



UNIVERSITY OF
GLOUCESTERSHIRE

INVESTIGATION OF SENSE-MAKING OF NEW TEACHERS
WITH PRIOR PROFESSIONAL EXPERIENCE (SCT) IN
SWITZERLAND: AN INTERPRETATIVE PHENOMENOLOGICAL
ANALYSIS

Christine Weinmann

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Abstract

This research sought to investigate the lived experiences of new teachers with prior professional occupational experience (also referred to as second-career teachers – SCT). This was within the context of a growing phenomenon – the prolonged and projected teacher shortage in Switzerland (SRF news, 2021). The objective was to increase psychological and sociological understanding of the meaning-making of SCTs, to add to interdisciplinary knowledge to conceptualise the phenomenon, and give voice to the experienced impact of the SCT phenomenon.

Through the findings, I present an in-depth, idiographic analysis of the lived experiences of SCTs. Four superordinate themes were identified: ‘Directing career transformation’, ‘Making amendments to the self’, ‘Accentuating social professional support’, and ‘Implications of career transformation’. The findings suggest that participants adapted to becoming SCTs by learning in four primary ways: about their new roles; from their teaching experiences at the new workplace; from others (pupils, practitioners); and contextualising their previous professional experience. Due to those learning experiences, participants were able to reflect on how they directed their careers, highlighting what it meant to them and further constructing their career narrative. Therefore, the four superordinate themes are connected by the notion of an epic – of transforming the self by adapting to the role as teacher and teaching in a school and by narrating the meaning thereof.

This research makes three original contributions to understanding the SCT phenomenon:

- contributing empirical evidence on the growing SCT phenomenon in Switzerland;
- applying an interdisciplinary perspective and conceptualising the phenomenon as transformation underpinned by a constructivist philosophy; and
- methodological contributions including a meta-narrative analysis and employing IPA as a research philosophy and methodology.

I discuss various implications for practice and research. I conclude that those who are involved in SCT career pathways (including SCTs themselves) ought to be aware of the need for SCTs to personalise their career further. Therefore, these needs can be considered in designing relevant career pathways to ensure long-term, sustainable careers in teaching to effectively respond to the aforementioned teacher shortages.

Keywords: Second career teacher, transformation, occupational identity, learning, IPA

Author's declaration

I declare that the work in this research was carried out in accordance with the regulations of the University of Gloucestershire and is original except where indicated by specific reference in the text. No part of the research has been submitted as part of any other academic award. The research has not been presented to any other educational institution in the United Kingdom or overseas.

Any views expressed in the research are those of the author and in no way represent those of the University of Gloucestershire.

Signed

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Like the transformation of the second-career teacher, this research also transformed me. I continuously adapted to the experienced challenges and learning needs and continuously updated the narration of the experiences and my career aspirations. Most importantly, I witnessed how my aspirations in pursuing a doctoral degree changed over time. This occurred as I increasingly realised the value of being part of a research community and the importance of giving new teachers with prior professional experience a voice for their momentous achievement.

Finally, I would like to express my gratitude to my partner, Kris, for her love and unwavering support and understanding in helping me to achieve my professional dream.

Dedication

To my father,
who always knew I could but never knew I would.

To my mother,
who always wants me to do, whatever I do – with passion.

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1 INTRODUCTION

1.1 Introduction

This introductory chapter presents an outline of the research precepts of interpretative phenomenological analysis (IPA) (Smith et al., 2009; Smith & Nizza, 2022) and outlines the impetus and overall rationale for this research (section 1.2, p. 1). To situate the second-career teacher (SCT) phenomenon within Switzerland's educational policies, I discuss the characteristics of the SCT population (section 1.3, p. 6). This is followed by the research opportunities from the literature review, leading to a more specific outline of the importance of this research (section 1.4, p. 11). Finally, I outline the research questions and objectives that guided this research (section 1.5, p. 12), and present the structure and summary of this research (section 1.6, p.13).

1.2 Research impetus and overall rationale

In 2016, I attended a reunion with former colleagues. We discussed who was still working for our previous employer and who had moved on. I learned that a former colleague (H), whom I had considered a wholehearted marketeer, decided to leave the private-sector company to become a public-school teacher. Apparently, my former colleague had been considering this move for about five years. At the age of 52, he embarked on qualifying as a secondary school teacher. After a move from marketing to consulting, which H reportedly didn't enjoy, he considered teaching. I was told that he felt held back as his wife disagreed with his leaving a corporate career for two years with poor compensation and, thereafter, a lower salary than his private-sector salary. Others hypothesised that having two children (at the time aged between eight and 12) had sparked his interest in teaching. Three years later, in 2019, H started working as a secondary school teacher.

For me, remotely following H's career move revealed the struggles he experienced in parallel with an atmosphere of departure, as well as the challenges of settling into the school setting. As I reflected on what I was told, my heart went out to H. I felt a wave of empathy, compassion, admiration, wonder, and curiosity. I started asking myself what was it like to be H. His experience inspired me to give voice to this specific career experience by thoughtfully examining the experiences of those like him. A phenomenological approach is assumed to hold the best potential to produce in-depth, thoughtful accounts of subjective experiences of teachers with prior professional experience to understand this complex phenomenon (Wagstaff et al., 2014).

Subsequently, turning to academic and non-academic literature on the SCT phenomenon in Switzerland, I discovered that the phenomenon had been largely examined from an empirical perspective. This approach is limited in its ability to theoretically explain the phenomenon (Bauer & Troesch, 2019; Bieri Buschor et al., 2017; Troesch & Bauer, 2017; Weinmann-Lutz, 2006). Therefore, a broader review of the literature was needed to understand more fully what is currently known about the phenomenon, to identify research opportunities, and to outline the importance and originality of this research. Consequently, the second chapter of this research presents a detailed literature review. The rationale of this research stems from three drivers in the context of the SCT phenomenon.

The first driver concerns the reoccurring and prevailing teacher shortage in Switzerland reported by the Federal Statistical Office (Switzerland) (BFS), the University for Teacher Education (PHZH), the State Secretariat for Economic Affairs (Switzerland) (SECO), the Swiss Coordination Centre for Research in Education (SKBF), and the state-owned Swiss broadcast and television outlet (SRF) (BFS, 2017, 2019; PHZH, 2019b; SECO, 2016; SKBF, 2014, 2018; SRF News, 2019, 2021). Like many other Western countries (e.g., European Commission/Eurydice, 2018), Switzerland has a pronounced shortage of teachers (SECO, 2016).

According to the Swiss Education Report (SKBF, 2014, 2018), the demand for teachers rests on the growing number of pupils and high numbers of retirees. With recent predictions of growing pupil numbers, this demand will, in large part, be addressed by teachers coming from other qualified occupations (SKBF, 2018; Troesch, 2017).

Therefore, dedicated teacher education programmes for SCTs were developed by educational policymakers to facilitate the transfer from any qualified occupation into teaching (SKBF, 2018). In addition, and in response to these current and future shortages, universities lowered the admission criteria for fast-track teacher education programmes (SKBF, 2014). In Switzerland, the state department of education is responsible for regulating and evaluating devised educational policies. This department is also tasked with balancing supply and demand to ensure schools are adequately staffed. Over the past two decades, various players in the Swiss education system (state departments, universities, and public schools) have worked together to combat the ongoing and worsening teacher shortage.

The predicted shortage of teachers caused by demographic changes, globalisation, and technological advancements frequently receives media attention since it is of public interest (AZ, 2020; NZZ, 2019; SRF news, 2019, 2020; Tagesanzeiger, 2018). Despite the efforts of the Swiss education system and public media attention, the most recent report reiterates that the demand for teachers will prevail for the foreseeable future (SKBF, 2014; 2018; Swiss Confederation, 2019). Supplementing increasing demand with second-career teachers is popular and, therefore, this continues to increase in Switzerland (SKBF, 2014). More specifically, in recent years, a growing percentage of students in teacher education programmes qualified via a dedicated SCT career path (PHZH, 2018, 2019a, 2021). For example, in 2021, 10.8% of all teaching students in the canton of Zurich, one of the largest employers of teachers in Switzerland, were SCTs (PHZH, 2018, 2019a, 2021). Across Switzerland, the number of individuals retraining as teachers has grown (SKBF, 2014; SECO, 2016).

The second driver concerns the overall career trajectory of contemporary work lives in general and in Switzerland particularly. Researchers (Arthur, 2014; Baruch & Vardi, 2016; Defillippi & Arthur, 1994; Tomlinson et al., 2018) exploring contemporary careers have suggested a shift towards individualised, flexible careers and increased occupational mobility. Workers today must respond to various changes in society and organisations. Contemporary careers are characterised by self-management as well as continuous learning and adaptation (Hall, 2004; Savickas, 2011b). These changes are caused by technological innovation, changes in how organisations organise work, globalisation, and demographic transitions, among others (ILO, 2017). Individuals are

required to continuously learn and revisit their career pathways (Amundson et al., 2014). Consequentially, individuals' occupational mobility is higher than before, and boundaries of occupations, industries, organisations, functional areas, and countries are more frequently crossed (Sullivan & Arthur, 2006; Sullivan & Baruch, 2009).

