it, it makes it so much harder', um... trying to do it away from the children (laughs) trying to</p>	<p>problem solve with clearer thinking</p> <p><u>Positive self talk. confidence in self - 'you can do this'</u></p> <p>Lets themselves feel emotion and then can move on. <u>Is flexible</u></p> <p>Leaving emotion behind is important. <u>Let it go and don't dwell on it.</u></p> <p>Focus is on the child, work is for the child. Not using child as target for anger.</p> <p><u>Has a job to do.</u></p> <p>Doesn't stay cross, initial response and quickly moves on.</p> <p>Lack of communication between systems in the school. <u>Class teacher has not considered impact their changes has on others.</u></p> <p><u>Not aware of the impact?</u></p> <p><u>Aware of need to keep classroom a safe space for pupils by not expressing frustration loudly? Being mindful of pupils' need. Self aware. Keeping it away from pupils.</u></p>
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<p>Positive self talk</p> <p>Permission to express emotion</p> <p>Clear role structure for support</p>	<p>kind of do it quite quietly or I'll quietly say it to my TA or something um...and then I might stomp around for a couple of minutes and then kind of go, 'okay, right that's not going to help,' and then I'm good after that. It's usually just a few little cross words and a bit of stomping and then it's fine again, yeah (laughs)</p> <p>Researcher: (laughs) Okay, so is it, is there anything that the school is able to do to help you to manage the daily stresses?</p> <p>P5: Um... what's currently happening?</p> <p>Researcher: Yeah, currently or what you would like to see?</p> <p>P5: Um...currently, day to day there's not a lot. Um...I know that I can always get in touch with the SENCo if I need to...um...to kind of run something by her if I need to do that. Um...yeah there's not really a lot at the moment. Um... the things that's helped me obviously apart from having someone close to work with, we used to get more time with the Educational Psychologist, which through demands of the school has now changed. We do get time with the Educational Psychologist, but that tends to be a bit more focused on certain children now, where before we used to get some time where I could just talk</p>	<p><u>Self-talk</u> – rationalising behaviour and thinking.</p> <p><u>Gives themselves space to express emotion and can then move forward.</u></p> <p>Not a lot of support from school to manage daily stresses.</p> <p>Aware of manager they can go to if they need to – <u>role structure – professional support offered by management to check things.</u></p> <p>EP time was seen as helpful. Working closely with someone is helpful.</p> <p>School demands have changed contact with EP – no control over how time with EP is used.</p> <p>Time with EP seems structured now, <u>support limited to what work has been planned by SENCo?</u></p>
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Support structure in place for staff	<p>about all of the children. Not saying names but kind of say 'okay with um number 1, this child is presenting with this and this and I'm struggling with this, any ideas?' and we used to kind of be able to go through that. It wasn't very often, maybe even once a term, something like that but just having that opportunity to air and try and get a bit of support there was really useful.</p> <p>Um...there is a Place2Be service here and there is a place to think opportunity, it just is tricky trying to fit it in because we either have the children in or I don't work on Fridays. So it's tricky trying to have a chance to do that, but it is there, I know it's there, it's just we haven't yet been able to access it, so yeah.</p> <p>Researcher: So what did you like about having that contact with the EP? You mentioned it briefly.</p>	<p>Used to get time to talk to EP about all children they had and anything they wanted to discuss about the group. More freedom regarding structure of support before?</p> <p>Had opportunity to seek support from EP – saw EP as source of support. Using resources school have. <u>Space to talk freely?</u></p> <p>Aware of another place staff can go to for support. Space to think but not given time to be able to use it. <u>Know where they can seek support. Support system in place at school for staff to use.</u></p>
Work can be impacted when too involved	<p>P5: Yeah. I really liked the contact because I think sometimes you do get a bit bogged down when you're in a job, any job and you're doing it ever day. Sometimes you can get a bit short sighted, and having the opportunity to talk to an EP was...it just kind of opened your brain up a little bit again and just gave you some ideas and sometimes it was reassuring and the EP would say 'yes it sounds like you're doing lots of good</p>	<p>Liked EP contact</p> <p><u>Space to have someone from outside see difficulties presented.</u> being in NG all the time means they can sometimes make decisions based on judgements of immediate information and ignore other pieces of information that might be important to consider. <u>EP time helped them to refocus thinking</u></p>
EP feedback gives reassurance of		<p><u>Reassurance in work from positive feedback given by EP.</u></p>