Researchers (Bimrose & Brown, 2020; Chudzikowski, 2012; Savickas et al., 2009) frequently attest that career changes are not only more frequent but also more complex. Consequently, this research considers the broadly increasing trend of occupational mobility but focuses on a specific occupational transition – into teaching. According to McKinsey (McKinsey Global Institute, 2017), 3-14% of global workers might be required to transition into a new occupation by 2030 due to advancements in technological automation. Additionally, nearly all workers will be continuously required to adapt their skills as their occupation evolves (McKinsey Global Institute, 2017). Specifically, it is estimated that in advanced countries such as Germany, the number of workers moving out of their current occupational category could be as high as 32% should automation technology be rapidly adopted (McKinsey Global Institute, 2017). Even in a slower adoption scenario, it is predicted that at least 8% of the workforce will transition in countries such as Germany (McKinsey Global Institute, 2017). Since the Swiss labour market can also be considered advanced, it is assumed that such predictions similarly apply in Switzerland. A recent statistic is that every year, 7-10% of the Swiss working population change occupation (SECO, 2017). This suggests that the trend of occupational transitions is already a common reality and likely to accelerate in Switzerland.

The third of these drivers concerns the complexity of the SCT phenomenon. Researchers (Brown & Bimrose, 2014; Louis, 1980) have shown that changing occupation is more complex than other work-related changes, such as changing organisations or taking on a different role in the same organisation. Additionally, in an occupational labour market (OLM), such as Switzerland, occupational changes typically require formal education (Sacchi et al., 2016). In an OLM, transitions are characterised by going back to school or any other form of educational institution. Hence, acquiring a formal occupational qualification is a prerequisite for entering a different occupation. This also means individuals who move into teaching leave their employment to acquire this new qualification since students typically study full time as most

universities/teacher colleges offering teacher education only have full-time study modalities (BIZ, 2021; PHZH, 2019b). Additionally, this form of transition differs from school-to-workplace transitions as individuals enter the qualification programme with previous professional experience. Participation in a qualification programme, as well as re-entry into the workplace with the new qualification, are, therefore, strongly influenced by previous professional experience. It is, therefore, likely that newly qualified individuals who transition into a different occupation experience liminality, which is more difficult to endure and more fertile for identity growth than for those undergoing school-to-work transitions (Ibarra, 2016). Therefore, these occupational transitions can be categorised as under-institutionalised (Ibarra, 2016). These transitions, although now common, do not represent the norm, meaning they can be seen as 'counter normative' (Stets & Serpe, 2013, p. 53).

Normative transitions assume a given life trajectory, for example, the student-to-work transition. Counter normative transitions, on the other hand, go against a normal career trajectory, for example, second careers, side entry, and lateral career moves (Burke & Stets, 2009). These counter normative transitions into roles while having previous professional experience are more complex because such experiences result in a more diverse and complex schema for making sense of the transition (Ashforth, 2001). Generally, role transitions, including occupational transitions, lead to ambiguous and surprising experiences that require individual sense-making (Ashforth, 2001). Occupational transitions may involve shifts away from initial occupational identities and, therefore, a fundamental reframing of career stories (Brown, 2015). The Swiss labour market context further adds to the complexity of occupational transitions since the Swiss economy is characterised by increasing employment opportunities for higher qualifications (SECO, 2017), meaning that continued labour market participation requires specialised and higher occupational qualifications (SECO, 2016). To recap, the SCT phenomenon is, relative to other transitions, more complex due to the requirement of educational attainment, perceptions of non-normative career trajectory, and the influence of previous experience on fundamentally revisiting one's career story to make sense of the transition.

In summary, this research on the SCT phenomenon is justified by its timeliness given the prevailing and predicted teacher shortage in Switzerland (BFS, 2017; SECO, 2016;

SKBF, 2014, 2018). This has led to a growing population of SCTs in Switzerland, an increasing trend of occupational mobility within the Swiss labour market, and the inherent complexity of the SCT phenomenon (Ashforth, 2001; Ibarra & Obodaru, 2016). Further research contributes to a better understanding of this particular work-life event and generally to comparable work-life events given the predictions of up to 32% occupational mobility by 2030 (McKinsey Global Institute, 2017). More research in this area will benefit primarily three key audiences. Firstly, it will help those who support SCTs (such as career counsellors, spouses, teacher educators, and headteachers) to more deeply understand their perspectives and so effectively address the reoccurring teacher shortage (SKBF, 2014, 2018; SRF news, 2019, 2020, 2021). Secondly, it will help those who are considering an SCT career to learn and anticipate how they may experience the career change in terms of exploring possible selves (Ibarra, 2007), either before embarking on this transformation or along the way. Thirdly, it will help those who share their experiences as part of this research to reflect on those experiences, which might foster further sense-making. To further position the SCT phenomenon, the next section contains an outline of the unique characteristics of this population.

1.3 Characterisation of the SCT population

In this section, the SCT population is differentiated from the university-based educated teacher and first career teachers (FCTs), by specifying the admission criteria to qualify for SCT teacher education programme participation, quantifying the growing size of the SCT population in Switzerland, and discussing the verbs used (change, transition, and transformation) in connection with the SCT phenomenon. This section closes with a reflection on the language used to describe the researched population.

The SCT population in this research were educated as a teacher in a dedicated SCT programme in a teacher education college, which qualifies them at bachelor-level to work within primary and lower-secondary levels (Denzel & Wolters, 2009). Whereas university-based educated teachers and FCT are educated at conventional universities and technical colleges leading to a master-level qualification enabling them to work as a upper-secondary teacher, teaching at high schools (Denzel & Wolters, 2009).

Second-career teachers are consistently acknowledged in the literature for their unique characteristics, such as their work experience, age, and motivation to give back to the community (Hunter-Johnson, 2015; Nielsen, 2016; Snyder, 2011; Tigchelaar, Brouwer, & Korthagen, 2008; Watters & Diezmann, 2015). SCTs frequently experience a discontinuity in their finances and employment (Tigchelaar et al., 2008) as well as destabilised confidence and disorientation (Snyder, 2011; Snyder et al., 2013). Moreover, SCTs are older and have more previous professional experience than FCTs (Etherington, 2011; Tigchelaar et al., 2008; Unruh & Holt, 2010; Varadharajan et al., 2019). In comparison, first-career teachers typically continue to operate in a school/study context (school-to-university), meaning they experience greater levels of continuity in terms of income situation, status, and identity (Tigchelaar et al., 2010). Further differences between FCTs and SCTs relate to the perceived ability of SCTs to set goals with a self-directed, application-oriented approach to learning (Tigchelaar et al., 2008) and their comparatively higher job satisfaction (Troesch & Bauer, 2017). In addition, teacher educators (Tigchelaar et al., 2008, 2010; Troesch & Bauer, 2020) reported differences between SCTs and FCTs in several areas such as professional and life experiences, a conscious choice to work with children, having no recent experiences as pupils and, therefore, being open to instructional innovation, and having experience in raising children. These commonly identified differences of SCTs compared to FCTs (Etherington, 2011; Tigchelaar et al., 2008; Troesch & Bauer, 2017, 2020) have led to dedicated education programmes. These are often shorter than FCT teacher education programmes to account for previous experiences (Troesch & Bauer, 2020). Additionally, SCT education programmes must be compatible with commonly identified differences such as family and financial responsibilities, recognising previous experiences, and allowing for self-directedness of goal-setting and learning.

Generally, teachers in Switzerland must complete a university/teacher college-based education programme. Specifically, SCTs who attend a dedicated education programme must meet specific admission criteria. They must be at least 30-years-old, have at least three years' professional work experience, and hold a bachelor's degree (or accepted equivalent) (Bauer et al., 2019). They must also pass a selection procedure that consists of a self-assessment (CCT: Career Counselling for Teachers) to explore the career choice of teaching, a two-day school discovery visit, and a practice teaching session with school students. Applicants must reflect on their

teaching practice experiences and then present that reflection as part of an in-person assessment. This assessment comprises an application interview, a case study, and simulations to assess teaching suitability which allows for a realistic preview of the occupation to match expectations and reality (Pädagogische Hochschule Zürich, 2019; SKBF, 2018). This admission procedure takes place over the course of at least seven months with dates set by the university boards (e.g., Bern University of Teacher Education (PHB), PHZH) (PHB, 2019; PHZH, 2019b). In addition to this dedicated path, SCTs may also participate in the standard teacher education programmes at universities together with FCTs (Bauer et al., 2019). Second-career teacher education at teacher education colleges in Switzerland consists of two phases: research-oriented (university studies) and practice-based (workplace learning) (Keck-Frei et al., 2020). In the practice-based phase, the new teachers are supported by “mentoring teachers, school principals, job-sharing partners and teacher colleagues” (Keck-Frei et al., 2020). In this research instead of using the term “mentoring teachers”, the term ‘practice teacher’ is used when referring to the individual that facilitates the SCTs learning in the classroom and ‘mentors’ to facilitate their integration as teacher to offer a more nuanced understanding of the formal roles. The following diagram illustrates the teacher education process of SCT in Switzerland.

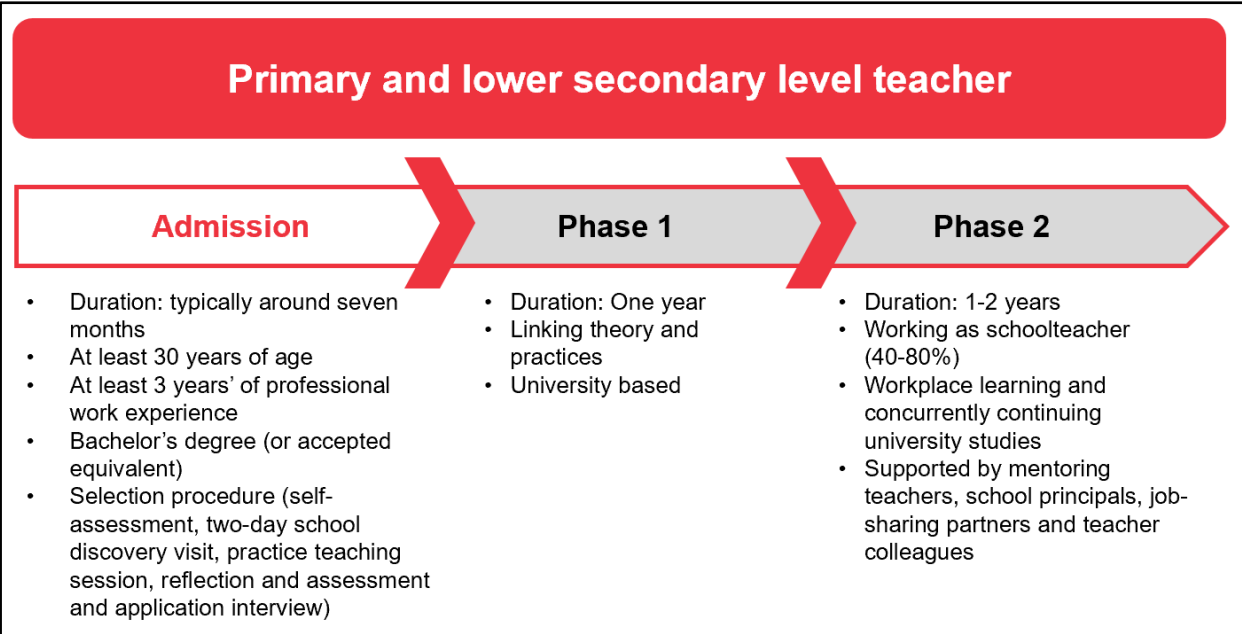


Figure 1: Education process of SCT in Switzerland (Keck-Frei et al., 2020; Denzel & Wolters, 2009)

The size of the SCT population has continued to grow in Switzerland (BFS, 2016). However, data on the SCT population size is incomplete. This is due to changes in reporting and to the multiple avenues for qualifying as an SCT. Nevertheless, a reliable statistic for participants attending a dedicated SCT teacher education programme was published by the Swiss Federal Statistical Office for 2012 (the inception year of SCT education programmes) to 2015 (BFS, 2016). There was a rapid increase of SCT degrees – from 21 in 2012 to 157 in 2015 – meaning there was a total of 364 SCTs by 2015 (BFS, 2016). Notably, this excludes other possible routes used by SCTs. Analysis of 2021 data from one canton (Zurich) revealed that 10.8% of all new student teachers (171 individuals) were SCTs (PHZH, 2021). Based on two comparable data points (BFS, 2016; PHZH, 2019a) from a dedicated programme in Zurich to date, it is estimated that approximately 900 SCTs can be assumed, given that numbers of SCTs grew in Switzerland from 110 to 171 SCT per annum since 2012. Since Zurich holds a share of 18.5% of all teacher qualifications in Switzerland (BFS, 2019), the annual number of new SCTs training via a dedicated educational path in Switzerland is estimated to range annually between 594 and 924 for years to come. Given that 10.8% of SCTs starting their teacher education in 2021 (PHZH, 2021) corroborates with this figure, as previously mentioned, the indicated national occupational change rate of 7-10% (SECO, 2017). Due to the growing SCT population, the share of SCTs in the teacher workforce has increased. This also means that the SCT population has become more visible in the teaching workforce and is a growing phenomenon.

Researchers in the field of SCT use the terms transition and transformation, often interchangeably with change. However, Bridge (Bridges, 1991) asserts that these terms differ. A transition is a psychological process that happens within us in response to our situation. Change, however, is situational; it is an event in our external world that happens to us; “change is external, transition is internal” (Bridge, 1991, p. 2). From a sociological perspective, a transition is a human experience that involves a series of stages from one identity to another and which is, to some extent, ritualised (Jenkins, 2014). Psychologists view transitions as a period of developmental tasks for terminating existing structures and working towards new structures as well as stable periods before and after the transition (Levinson, 1977). Similarly, the term transformation suggests movement through time and reformulating reified structures of meaning by reconstructing dominant narratives (Mezirow, 2012). The terms transition

and transformation are “often used interchangeably and mostly metaphorically to express the ambition to shift from analysing and understanding problems towards identifying pathways and solutions” (Hölscher et al., 2018). Etymologically, ‘transition’ has a core meaning of going across, which implies a focus on the period between stability and explaining how the shift from one state to another takes place, whereas the etymological origin of transformation means a change in shape and so highlights what has changed and the associated outcomes (Hölscher et al., 2018). The term change seems less applicable, assuming the above definition from Bridge (Bridges, 1991), as it emphasises the situational perspective. Rather, the individual perspective is adopted in this research to understand the SCT phenomenon from the viewpoint of those who experience it. Henceforth, the terms transition and transformation are adopted here as they provide an individual viewpoint of experiences, considering psychological and sociological processes, based on Levinson’s (1977) and Mezirow’s (2012) definitions. Transitions/transformations are defined as a dynamic period in which an individual’s psychological and sociological developmental task is to terminate existing structures and identity and work towards reformulating structures of meaning by reconstructing dominant narratives (Mezirow, 2012) and identity (Levinson, 1977). This definition expresses both the internal, psychological nature and the external, social nature of identity transitions.

So far, the term SCT has been used without acknowledging the labelling effect that comes with this terminology. This effect is recognised by reflecting on what the term might imply, by whom, and in which field, as well as by considering an alternative term. Novak and Knowles coined the term ‘second-career teacher’, defining these teachers as “individuals leaving occupations unrelated to education, entering teacher preparation institutions, and becoming public and private school teachers” (1992, p. 3). Since then, authors (Anthony & Ord, 2008; Chambers, 2002; Hunter-Johnson, 2015) have continued to use the term second-career teacher. It is assumed that subsequent researchers (Bar-Tal et al., 2020) continued to use the term to build on this research, conveniently making research accessible for future researchers. In its broadest sense, SCT refers to a teacher who has at least one prior occupation and teaching as a second, third, fourth occupation, and so on. Labelling this population as SCTs can be seen as a loaded term and, therefore, problematic as this language may not represent how those experiencing the phenomenon would label themselves. An alternative

definition could be more factually oriented terms such as a teacher with prior professional/occupational experience or multiple career teacher (MCT). This term emphasises experience and occupational status and implies that these factors continue to influence these people's occupation as a teacher. The TeachNow organisation in the UK (supported by the UK Department of Education) refers to SCTs simply as teachers, targeting career changers by highlighting the key argument that their experience counts in the classroom (Now Teach, n.d.). Nevertheless, the term SCT is primarily used in this research, although 'teacher with prior professional experience' is used occasionally to connect with this viewpoint. I recognised that SCTs might not label themselves this way, and, therefore, avoided using these, or similar labels, during data generation.

1.4 Research opportunities

Despite interesting findings in the literature review, documented in the following chapter, limitations in terms of perspective, conceptualisations, theoretical contribution, and empirical evidence remain for the SCT phenomenon in Switzerland. Consequently, it is unclear how teachers with prior occupational experience in Switzerland experience the phenomenon from an interdisciplinary perspective, how they experience their transformation into a career in teaching, and how this can be theoretically explained from a constructivist perspective. I argue that this research addresses four identified gaps in the literature, as outlined below.

Firstly, reviewing the empirical evidence on the SCT phenomenon demonstrates that researchers so far either assume a psychological or a sociological perspective. Since SCTs are required to adjust psychologically and socially, an interdisciplinary perspective is needed to understand the phenomenon in its entirety. This research thus departed from the traditional, vocational, psychological perspective by connecting sociological and psychological perspectives. Thus, a more nuanced and detailed understanding of the SCT phenomenon in Switzerland was achieved.

Secondly, researchers to date (Castro & Baumli, 2009; Gordon, 2019; Haim & Amdur, 2016) have frequently conceptualised the phenomenon as a transition period of instability during which individuals must return to a stable state. This view is contested by constructivist career researchers (Ashforth & Schinoff, 2016; Cardoso et al., 2020; McMahon et al., 2012; Savickas et al., 2009). They assume that contemporary careers are characterised by continuous adaptation and that these career narratives and

identities are continuously negotiated and transformed. This creates an opportunity to view and conceptualise the SCT phenomenon as transformation, rather than transition, accentuating the ongoing nature of sense-making for SCTs. It is argued that researching newly qualified SCTs, rather than SCT students, allows a more complete perspective on experiences since the time elapsed contributes to making sense retrospectively.