<p>Lack of understanding of NG work</p>	<p>because I can't do that activity anymore. So yeah actually, people sticking to a time table, not completely obviously there's got to be a little bit of flexibility but if it's your P.E. time, make it your P.E. time. Don't suddenly decide that you're going to do something different. That would be wonderful, that really would (laughs).</p> <p>Researcher: Is there anything you think the school could do to help support that?</p> <p>P5: Um...see it's tricky, because actually with the idea of a creative curriculum, the idea is meant to be that you're quite flexible and you can go with the children a little bit more and you can do this and obviously things like, resources if you're trying to plan a fun lesson, sometimes things will change a little bit, so I'm not quite sure. I'm not quite sure how the school could do it because it kind of goes against the idea of going with the children's interests and creativity. So I'm not sure about that one.</p> <p>Researcher: Okay. So can you think of some examples of a supportive atmosphere at this school?</p> <p>P5: Um...(pause)...I think we've got some lovely staff. I think we really have, we're very lucky...particularly this year, we've been very</p>	<p><u>Need for consistency</u></p> <p><u>Lack of control. Can't control people changing their timetables. Impacts on own work but maybe class teachers don't know that?</u></p> <p>Creative curriculum doesn't fit well with idea of sticking to a timetable as it requires adults to be flexible and go with the pupils.</p> <p>Positive about colleagues in school and feels lucky to work with them. Staff open to working with NG staff and developed relationships with them. <u>Developing working relationships.</u></p>
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Working as a team	very lucky because staff are willing to work with us; come and talk to us. If we've had a rubbish day or a tricky meeting with a parent or something, then yeah I'd say we're very lucky with the people we're working with at the moment, because they will listen and they will share ideas and things. So I'd say that's been great, at the moment.	Communication is open, feeling work valued by staff? staff <u>'willing' – feels reluctance by staff to work with them?</u> Could change Feels they can seek support from team they work with. Share ideas and open to learning. <u>Didn't feel listened to before?</u> <u>Feel appreciated?</u>
Feel appreciated		
Working relationships with staff	Researcher: So what is it about that relationship that you have with them that's important to you? P5: I think um...being able to work with them, closely you kind of feel as if you're not fighting a losing battle. That when the child goes out of your room, everything is forgotten because it is different in class. It has to be different in class otherwise we wouldn't be there; we wouldn't exist. But sometimes it can feel a little bit like we're trying to do lots of things in the Nurture Group, we're doing lots of work, and then they leave and no strategies are being put in place and so everything goes backwards and that's yeah, that's really tough because obviously the child's stuck then. They don't understand what's going on, so I think the fact that we can work really closely, we've got teachers who are willing to take things on board; are willing to try and put strategies in place; talk to us; communicate	Working together. <u>Developed working relationships with mutual understanding of each other's role to achieve success?</u> <u>Often feel they are fighting a losing battle?</u>
Lack of communication		Clear identity of what NG is – not a mainstream classroom. Understands purpose of NG
Working relationships with		<u>All hard work is undone with no communication?</u> Focus is the impact lack of cohesiveness has on child <u>Communication is open and needs of child are being focused on. Clear purpose of work is to ensure continuity</u>

<p>staff</p> <p>Clear purpose of work</p>	<p>with us. It just feels like we're working together and then....</p> <p>Researcher: Would you say that's important to you?</p> <p>P5: Yeah, yeah, definitely is, because when you're working as a team, with the school staff, you don't feel like you're striving for no reason. Because ultimately we want the children to function back in class, that's why we do what we do and so when you feel like you've got people on your side, who are willing to work with you, it makes it so much easier to support those children; and actually, because we do have to work closely with the staff to find out different topics and different things that are going on, if you've got a good working relationship with them, it just makes it so much simpler, it really does.</p> <p>Researcher: So how would you say that working relationship with those members of staff has helped your resilience?</p> <p>P5: Um...I think it's probably because they are another group of people I can go to and kind of say 'oh that child was really tricky for us this morning, how were they with you?' and just kind</p>	<p><u>between the classes? Feel acknowledged?</u></p> <p><u>Without team to work with they feel like they are struggling in their work?</u></p> <p><u>Clear on what their purpose is.</u></p> <p><u>Feel supported in work they are doing.</u></p> <p>People working with them not against them. <u>People worked against them before? Support for them makes support for pupils easier.</u></p> <p>Good working relationship makes work easier</p> <p>Supportive network of colleagues they can talk to and reflect and feedback with.</p> <p>Able to check with others</p>
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Support network in school	<p>of talking it through, sharing experiences...um...I think that was really really useful, because then, again you don't feel so on your own, you don't feel so isolated and then they can give you that feedback, so that makes you feel...yeah, again I suppose it's taking that personal aspect out of it 'oh they're not just being awful for me, they're just having a bad day' and sometimes even though logic is telling you one thing, sometimes the emotions take over and it's 'oh they hate me, it's so difficult. They don't want to do anything for me' so actually I think just having those people there to put it in perspective, I think, that helps you think 'no it's not me, this is just one of those things, just talk it through, feel better again.'</p> <p>Researcher: Is that something that's improved over time?</p> <p>P5: Um...I think, yeah, I think so. I think it definitely helps when people understand what Nurture is about. Um...and so when we have new staff come in, it's important that they understand it um...I'd like to also get a bit more training, just a bit of a refresher because some people who've been here for a long time, sometimes forget that we have had a lot of new staff and it's important that I think, that they understand what we do, because it does make it</p>	<p><u>Feel part of wider school network?</u></p> <p><u>Checking with others, reassurance that they are not the reason for a pupil having a difficult day with them. Opens communication and helps to understand needs of pupil better?</u></p> <p>Feels it's their fault when emotions cloudy thinking and take responsibility for pupil's behaviour as them being the cause of it.</p> <p>Support helps them to not take it personally when pupils are challenging. <u>Helps self-esteem</u> , <u>positive self talk</u></p> <p>Understanding of Nurture helps them in their work. <u>Feel more supported when staff understand?</u></p> <p><u>Wants to help influence change in school?</u> Sees value in their work. 'it is important they understand it'</p>
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<p>Clear role structure for support</p>	<p>improve, it does help. Um...and also obviously it depends on personalities as well, that does make a difference, so er...there's a working relationship with somebody who you can function with and then there's other people who you can be a bit more friendly with and that, yeah, you can't, you can't choose that can you (laughs). So yeah, although we'd love to, you can't choose it.</p> <p>Researcher: Okay, so if you had three wishes, for you school, which would make it an even better place to work. What would those three wishes be?</p> <p>P5: Oh...is this just for me personally or is this in general?</p> <p>Researcher: Er...it could be both, personally and then also generally.</p>	<p>Helps when staff understand what NG staff do.</p> <p>Difference between working relationship and closer relationships with people. Can have different types of relationships within school for different things. Working relationship does not mean relationship outside of that.</p> <p><u>Role structures – people have different roles for different things. Could be for professional support or emotional</u></p>
<p>Lack of communication between systems</p>	<p>P5: Okay, for me personally, I would say...(pause)...firstly, it would be the timetabling, that would be my top thing. Stick to your timetable so that we know, it's predictable, what's going to happen and when and we understand that and children understand that. That's probably the top one. Second one, um...having that bit of EP time back would be brilliant, where it doesn't have to be so focused</p>	<p>Still thinking about timetable – impacted on them more than they may have first thought?</p> <p><u>Would like predictability when working with a group that are unpredictable. Sense of control where they can find it? lack of control over timetabling makes feel helpless?</u></p> <p><u>More time with EP would be appreciated where focus can be more varied and possibly more focused on them?</u></p>

<p>Clear purpose of work</p>	<p>on certain children, we can just reflect upon everything that's going on. Um...and the third one..I think, again this is back to a personal one, um...the third one I think would be, ensuring that if we're trying to put a strategy in place, it is actually put in place, rather than us putting lots of work in and not seeing it used anywhere else.</p> <p>Researcher: Could you tell me a bit more about that?</p> <p>P5: Yeah. Um...with the best will in the world, with the best will in the world, um...sometimes, it is very difficult to try and put certain strategies in place. These aren't always from us, these might be from recommended from speech and language for example, um...yeah, for example, using an 'I am working towards card' almost like a target card but very specific behaviours. Um...that obviously needs some level of supervision; it needs some level of acknowledgement, where in a class of 30, particularly if you've got no TA support or additional support, that's really hard to do. But, if we're trying to help children manage these small steps, um...and we're trying to put these strategies in place because we can see the bigger picture; that's tricky when we're trying to make lots of resources, we're trying to take time</p>	<p>Work is put in and then not carried on.</p> <p><u>Would like to have work acknowledged and valued?</u></p> <p>Repeats phrase – <i>emphasis that they try really hard to put some strategies in place.</i></p> <p>Not always strategies from them, some from outside professionals</p> <p>Aware of what is needed for pupils to be able to meet targets. <u>Clear purpose of work is supporting pupils to achieve targets</u></p> <p><u>Aware of the pressures of class teachers and difficulties they may have with implementing strategies in class.</u></p> <p>There to support staff and pupils – <u>clear role</u></p> <p><u>Effort is made to support pupils</u></p>