Thirdly, reviewing the theoretical frameworks in the body of knowledge on the SCT phenomenon continues to focus on improving teacher education programmes. In light of this growing phenomenon, there is a research opportunity that is informed by a broader base of existing theoretical frameworks (Sullivan & Al Ariss, 2019). This will allow an important theoretical contribution to be made to the field of career construction and organisational identity. This will also help conceptualise the SCT phenomenon from a conceptual perspective and deepen understanding.

Finally, there is an opportunity to contribute empirical evidence of the growing SCT phenomenon in Switzerland. This, then, responds to the identified need to further research the SCT phenomenon in this location (Bauer & Troesch, 2019; Bauer et al., 2021; Troesch & Bauer, 2017,) and the recent call for more perspectives in career research (Sullivan & Al Ariss, 2019). In summary, this research is an opportunity to conceptualise the SCT phenomenon as a transformational experience that is informed by an interdisciplinary, constructive perspective. This research is informed by a contemporary theoretical perspective that further contributes to a growing body of interdisciplinary career and SCT research. More specifically, this research is initially informed by career construction (CCT; Savickas, 2012) and organisational identity theories (ICOT; Ashforth & Schinoff, 2016). Later, Jarvis' learning theory (Jarvis, 2006, 2018) was introduced to conceptualise the study's findings more fully.

1.5 Research questions and objectives

The SCT phenomenon in Switzerland was investigated by researching how teachers with prior professional experience make sense of their occupational transformation into a school institution. In particular, the experiences of new teachers with prior professional experience were explored in terms of how they adapt to their new occupation and how they narrate their identity as teachers with prior experience. The

research focus was, therefore, on investigating the sense-making of new teachers with prior professional experience in Switzerland. Therefore, the overarching research question is:

“How do new teachers with prior professional experience (SCT) in Switzerland make sense of their transformation?”

This overarching question breaks down into the following sub-questions:

1. What are the experiences of new teachers with prior professional experience?
2. How do new teachers with prior professional experience adapt?
3. How do new teachers with prior professional experience narrate their occupational identity?

This understanding was reached through the objectives of this research, which were:

- a. To increase psychological and sociological understanding of the meaning-making of new teachers with prior professional experience.
- b. To add to interdisciplinary knowledge by conceptualising how teachers with prior professional experience adapt to their new occupation.
- c. To give voice to the experienced impact of new teachers with prior professional experience.

1.6 Research structure and summary

This research aimed to increase psychological and sociological understanding of the meaning-making of SCTs, to add to interdisciplinary knowledge to conceptualise the phenomenon, and give voice to the experienced impact of the SCT phenomenon. Therefore, this research was organised into six chapters and was summarised in the following way.

Chapter 2 reviewed the existing literature about the SCT phenomenon and identified three meta-narratives that form a rich picture of the phenomenon and identified the research need in greater detail. Engaging with the literature revealed that researchers are currently conceptualising the phenomenon in three ways: as vocational decision making, as transition and as identity development. As key literature, the career construction theory (CCT; Savickas, 1995, 1997, 2011b, 2013) emphasising flexibility

and self-directed career mobility and identity construction in organisations theory (ICOT; Ashforth & Schinoff, 2016) accentuating social experiences were identified as well suited to conceptualise the SCT phenomenon. Blending these compatible theoretical frameworks to examine the experiences of SCT allowed this research to build on rare interdisciplinary SCT research (Wilkins, 2015). However, to more comprehensively conceptualise the research findings, new key literature such as Jarvis' learning theory (Jarvis, 2006, 2012) was introduced as part of the discussion of the findings in chapter 5.

Chapter 3 outlined the research design and methodological decisions. In this chapter, I presented the ontological and epistemological stance of this research, the theoretical perspective of interpretivism, the methodology of interpretative phenomenological analysis (IPA), as well as the techniques used to generate and analyse the interview data. The chapter concluded with a discussion of the issues of validity in qualitative research, as well as summarising the research design. Overall, the interpretivist research design recognised that individuals experience reality in diverse ways and it assumes that the transition into teaching with prior professional experience is intricate and complex. To manage the potential challenges that come with the qualitative nature of this research (e.g. biases, values), I selected a specific framework (Yardley, 2000) to increase, and demonstrate, the validity of this research. As a result, I engaged in reflexivity and systematic reflection throughout the research process (see section 3.5, p. 93 and 6.5, p. 229 for details). The research design consisted of a pilot followed by the main research, this allowed me to refine the suitability of the semi-structured interview guide, as well as to develop my interview skills. The main research consisted of eight cases that allowed for cross-case analysis of similarities and differences and for me to develop emerging themes. Each participant was interviewed twice in the space of three to four months. This approach generated rich and in-depth data as the participants, were able to reflect between interviews, as could I.

In Chapter 4, I illustrated the findings by using the analytical process of IPA. As a result, I identified the following four superordinate themes, each with two or three sub-themes, from participants' accounts: 'Directing career transformation', 'Making amendments to the self', 'Accentuating social professional support', and 'Implications of career transformation'. These themes paved the way for the experiential and existential

understanding of each participant's lifeworld. Moreover, this chapter addressed the research questions as follows. The findings suggest that participants adapt to becoming SCTs by learning in four primary ways: about their new roles; from their teaching experiences at the new workplace; from others (pupils, practitioners); and contextualising their previous professional experience. This research identified two novel findings. Firstly, new teachers asserted humility which allowed them to self-direct their transformation into teaching, suggesting, that humility could be conceptualised as a career development virtue. The second novel finding was that, for an SCT, narrating a future occupational identity was an important chapter in their career narrative, expanding the teacher identity space by including their previous occupation and creating a connected, coherent account.

The discussion in Chapter 5 brought together the unique insights from this research by contextualising them within the existing literature on the SCT phenomenon and discussed cross-case connections in the findings and how they were integrated. I also discussed the findings in connection to the initially selected (CCT and ICOT) and additional theoretical frameworks (Jarvis' transformation of the person through learning theory) to understand how suitable these are to fully understand the SCT phenomenon. While blending theories (CCT and ICOT) from two different yet compatible perspectives led to a broader explanation of the SCT phenomenon, the explanation was insufficiently developed and not as closely conceptualised as it could be. Therefore, Jarvis' learning perspective (Jarvis, 2006, 2012) was identified to better conceptualise how SCT transformed as people by changing their occupation within a social context (Jarvis, 2006). As a result, this research considered the simultaneously occurring learning processes (experiential and existential) of a new teacher with prior professional experiences. More specifically, the four superordinate themes are connected by the notion of 'the epic' – of transforming the self by adapting to the role as teacher and teaching in a school (experiential learning) and by narrating the meaning thereof (existential learning) (see figure 9, p. 190).

Finally, Chapter 6 considered the main contributions of this research, highlighted the limitations and implications, and proposed future research, provided my reflexivity and reflections on this research journey, and presented closing remarks related to the significance of this research. More specifically, previous research conceptualised the

SCT phenomenon either from a psychological or sociological learning perspective (Cuddapah & Stanford, 2015; Friedrichsen et al., 2009; Griffiths, 2011; Haggard et al., 2006; Newman, 2010; Trent & Gao, 2009; Williams, 2010) rather than an interdisciplinary perspective. In contrast, this research offered a unique conceptualisation of the SCT phenomenon as a learning experience by using Jarvis's interdisciplinary model (Dyke, 2017; Jarvis, 2006, 2012) to describe SCT transformation through learning. Therefore, this research contributed to knowledge and practice by more deeply understanding the SCT phenomena as a transformative learning experience. Practitioners are encouraged to be aware of the personalised career needs of teachers with prior professional experience so that they can support and inform the thinking and designing of these career paths. Furthermore, practitioners are recommended to expand the dimensions of the CCT (Career Counselling for Teachers) self-assessment tool to include all five personality dimensions (Mayr, 2013) and to broaden the use of personality assessment tools from self-selection to self-development for SCT. And finally, SCT researchers are elated to consider learning theories in SCT research leading to an interdisciplinary, transformative perspective of career learning.

2 REVIEW OF LITERATURE ON THE SCT PHENOMENON

2.1 Introduction

This chapter presents a literature review to identify what is already known and what is under-explored (Booth et al., 2016) regarding the SCT phenomenon, thus developing the argument about the importance of this research to further contribute to the field and advance research by shifting its paradigms. Specifically, this review aimed to identify and critically examine the leading methods and findings of research on the SCT phenomenon and to consolidate key thinking to identify a more coherent approach to the body of SCT knowledge. This review should prove useful to all stakeholders interested in learning about SCTs and to actors involved in supporting SCTs (such as education policymakers and teacher education programme managers), as well as SCTs themselves. I also hope that the review informs research on the broader context of career change in the contemporary working context. Thus, the literature review begins with explaining why the meta-narrative analysis method was chosen and how it was applied (section 2.2, p. 17). The findings of the meta-narrative analysis are then presented (section 2.3, p. 21 and 2.4, p. 23), synthesised, and discussed (section 2.5, p. 47). Finally, the strengths and limitations of this review (section 2.6, p. 62) follow and the overall conclusions and the research question (section 2.7, p. 63) complete this literature review.