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<p>Lack of consistency across systems</p> <p>Time needs to be used effectively</p> <p>Realistic expectations of school staff</p>	<p>to show people how to do it; we take time to show the child how it works and then it doesn't happen. That's yeah, that can be hard, and I know the majority of people, absolutely want to do it, and they might start doing it, but then demands of the regular day get taken over. Particularly if you've got a hard class or if you've got a full class and as I say, without extra support, that makes it really difficult. But yeah, that can be very frustrating because it's really time consuming, making resources and spending time going through them. So of course that's a lot of our time that's gone down the drain and then it makes it harder for those children to reach those small steps because they've not got that put in place. So I'd say that was a big one as well.</p> <p>Researcher: So what impact would you say that has on your resilience?</p> <p>P5: Um...(pause)...impact on resilience, I would say...bigger picture it's probably made me more resilient because, I wouldn't recommend it as a strategy (laughs), but um...yeah I think at first, I used to get very frustrated about it, again because it does take such a lot of my time to do all of this stuff, but um...I think now, it's kind of made me think 'actually, again put it in</p>	<p>Knows most staff want to put strategies in place but it can be difficult to maintain</p> <p><u>Aware of the demands and pressures in school</u></p> <p><u>Time is valuable and needs to be used effectively</u></p> <p>Hardships in job improved resilience</p> <p>Experience in the job has helped them to think of things in perspective. <u>Time is valuable</u></p> <p>Understanding reasons for strategies not being implemented.</p>
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Experience enhanced resilience	perspective' because if someone's not doing this, there's a reason for it so what can I do now that they can do? What is achievable for them? Let's spend my time doing something that is achievable that I might be able to share with somebody else, rather than spend lots of time doing something that is never going to be used. So yeah I think that's probably experience has led me to become a bit more resilient rather than just getting cross or disappointed about it; thinking how I can move forward with that, let's be realistic here; look at how many adults in the class; look at the needs presented by that child; look at the needs of the class; is it going to happen? No? Don't do it then, do something else.	Think of ways to support staff to achieve support for pupils. <u>Supporting role for staff and pupils</u> . Able to reflect on what might be preventing work from being carried out.
Realistic expectations of school staff	Researcher: Yeah, because I was going to say, what is it that has helped you in that way?	Thinking about what others can do, considering their role and responsibilities and communication to know what work is possible. <u>Team work</u>
Not dwelling on issues	P5: Um...yeah I think, just experience. I think just making things; showing things; trialling things that it's just a waste of time. I think again rather than getting cross about it, because no one is doing it on purpose. They just can't do it for a reason, so just have that in the back of your mind, yes it can be very frustrating when you've spent the time doing it but you've got to look at how to move forward. Same as I would do with a	Able now to move on from the emotional reaction to strategies not being used. Development of resilience over time based on past experiences <u>Having realistic expectations of what staff can do in the class.</u> Not blaming staff, aware of other responsibilities that staff may have and remembering that. <u>Not dwelling on why strategies weren't used.</u> <u>Being flexible with how they work. Acknowledging what didn't work to be able to progress? Learning from their</u>

Being flexible in way of working	<p>child in the class, if something's not working, you have to find something that does work. So rather than spending time and energy on something I know isn't going to work, spend my time and energy on finding something that will. So I think that's yeah.</p> <p>Researcher: Are there any people that have helped you with that?</p>	<p><u>experiences</u></p> <p><u>Being able to accept when they may need to change the way they are working?</u></p>