2.2 Method

Over the past three decades, the phenomenon of the second-career teacher has been broadly discussed (e.g., Crow et al., 1990; Gordon, 2019). However, few literature reviews have been conducted to address SCT issues across the multitude of theoretical disciplines from which it is examined. The second-career teacher phenomenon is linked to a wide range of pedagogical and philosophical ideas as well as sociological perspectives, teacher education programme evaluation, and teacher education policy. Therefore, this systematic review aims to identify and critically examine the main approaches, strategies, and trends in SCT research and consolidate key thinking to identify a more coherent approach. Hence, this review does not

represent the “unified voice of a community of scholars”; instead, it presents the unfolding picture of how researchers are currently conceptualising the phenomenon (Greenhalgh et al., 2009). Therefore, this review should prove useful to various stakeholders (such as academics, policymakers in SCT education programmes, teacher education programme managers, and SCTs themselves) interested in learning how the second-career teacher phenomenon is currently conceptualised across research traditions, how SCT experience the phenomenon, and how they adapt to and narrate their early years in teaching.

A meta-narrative review of the empirical literature on second-career teacher transition experiences in English or German was applied as I was able to work in both languages with some facility. A rigorous, transparent, and systematic method was adopted to provide a detailed, less biased synthesis and summary of relevant studies (Lockwood, 2017). A meta-narrative review is a systematic review process that facilitates the identification of the contribution of research traditions to the phenomenon under review, in this case, the conceptualisation of the SCT phenomenon (Greenhalgh et al., 2004). The use of a meta-narrative illustrates how the different research traditions unfolded over time, what kind of questions are being asked, and with which methods they are being answered (Wong et al., 2013).

This method draws on Kuhn’s (Kuhn, 1962) notion of scientific paradigms by mapping meta-narratives of research as they unfold in different research traditions, thus revealing how science on the SCT phenomenon has been conceptualised and explored by different groups of researchers (Greenhalgh et al., 2009). The systematic review largely follows the six phases of the meta-narrative methodology as outlined in the RAMESES standards for meta-narrative reviews (Wong et al., 2013) to achieve the outlined objectives of this review. The six literature review phases consisted of a planning phase in which the research question was outlined and the search strategy, search terms, inclusion, exclusion and quality criteria defined (Greenhalgh et al., 2005). This was followed by the search phase, in which the research was located. Next, in the mapping phase, the key elements of the research paradigm and findings were identified. On this basis, the appraisal phase sought to evaluate the research and grouping of comparable studies took place. During the synthesis phase, I identified key dimensions of each research tradition to then developed a narrative account of the

contribution of each tradition including considering conflicting findings. In the final recommendation phase, I summarised overall messages from the research traditions and distilled research recommendations.

A researcher conducting a meta-narrative uses interpretive synthesis as a core technique (Greenhalgh et al., 2009). This means that despite the available protocol (the RAMESES publication standard), strictly adhering to the technical process itself does not guarantee a robust review (Wong et al., 2013). Therefore, the emphasis of this review is on making sense-making of the literature to build a rich picture of the topic (Wong et al., 2013). The six phases were largely followed. However, due to the nature of PhD research, which requires the researcher to individually conduct research, a multi-disciplinary research team was not involved. Such a team would have allowed greater reflexivity throughout the review and the emerging findings (Wong et al., 2013). However, to achieve a high-quality meta-narrative analysis literature review whilst working alone, I exclusively included peer-reviewed empirical studies.

This form of literature review was chosen for three reasons. Firstly, reviewing the literature in a systematic, reproducible way reduces bias, thus ensuring a broad body of knowledge on the topic of SCT transition (Booth et al., 2016). It also offers transparency to the reader and forms a robust, transferable underpinning of this research by systematically reviewing a heterogeneous body of literature (Greenhalgh et al., 2004, 2009). Secondly, the topic has been researched in heterogeneous ways. This means that a method that is specifically well suited to make sense of qualitative and mixed-method data from heterogeneous sources is needed to foreground the contrasting and complementary ways researchers have studied the topic (Greenhalgh et al., 2005; Wong et al., 2013). This also provides an interpretation and critique of the literature to deepen the understanding of the SCT phenomenon (Greenhalgh et al., 2018). Thirdly, since the meta-narrative review is a relatively new approach to evidence synthesis (Greenhalgh et al., 2018; Wong et al., 2013), this review aims to contribute to the growing body of meta-narrative reviews (Hwang & Henry, 2021; McDermott et al., 2021) by offering one of the first applications of this method to identify the conceptualisation of the SCT phenomenon.

In summary, this literature review is based on the meta-narrative methodology developed by Greenhalgh et al. (2004, 2005) for systematically making sense of complex, heterogeneous, and conflicting bodies of literature. The meta-narrative method was deemed suitable for achieving the objectives of this literature review, especially because the SCT literature shares these characteristics. Throughout the process of search and selection, from 430 retrieved studies, 49 empirical studies were included in the review and three meta-narratives were discovered. The search and research selection process is illustrated in the following figure 2, where the number of studies at each stage for this review is also indicated. The details of the meta-narrative methodology are documented in the search strategy, search terms, and selection process (appendix 1); the inclusion, exclusion, and quality criteria (appendix 2); and a table of the 49 included empirical studies (appendix 3).

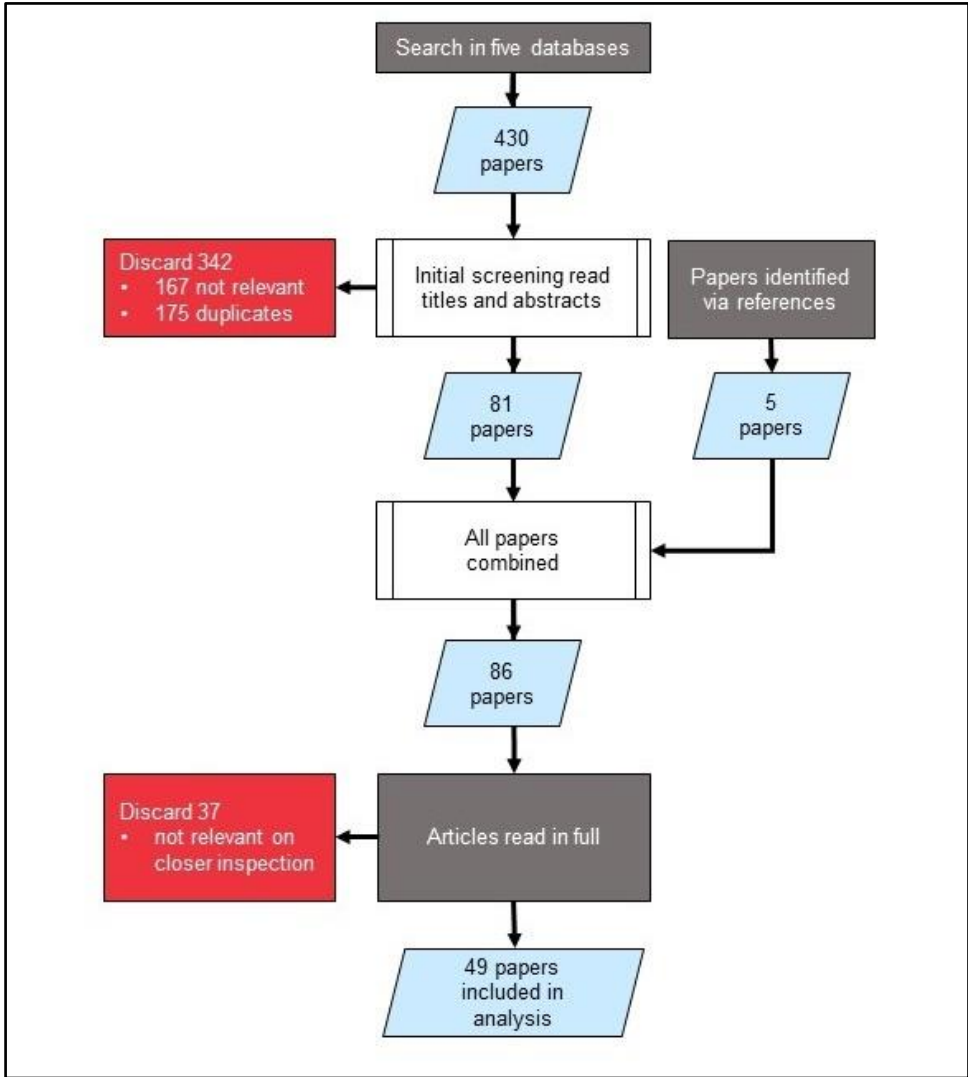


Figure 2: Search and research selection process

In the following section, the characteristics of the included empirical studies are outlined. Thereafter, a section follows which covers the main findings in the form of narration to reveal how the three research traditions unfolded over time, followed by a distillation and discussion of the research traditions and, finally, recommendations for future reviews.

2.3 Overview of empirical results

To provide an overview of this field of research, the characteristics of the 49 included empirical studies were analysed in relation to their main topics of interest, philosophical positioning, theoretical discipline, perspectives on research phenomena, geographic areas, and researching institutions.

The literature on the SCT phenomenon covers a wide range of topics such as motivation to join the teaching occupation, evaluating induction support, sense-making about the transition, transition experiences, and professional identity development. With a total of 49 studies over the past two decades, researchers have responded to a growing phenomenon in countries where educational policies opened avenues for experienced professionals to change careers by participating in dedicated SCT qualification programmes.

Most studies were philosophically positioned as interpretivist (90.2%), while a minority of studies were undertaken solely from the positivist position (9.8%). This means that the SCT phenomenon has been predominantly researched as a subjective phenomenon, with researchers recognising that individuals experience reality in diverse ways and assuming that the transition into teaching with prior professional experience is intricate and complex. Furthermore, most of this research was carried out to gain in-depth insights into and an emphatic understanding of the SCT phenomenon, even at the expense of reliability and representativeness for greater validity. Studies have been predominantly rooted in psychology (80%), with fewer studies grounded in sociology (20%). This means that the phenomenon has predominantly been researched considering intra-personal psychological processes.

Geographically, those in the North America region were the greatest contributors (47%), followed by the Asia Pacific region (25.5%), then Europe (19.6%), and the

Middle East (7.9%). This means that diverse cultural and contextual factors are likely to influence findings as these vary greatly across regions and countries. For example, cultural perceptions of the social status vary by country (such as what is a desirable or stigmatised profession), as well as labour market dynamics (such as the demand for teachers). There were only two peer-reviewed papers on the SCT phenomenon from Switzerland (Troesch & Bauer, 2017; Keck-Frei et al., 2020), meaning further research from Switzerland is warranted to expand the knowledge of cultural and contextual differences in this area. Additionally, as mentioned in Chapter 1 (section 1.2, p. 1), the SCT phenomenon is a growing phenomenon in Switzerland that remains under-researched.

Most studies have been commissioned by academic institutions focused on teacher education. Therefore, most researchers in this area are affiliated with teacher education programmes (98%). Only one piece of research (Evans, 2011) was not associated with a teacher education institution (2%) and approached the phenomenon from a sociological perspective as it was conducted by a researcher from the Department of Sociology, Anthropology, and Geography (University of Tennessee, US). Researching the SCT phenomenon from an insider perspective which is concerned with teacher education programme **evaluation** is advantageous in the researchers' proximity to and intimacy with participants, ability to be empathic and perceived as credible by participants, and the accessibility of the data. However, it also introduces disadvantages in the form of possible biases since the research agenda is likely to be influenced by the teacher education institution where the researcher works. Furthermore, researchers investigating on behalf of a teacher education programme that participants are familiar with might have introduced social desirability effects that impacted the validity of the research somewhat. This is because participants may have expressed what they thought was socially acceptable by answering questions in a way that would be viewed favourably (Anthony & Ord, 2008; Chambers, 2002; Friedrichsen et al., 2008; Wilkins, 2015).

As a result, having an insider status presents three concerns for research validity. Firstly, such research is aimed at evaluating programmes and second-career teacher recruitment. This means that research is likely guided by institutional interests at the expense of excluding topics beyond programme evaluation. Secondly, these

researchers may encounter social desirability by being involved in teacher education themselves, meaning participants may not articulate concerns about trust and confidentiality. Furthermore, the researcher's ability to create trust with the participant might be hampered by a (perceived) hierarchical relationship. Such relationships should be avoided when interviewing to build trust and ensure participants do not feel exploited (Finch, 1993). Thirdly, researchers should, as a default, consider their position, background, and influence throughout the process (Malterud, 2001). However, only 40% of the authors of qualitative studies reviewed here (where it is part of the philosophical underpinning to acknowledge researcher axiology) were transparent about their role within teacher education institutions. Indeed, only one qualitative researcher (2.2%) acknowledged the potential impact of this on their research (Price, 2019). This means that in most reviewed qualitative studies (97.8%), the axiological perspective of the researcher was insufficiently considered. This is considered a limitation of existing qualitative research in this review.

2.4 Results

The preceding characteristics provided an initial understanding of philosophical and disciplinary roots and drivers. In this section, I explain the paths of the three meta-narratives, which formed as a result of an interpretive synthesis (Greenhalgh et al., 2009) by using narratives to summarise key methods and findings in the literature. All three meta-narratives are explored in this section. The dimensions of the paradigm and conceptualisation of the SCT phenomenon are outlined with reference to theoretical frameworks, methodological preferences, and comments on aspects that appeared to drive the research narrative.

The following table provides an overview of the meta-narratives, portraying their philosophical and disciplinary roots, the general format of research questions, theoretical conceptualisations, and key conclusions from the literature. In the section thereafter, each identified meta-narrative is outlined. The order of the meta-narratives primarily reflects the specificity of the research focus, differentiating between a general focus on why SCTs change versus how SCTs change their careers. The meta-narratives are presented in ascending order of treatment to reflect the relative size of the research traditions.

Table 1: Three SCT meta-narratives

Meta-narrative	Philosophical roots and discipline	General format of research question	Theoretical conceptualisation	Conclusions from the literature
<p>1. SCT phenomenon as a vocational choice (44%)</p>	<p>Positivist and interpretivist; psychology</p>	<ul style="list-style-type: none"> • What factors motivate SCTs to become teachers? • What utilities do SCTs value? 	<ul style="list-style-type: none"> • Decision-making theory • Vocational choice and matching theory • Motivational theories 	<ul style="list-style-type: none"> • No unified set of SCT motivators was found, although a wide range of reasons to enter or leave the teaching occupation (intrinsic/extrinsic motivation; social/personal utility) were identified, and the influence of contextual factors was identified somewhat • SCT motivation translated into metaphors: homecoming and conversion
<p>2. SCT phenomenon as a transition (63%)</p>	<p>Interpretivist; psychology</p>	<ul style="list-style-type: none"> • How do SCTs experience the transition? • How can new SCTs be better supported? 	<p>Transition models (psychological perspective)</p>	<ul style="list-style-type: none"> • SCTs must cope with challenges and surprises throughout their transition into teaching (three areas of dissonance: expert-novice paradox, emotional, and contextual dissonances)

				<ul style="list-style-type: none"> • Personal induction support in the form of mentoring and collegial support is perceived as the most valuable
3. SCT phenomenon as identity development (20%)	Interpretivist; sociology	How do SCTs develop their teacher identity?	Transition models (sociological perspective)	<ul style="list-style-type: none"> • SCTs develop their identity by building on complementing parent identities (if they were parents), practising teaching, engaging with more experienced peers, reflecting (such as in writing journals), and reframing

2.4.1 Meta-narrative 1: SCT phenomenon as a vocational choice

2.4.1.1 Key elements of research tradition

The narrative of vocational choice for SCTs includes an identification of motivations, perceived utility, and attributed career trajectory. This was present in 44% (22) of the studies. The philosophical positioning in this narrative was heterogeneous (20% positivist and 80% interpretivist). Research within this narrative was firmly rooted in psychology. Therefore, theories such as expectancy-value theory (Vroom, 1964) and social cognitive career theory (Lent, 2013; Lent et al., 1994), based on Bandura's social cognitive theory (1977, 1982), are included. On this basis, the decision of whether or not to go into teaching as a second career was measured using scales (factors influencing teaching choice scale; Watt & Richardson, 2007) which, more recently, have been validated in international studies (Goller et al., 2019; Watt et al., 2012). Following this, the narrative of the vocational choice of teaching as a second career enabled an understanding of the SCT phenomenon from an individual perspective to understand the causalities of the phenomenon. Most commonly in this research tradition, questions about what motivates SCTs to choose to teach have been asked. Consequently, this research tradition is generally beneficial for leaders of SCT teacher education programmes and specifically for personnel involved in recruiting (such as marketers) and selecting (that is, admission department) SCTs. The focus of this tradition is the entry point of the SCT transition. Effective SCT recruitment strategies can be developed in the context of teacher education programme evaluation.

Proponents of this narrative tradition privilege foundational and psychological decision-making process theories that originated in positivist philosophy over theories from vocational psychologists (spanning positivist and interpretivist) that are built on the same foundations but encompass psychological and sociological vocational choice aspects. This research tradition focuses predominately on intrapersonal rationales (such as motivation and aspirations) as decision-making factors. This focus omits contextual aspects (such as available support, occupational outlook, self-efficacy, and the exploration of other available options) (Lent & Brown, 2020) when explaining the vocational choice of SCT transition. Furthermore, it is noteworthy that empirical researchers seem to assume that SCTs' intrapersonal rationale remains stable

throughout the transition. Researchers have explored why SCTs choose to teach at the beginning of or during participation in a teacher education programme, without exploring if and how individuals' rationale changes over time. This view is contested in contemporary career research, where a dynamic perspective is assumed. This perspective is one where individuals revise and reconstruct their narrative throughout their work role transitions to cultivate a sense of coherence and transition through different and possibly diffuse roles over time (Ashforth, 2001; Barbulescu & Ibarra, 2010).

It can, therefore, be concluded that existing research into how SCTs make their vocational choice is limited by focusing on examining motivations and aspirations as a static, intrapersonal concept and failing to consider it as a contextual, dynamic process of choosing a career path (Lent, 2021). Thus, the narrative is disconnected from the abundant research on vocational choices across occupations (Lent, 2021; Lent & Brown, 2006, 2013b, 2020). Conceptualising SCT vocational choice as a contextual, dynamic process would potentially allow for a deeper understanding of how SCTs choose a sustainable career path by considering a wider range of components in the vocational decision-making process than by focusing on intrapersonal reasons to move into teaching (Lent, 2021; Lent & Brown, 2020; Savickas, 2013).