Joint decision making	<p>P5: My TA (laughs). Yeah, my TA's helped um...tremendously. Um...we have meetings with the SENCo and during those meetings there can be some strategies that come out of that. Um...and that can, that can help. Um... but I'd say that's probably it. Usually, hand on heart, usually, it's between myself and my TA, trying to piece something together and talking it through, saying 'right okay, why don't we try that, why don't we try that? Oh wouldn't it be better if we do that' and eventually coming to some sort of conclusion that would be manageable and then trialling it and seeing how it works.</p> <p>Researcher: So what do you think could make that better?</p>	<p>Feels TA has helped them. Repeats it twice – important to them</p> <p>Role structure – knows they can discuss strategies with SENCo <u>but not first port of call and not first person they would think to go to?</u></p> <p>Works with TA to develop strategies and discuss it together. Problem solve together</p> <p><u>Collaborative work. Joint decision making. Good working relationship with TA means they can work through issue together</u></p>
Lack of consistency	<p>P5: Um...I would say...a more consistent whole school approach to some aspects, would make it easier because things like visual time tables,</p>	<p>Consistent structure through whole school – communicating the same thing in all classrooms, makes it easier for pupils when there is consistency.</p>

<p>across systems</p>	<p>some are very simple that we use on a daily basis, every single day, but it's accessible, the children are responsible for it. If that was all the way across the school, then great, half of our job is done because it becomes more predictable then. It is an expectation that you have a visual time table but it's not always used. Again being very honest, sometimes it goes up on a Monday and then because other demands you get caught up with meetings, parents, you do forget it and then you've still got Monday's and it's Thursday afternoon and it's still Monday's timetable. So children don't use it then but actually something like a clear, well used visual time table, just makes it much more predictable for our children; makes it much safer really. They know what to expect, there's no surprises and then when you lose the surprises they become calmer and they can learn better. So I'd say yeah, probably whole school approaches to some simple things like that would be helpful.</p> <p>Researcher: Do you think that would help you in some ways with your resilience as well?</p> <p>P5: Um...yeah I think it might because actually, knowing that I'm not having to start from scratch every time. Knowing that when a child goes back into class, um...straight away they've got that</p>	<p>Able to plan better when there is more predictability. Able to then focus on other aspects of work.</p> <p><u>Admitting about themselves? They sometimes forget to change the timetable? Not saying 'teachers', saying 'you' does that include themselves as well?</u></p> <p>Aware of the demands on teachers</p> <p>Aware of strategies that help pupils to feel calmer so they can learn better.</p> <p>Will give her reassurance that her time is valued. <u>Time is of value and wants it to be acknowledged?</u></p>
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<p>communication between systems</p>	<p>support and it's familiar and it's consistent. That straight away, for some of our children, that's all they need actually when they go back in class a friendly ear, a bit of contact and knowing what's happening, and they feel secure enough to actually take part again. Obviously not all children but I think that's so valuable for everyone. I like to know what I'm doing and I think all children like to know what they're doing; how many lessons; what's happening afterwards and I think yeah, that would help a lot, because yeah everyone knows where they are then.</p> <p>Researcher: Okay, so we sort of touched on this before, do you think that promoting the resilience of Nurture staff is part of the role of the Educational Psychologist?</p> <p>P5: Um....yeah. Yeah, because we do have as I say, EP time um...yeah I think, I think it would be good if it was a bit more (laughs) but um...but everyone wants more EP time, everyone does.</p> <p>Researcher: What would you like to see from that time?</p> <p>P5: Um...I think as we said before, just the space to think and the space to, acknowledgement that actually, yes, you are doing something because as we said before the</p>	<p>Like to know what their work is. <u>Having a sense of control over work helps their resilience.</u></p> <p><u>Can plan ahead because everyone knows what the plan is and know where they stand</u></p> <p>Would like more EP time. <u>Doesn't feel there is enough?</u></p> <p>Would like space and time to talk and reassurance that they are doing the job okay and are effective.</p>
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Acknowledgement of work	emotional side of things, you do, you can't help but get caught up and...I think that's important, just to say 'yes you are doing something, we know you're doing something' um... I had a very good experience with an EP actually who was very good at picking up on tone of voice, body language and I was really struggling with a child and I was just in one of our sessions that we had the open talking sessions, and I was explaining some of the behaviours and she actually said ' I can see, from you exactly what you're experiencing through this child, because I can see it in you,' and just to kind of have that...psychological feedback almost to say, yeah we can see this, we're watching you and we can see what you're experiencing from this child. It was just like 'oh, okay I get it, yeah!' and I could then almost take it off me and kind of go 'yeah I get it now, I understand it,' and a little bit of theory I suppose behind it, naming it and saying 'yes this is why you're feeling so frustrated, is because that is a reflection of what the child's feeling'. That was...	<u>Acknowledgment of work gives reassurance. Looking for feedback?</u>