2.4.1.2 Main findings of research tradition

Proponents of the narrative of the SCT phenomenon as a vocational choice (Anthony & Ord, 2008; C. Bauer et al., 2017; Castro & Bauml, 2009; Evans, 2011; Hunter-Johnson, 2015) examined motivational factors and perceptions of the SCT career trajectory. Researchers on the motivation of SCTs (Anthony & Ord, 2008; Evans, 2011; Hunter-Johnson, 2015) used the psychological concepts of motivation and utility interchangeably to describe the occupational decision. Intrinsic and extrinsic motivation can be considered when examining the psychological drivers at work in the process of deciding to become an SCT. Similarly, social and personal utility should be considered when researching the perceived benefits of choosing teaching as a second career. It could be assumed that SCTs who become teachers do so because it is personally rewarding and because they are drawn to it and are acting from intrinsic motivation and social utility (Hunter-Johnson, 2015). In contrast, SCTs who become teachers because they want to earn rewards or avoid punishments (such as unemployment) (Evans,

2011) are assumed to be acting from extrinsic motivation and personal utility (Ryan & Deci, 2000). Specifically, intrinsic motivation and social utility are often used interchangeably with the term altruistic motivation, suggesting that these SCTs enter teaching with a desire to make a difference in students' lives, contribute to society, work with children, contribute to social equity, and fulfil their passion for teaching (Anthony & Ord, 2008; Chambers, 2002; Chong & Goh, 2007; Hunter-Johnson, 2015; Laming & Horne, 2013; Powers, 2002; Varadharajan et al., 2019; Wilkins, 2015). The desire to contribute to humanity may be seen as SCTs' purpose; that is, "to give, willingly and joyfully, only expecting in return the chance to seek purpose and meaning in their lives" (Powers, 2002). In contrast, extrinsic motivation and personal utility are aligned with personal growth as an antidote to (previous) careers, as well as job security, time for family, job transferability remuneration, and lifestyle (Anthony & Ord, 2008; Bunn & Wake, 2015; Chong & Goh, 2007; Laming & Horne, 2013; Williams & Forgasz, 2009).

Several researchers (Chong & Goh, 2007; Evans, 2011; Hunter-Johnson, 2015; Powers, 2002; Richardson & Watt, 2005; Varadharajan et al., 2019; Wilkins, 2015; Williams & Forgasz, 2009) have pronounced intrinsic/social utility as a primary factor in the decision-making process of SCTs. However, several other researchers (Alharbi, 2020; Anthony & Ord, 2008; Bunn & Wake, 2015; Chambers, 2002; Evans, 2011; Griffiths, 2011; Knell & Castro, 2014; Koç, 2019; Raggl & Troman, 2008; Richardson & Watt, 2005) assert a combination of intrinsic and extrinsic motivation (respectively social and personal utility).

Although different findings might be related to the philosophical approach employed, this is not the case here. Each philosophical position has supporters for either intrinsic motivation/social utility as the primary reason or a combination of intrinsic/extrinsic (respectively social and personal utility) motivations. Given that intrinsic motivation/social utility is cited as motivation for all groups of teachers (FCTs and SCTs), this could be considered an obvious expectation for this profession (Evans, 2011). This argument could be also extended to all vocational choices, assuming that individuals construct their careers as a "series of attempts to implement a self-concept in work roles" (Savickas & Porfeli, 2012). Conversely, career researchers (Arthur, 2014; Baruch, 2006; Baruch & Vardi, 2016; Hall et al., 2018; Ibarra & Obodaru, 2016;

Savickas et al., 2009; Savickas & Porfeli, 2012; Sullivan & Arthur, 2006) have consistently found that contextual changes require workers to respond and adapt to a changed context and, therefore, revisit their vocational choices. Therefore, in this research, SCT occupational transitions into teaching tend to be both intrinsically and extrinsically motivated due to a wide range of external, contextual aspects (such as parental stage, the financial rewards for teaching, the status of the profession, economic situation, and the availability of alternative career paths). This position is supported by the authors of relatively recent studies who convincingly demonstrate the influence of contextual aspects (Evans, 2011; Koç, 2019; Price, 2019; Raggl & Troman, 2008).

Researchers (Raggl & Troman, 2008) from the UK who examined the turning points of SCTs to categorise career choices found that all choices were a response to contextual factors, such as personal and family stage or structural factors such as redundancy, illustrating the interaction between self and circumstances. Similarly, an author (Evans, 2011) from the US illustrated the contextual factors impacting the motivation to join the teaching profession by evidencing many intertwined life factors, such as corporate downsizing, relocation of a spouse, and the 9/11 terrorist attacks. In this research, teaching was perceived as a practical, fulfilling option that also offered job stability and financial security in a particular economic historical context (Evans, 2011). SCTs expressed a practical, extrinsic orientation towards teaching when they felt drawn to teaching due to prior experiences and sought a “stable career with a good schedule”. It is assumed SCTs were referencing predictable, more sociable hours, and fixed vacation periods (Evans, 2011). Similarly, authors (Koç, 2019) of recent research conducted in Turkey found that SCTs were influenced by “difficult working conditions, difficulties experienced by individuals in fulfilling family responsibilities, failure to cope with the stress of work, problems women face, and seeking spiritual satisfaction” (Koç, 2019) when contemplating a career change. This reconfirms and illustrates that intrinsic and extrinsic motivation (respectively social and personal utility) are intertwined and must be seen in the context of working conditions, family responsibilities, global and country events (such as economic conditions), and social and gender-related contexts. This was corroborated by authors (Alharbi, 2020; Anthony & Ord, 2008; C. Bauer et al., 2017; Knell & Castro, 2014; Priyadharshini & Robinson-Pant, 2003) of studies who have asserted that the SCT phenomenon is caused by a complex interplay of pull and

push factors – respectively, intrinsic and extrinsic factors. Pull factors are those that attract individuals to teaching, while push factors are related to why individuals left their previous careers (Priyadharshini & Robinson-Pant, 2003). This links to the concepts of motivation and utility by conveying the notion that a pull factor corresponds to intrinsic motivation/social utility while a push factor corresponds to extrinsic motivation/personal utility and context.

Researchers on the perceptions of the SCT career trajectory identified two conceptualisations of meaning attributed to SCT, namely homecoming and converting. Conceptualising the phenomenon as homecoming denotes that participants had inherently wanted to be teachers for a long time (Anthony & Ord, 2008; Castro & Bauml, 2009). For various reasons, second-career teachers found themselves working in other occupations but retained the desire to teach when situational factors, such as family circumstances, were more favourable (Anthony & Ord, 2008). The attributed meaning for these home-comers is a combination of their long-standing desires to be teachers and the appropriate timing to transition into teaching (Anthony & Ord, 2008). Similarly, researchers examining the SCT phenomenon in the US found that timing is critical (Castro & Bauml, 2009). The conceptualisation of SCTs as converting to teaching includes a wide range of triggers (Chambers, 2002; Evans, 2011; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003; Raggl & Troman, 2008; Schultz, 2013). These include historical and life events such as the 9/11 terrorist attacks (Raggl & Troman, 2008), becoming a parent, being made redundant (Evans, 2011; Raggl & Troman, 2008), dislike of the previous career (Raggl & Troman, 2008), and seeking to expand career opportunities (Evans, 2011). It also includes recognising the need to do socially relevant work and address inequities in society (Mayotte, 2003; Schultz, 2013). The conversion conceptualisation was evident in a UK study (Priyadharshini & Robinson-Pant, 2003) in which teaching was seen as an antidote to an existing career that caused dissatisfaction, boredom, alienation, or isolation. They also found it was related to changing perspectives on life as part of an individual's maturity. As with the previous discussion about motivation and utility, these concepts illustrate the importance of contextual influences and inter-dependencies. Furthermore, these two career trajectories, homecoming and converting, could be also linked to pull and push factors. The homecoming trajectory can be seen as career-centric behaviour that pulls individuals into teaching and converting corresponds to migrating career behaviour that

pushes individuals away from a previous career towards teaching. Notably, SCTs did not use metaphors that related to chance or coincidence. Thus, it seems that SCTs narrate their vocational choice with agency; their decisions are conscious and self-directed. Thus, the SCT phenomenon is a self-directed occupational transition for managing one's career trajectory in today's career context (section 1.2, p. 1).

In summary, this research tradition is considered an important contribution to understanding SCTs' vocational choice in relation to their motivation and attributed meaning of transition. It also offers perceptions of career trajectories, thus enhancing teacher education programmes' ability to attract suitable candidates and retain them.

2.4.2 Meta-narrative 2: SCT phenomenon as a transition

2.4.2.1 Key elements of research tradition

The narrative of the SCT phenomenon as a transition is about SCTs' person-centric experiences in terms of emotional challenges, perceptions of transferability of prior experiences, prior experiences as a double-edged sword, and SCTs' perceptions of received induction support. This narrative was present in 63% (31) of the studies. The philosophical positioning of this narrative is largely homogeneous (3.3% positivist and 97.3% interpretivist orientation). Generally, proponents of this research tradition answer questions about how SCTs experience the transition and perceive the support they are given during this transition. Therefore, this research tradition is beneficial for leaders of teacher education programmes for SCTs and, specifically, for personnel involved in educating and supporting SCTs during their induction to the workplace school. While proponents of the previous research tradition focused on the initial phase of the SCT phenomenon, in service of teacher education programme evaluation, this narrative's focal point is the experiences during teacher education and when starting to teach.