Feeling deskilled		Recalled time with an EP where they were able to talk freely and felt reassurance that their work had been recognised. Honesty about struggling with pupil. <u>Recognising they felt deskilled?</u>
Acknowledgement of feelings by EP	<p>Researcher: How did it make you feel, almost having that recognition?</p> <p>P5: It was like a weight off my shoulders really (laughs), because it was again as I say, you kind</p>	<p><u>Seeking support and feedback from EP as they have further knowledge of psychology? Was able to unburden herself</u></p> <p><u>Feedback with EP helped them to see situation clearer as they had a better understanding of it?</u></p> <p><u>Appreciating the theory behind behaviour that can be offered by EPs?</u></p> <p>Feeling of not being responsible for child's behaviour and it's not them. Reassured it wasn't them.</p> <p>Relief to have someone recognise feelings. Weighing heavy on them. <u>Emotions took over and struggled to see</u></p>

Support from EP	of get really bogged down in it and actually for her to say, 'I get it, it's not you, it is, I can see this, I can see what's happening here and this is something we can do to move forward from that,' it was, yeah it was great, because again when we come to it, my TA and I we are just school staff and experience has taught us a lot but sometimes just having that person from outside to say, 'yeah I can see this, I think this is what's happening,' just kind of makes you go 'oh I get it, I understand it' and you kind of go back in refreshed actually. Just having that little bit of knowledge and that feeling that there is something you can do, there is something you can do to move forward. That means a lot yeah.	<u>past what was happening immediately? Stuck</u> Needed someone else to help them re-evaluate the situation by offering support on how to move past.
Reassurance of skill	Researcher: How do you think the school could implement that? P5: Um...(pause)...not sure really, um...availability of staff, I think. I mean I think that's why I kind of like what's going on currently with staff we're working with because I kind of can do that a little bit and they kind of say 'oh yeah, look, you look really done in today,' and we can have that conversation. Um... I think, possibly because we have got that place to think, opportunity, actually making it happen. I think that would be brilliant, but regularly.	<u>Just school staff – seeking reassurance from more knowledgeable others? Recognise limits to their skills and where they may need help and acknowledging there is support there and who they can get it from. Trust that support</u> <u>Reassurance they did have the skills to move forward?</u> Developed relationship with some staff and can go and talk to them when they have had a tiring day. Able to reflect with them.
Support from colleagues		Knows there is a resource in the school to be able to use to think. Recognises that they should make use of it – sees school as responsible for this happening. <u>Responsibly being put back on school to support staff?</u> <u>Aware of EP work load and respects that time needs to be</u>

<p>lack of supervision</p>	<p>Actually regularly and taking some time out because we can't, we know EP time's precious, so yeah I think maybe actually having that regular, possibly even once a month, place to talk for even half an hour, just to go out, go and sit down, kind of talk it all through; get all those thoughts out and then yeah move forward. I think that would be great.</p> <p>Researcher: Lovely, so we're very nearly done, so what would you like to see happen as a result of this research?</p> <p>P5: Um...I think...I think acknowledging that Nurture is hard because it's different and you are working with vulnerable people. Um...it would be great if some kind of supervision almost could be built into Nurture practice because particularly starting out, I was lost. Thank goodness for the TA who was helping me through and the lovely SLT team and every thing who have supported but yeah, I'd say some kind of regular supervision. Once a term is great but again as I say, EP time has to be used for supporting certain children but something like that place to think, on a regular basis, would be fantastic.</p> <p>Researcher: Who would that be with?</p> <p>P5: Um...we, because we've got the Place2Be, I</p>	<p><u>used effectively. Suggesting that school implement support so don't need to use EP time?</u></p> <p>Recognises need to have space and time to think and talk about what is currently playing on their mind? Once talked about it, feels they can then move on. <u>Thoughts holding them back?</u></p> <p>Regular time means they can feel safe in the knowledge there is a time they can talk to someone</p> <p>Would like people to understand they have a hard job and that is it not the same to a mainstream class. <u>Clear identity.</u></p> <p>Feels NG staff would benefit from supervision and could be put within the practice of running an NG. <u>What do they mean by supervision – for guidance, reassurance or reflection or bit of everything?</u></p> <p><u>Didn't feel secure in the role when they started? Felt lost and was guided by TA and senior management.</u></p> <p>Aware of hoe EP time is being used. Could be someone else that offers supervision.</p> <p>Counsellor in school already. Using resource school already have.</p>
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<p>Support from EP</p>	<p>think that would go with whoever works in the Place2Be place? I don't know what you call it. Um...that would be who would do that because they are counsellors. I'm not saying we would use it as a counselling session, it's just as I say, a place to think and kind of to talk it through with a fresh set of ears really. Someone who's not in it, someone who is slightly removed, who's not looking at financial decision, who's not looking at support staff; who's just there looking as somebody's external, who can kind of put an external perspective on it.</p> <p>Researcher: So almost having that slot in maybe once a month, knowing that's where you can go at that time?</p> <p>P5: Yeah. Yeah and a regular once a month slot so we know that's going to happen, we know it's going to be there, and if we are stuck because there are frequently times when we are stuck and even though my TA is fantastic at reading, (much better than I am), and trying to get the theory. Sometimes you just need someone to help you put that theory into what you're actually doing. So I think that would be amazing.</p> <p>Researcher: Is there anything else you would like to discuss?</p>	<p>Aware of skills those professionals have and feels safe that they could offer support?</p> <p>No biases or judgement from person listening, <u>space to be honest and open and be listened to.</u></p> <p>Support to come from outside so focus is on what is being said and the individual</p> <p>Reassurance there is somewhere they can go to talk and it's always there and they know it's there. <u>Consistency in support?</u></p> <p>Honest about not having all the answer and <u>needing help</u></p> <p>Help to put theory into practice. <u>Guidance on moving from theory to practice with skilled individual</u></p>
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	<p>P5: I don't think so. I've spoken loads (laughs).</p> <p>Researcher: You've done really well.</p> <p>Researcher: And finally, who do you think that this research should be shared with?</p> <p>P5: Um...schools with Nurture Groups I think that would be...or looking to set up Nurture Groups I think would be brilliant.</p> <p>Um...Educational Psychologists I think, because actually, you are valuable (laughs) we need you and I think actually if er... Educational Psychologists who understand the value of what we receive from EPs is really important as well.</p> <p>Um...yeah I think that's probably the main ones.</p> <p>Researcher: Okay, well thank you so much, really appreciate it, this time you've taken.</p> <p>P5: That's alright (laughs).</p>	<p>Values EPs and the time they receive from them. <u>See EP as essential to NGs</u></p> <p>Values EP input</p>
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Appendix 11 – Research Diary Extracts

14th June 2018

'Had my first interviews this week and they were really short. I didn't anticipate how tricky a semi structured interview could be if participants don't talk much and it was harder than I thought. The first interview only took 10 minutes and the second was 30 minutes long and while I tried hard to get them to talk more I was also aware that I didn't want to push too much in case I alienated them. I was also aware that I didn't want to be trying to lead the interview or guide them too much as I may have influenced them too much. They answered my questions but were short. I probably should have used more prompts, but I wonder if my questions are good enough or the right questions to ask. I was also worried as it is suggested that IPA interviews can be between 1-1 ½ hours long so that the researcher can get really detailed information. With only having 10 minutes, I suppose I worry that this just isn't enough time to get enough detail. I brought it to my tutorial this week and we discussed that the questions are fine but just to use more prompts and explore and probe. So, asking more of the 'how did that make you feel' and 'can you tell me a bit more about that' as well as making sure I am confirming and checking with them as this could also elicit more information. However, I was also reminded that it's not the quantity of the interview but the quality so even a 10-minute interview can elicit a lot of rich information.'

29th October

'Really struggling with my analysis at the moment. I have what I think are emergent themes but at the same time I am not sure that they are themes; and then also worrying that I haven't gone deep enough with my analysis or am reading too much into things that aren't there. I have found speaking with family members and checking what their understanding is helpful. I have also brought some analyses to tutorials and those sessions went okay so I am just trying to remember that I have done it well in those sessions, so I can do it. I feel stuck with my emergent themes at the moment and not sure what to do with my groups of emergent themes once I have found them so have asked for an additional tutorial just to check that I am on the right track as I feel a little lost right now.'