As in the previous narrative, proponents have contributed to an understanding of this phenomenon from an individual perspective. It differs from the previous narrative, which was about the causality of the SCT transition phenomenon due to the attention paid to the subjective experience of the SCT phenomenon. Research within this narrative is rooted in psychology. However, the authors of most of these studies (70.9% of 30) do not cite specific development or transition theories to conceptualise the SCT

transition experience. This may be because of a different primary focus on the vocational choice of teaching or identity development (Hunter-Johnson, 2015; Laming & Horne, 2013; Peter et al., 2011; Raggl & Troman, 2008), and/or methodological reasons (grounded theory, narrative analysis; e.g., Laming & Horne, 2013; Priyadharshini & Robinson-Pant, 2003), although the authors may loosely refer to various theories to inform the research (Wilkins, 2015). This could also be indicative of the pronounced practical orientation of this research narrative. Nevertheless, the authors of the remaining studies (23.3%) conceptualised the SCT transition either as a transition process, a learning experience, or career competence. Therefore, such researchers (Castro & Bauml, 2009; Gordon, 2019; Haim & Amdur, 2016) prefer theories grounded in development process models to conceptualise the SCT transition either as a career transition, referring to Schlossberg's transition framework (Anderson et al., 2012; Schlossberg, 1981; Schlossberg et al., 1995), as a learning experience (Cuddapah & Stanford, 2015; Griffiths, 2011; Haggard et al., 2006), referring to learning theories (Dewey, 1938; Eraut, 2004), or as career competency (Mayotte, 2003), referring to the boundaryless career theory (Defillippi & Arthur, 1994). These three theories are now briefly explained and evaluated in relation to what insights their proponents can bring to the concept of the SCT transition and any limitations. Thereafter, the empirical findings of the meta-narrative are presented.

Researchers (Gullickson, 1996; Schlossberg, 1981; Schlossberg et al., 1995) who conceptualised second-career teaching as a career transition by applying Schlossberg's transition framework proposed that this transition consists of three elements: approaching transitions, taking stock of coping resources, and taking charge. These take place in three domains: individual, relationship, and work. They are influenced by four factors, often referred to as the 4 S's: situation, self, support, and strategies (Anderson et al., 2012, 2022; Gullickson, 1996). When applied to the SCT transition, these factors structure the areas in which adaptation occurs. Situation refers to the SCT's perception of their new/future role and the school context. Self relates to an SCT's characteristics and coping resources. Support includes not only the support provided throughout the transition but also how this support is perceived. Finally, the strategies factor refers to how the individual copes with the challenges of their new role and requirements, building on Pearlin and Schooler's concept of coping (1978).

Authors of a recent update of Schlossberg's transition framework (Anderson et al., 2012, 2022), which evolved over four decades from a model for analysing human adaptation (Schlossberg, 1981), offered practical guidance for career counsellors. This framework initially appeared to be a good structure for investigating various aspects of second-career teacher transitions as it is suggested that issues of identity development, transition, and adaptation strategies are theoretically framed. However, closer inspection makes it clear that transition issues remain largely theoretical and amalgamate various other theories without being a meta-theory. This leads to confounding terms and constructs, as well as the omitting of more recent, relevant theoretical developments. For example, although proponents of the transition framework (Anderson et al., 2012, 2022) acknowledged 'self-efficacy' by referring to Bandura (Bandura, 1977), they failed to acknowledge later evolutions of the social cognitive career theory (SCCT) (Lent et al., 1994; Lent & Brown, 2006), which also builds on self-efficacy theory (Bandura, 1977, 1982, 1997). Furthermore, the issue of identity development, although recognised as an integral part of the transition (Anderson et al., 2012, 2022), remains insufficiently conceptualised, which might be because this theory originated in psychology rather than sociology. This means that the transition framework provides fewer insights into identity-related issues of the SCT transition but can offer a good structure for understanding the psychological aspects of the transition in terms of well-established psychological concepts, such as Pearlin and Schooler's concept of coping (Pearlin & Schooler, 1978) and the many available transition models (Bridges, 1991; Hudson, 1991).

Research on the SCT phenomenon is firmly situated in established development theories such as Schlossberg's transition framework (Anderson et al., 2012; Schlossberg, 1981; Schlossberg et al., 1995) and social learning theory (Lave & Wenger, 1991; Wenger, 1998). A transitional perspective is assumed which differentiates between stable and unstable phases. This is contested, given that today's careers are characterised by self-management, continuous learning, and adaptation (Hall, 2004; Savickas, 2011b; section 1.2, p. 1), suggesting a conceptualisation of the SCT phenomenon as transformation instead.

Proponents of conceptualising the SCT transition as a learning experience propose that learning is a contextual experience that can be reflected upon and analysed to learn

directly from experience (Dewey, 1938) and that learning informally takes place at the workplace (Eraut, 2004). Learning theories may be used because most researchers contributing to this narrative are affiliated with a teacher education programme and, therefore, have a strong affinity to familiar, proximal theories. The use of this approach emphasises the learning that occurs during the SCT transition. Therefore, it is argued that the depth and breadth of SCT transition experiences are not fully recognised since, for example, how SCTs respond to powerful emotions that are inherent in complex transitions is excluded (Barclay, 2015). Nevertheless, the use of this perspective provides insights into the learning experiences and challenges encountered by SCTs.

Those who conceptualise SCT transition as career competence offer a perspective of how individuals connect across boundaries in their new occupation thanks to previous experiences and support experiences based on the boundaryless career concept (Arthur, 1994; Defillippi & Arthur, 1994). The underlying assumption of this theory is that previous experiences can traverse boundaries. These experiences are referred to as know-why, know-how, and know-whom competencies (Arthur et al., 2012). Proponents of this perspective may be able to identify which competencies are transferable for each SCT. However, it is argued that the underlying assumption of the transferability of previous competencies implicitly limits the understanding of SCT transitions by excluding a debate on which competencies should be transferred and which might hinder the crossing of the boundaries. A more critical perspective of transferability is seen as important for a better understanding of how SCTs connect their previous occupation with their new one.

In summary, proponents of the three different theoretical perspectives within this narrative contribute to a multifaceted approach for conceptualising and investigating SCT transition experiences. Researchers exploring experiences of the SCT phenomenon as a transition report that negative challenges, paradoxes, and perceived **impact** of induction support together present a rich picture in different national education system contexts. Each theme is now considered before conclusions for this meta-narrative are presented.

2.4.2.2 Main findings of the research tradition

SCT transitions include challenges that result in negative emotions (Bar-Tal et al., 2020; Castro & Bauml, 2009; Crosswell & Beutel, 2017; Griffiths, 2007; Peter et al., 2011; Tigchelaar et al., 2008; Williams, 2010) and challenges to the transfer of prior experiences to the teaching profession (Anderson et al., 2014; Anthony & Ord, 2008; Powers, 2002; Priyadharshini & Robinson-Pant, 2003; Raggl & Troman, 2008; Wilkins, 2015). For example, when SCTs expect to transfer their prior experience to their new roles, they experience feelings of betrayal and disillusion when the encountered teaching realities differ from their expectations (Peter et al., 2011). Self-perceptions of SCT self-efficacy typically decreased in the first few months of teaching (Tan, 2012). With time, typically after three months, SCT self-efficacy perceptions improved in line with improvements to student relationships, students' academic performance, positive comparisons with more experienced teachers, and SCT colleagues' positive affirmation (Tan, 2012). While affirmations from colleagues positively influence self-efficacy (Tan, 2012), negative feedback creates feelings of inadequacy and resentment (Griffiths, 2007). Similarly, SCTs experience vulnerability and disappointment in connection with their ideals (Tigchelaar et al., 2008).

When entering teaching, SCTs experienced conflict between their expectations and the realities of teaching related to classroom management, workload, and workplace (the school, including its culture), meaning their expectations of colleagues and the teaching profession led to negative emotions (Anderson et al., 2014; Anthony & Ord, 2008; Crosswell & Beutel, 2017; Powers, 2002; Priyadharshini & Robinson-Pant, 2003; Raggl & Troman, 2008; Tigchelaar et al., 2008; Wilkins, 2015). SCTs experienced challenges in classroom management and developing relationships with students since they previously interacted primarily with adults (Haim & Amdur, 2016; Laming & Horne, 2013). Second-career teachers experience a striking gap between their aspirational desires and the painful realities of teaching (Priyadharshini & Robinson-Pant, 2003; Tigchelaar et al., 2008), exemplified by perceptions of poorly disciplined students and teaching staff with low morale (Powers, 2002).

In New Zealand, SCTs frequently compared their working conditions, including the culture of teaching, with previous work experiences (Anthony & Ord, 2008). Whilst being positive about collegial support, SCTs were less accepting of poor organisational

structures, lack of accountability, lack of resources, and unacceptable work expectations (Anthony & Ord, 2008). Similarly, researchers in the UK (Wilkins, 2015) state that many SCTs were negatively challenged to adapt to cultural values and practices within schools. Similarly, school practices and structures have been perceived as cumbersome, policy-bound, inefficient, and frustratingly bureaucratic (Raggi & Troman, 2008; Wilkins, 2015). SCTs held idealistic views of what teaching would be like and expressed expectations that teaching would be associated with caring (Crosswell & Beutel, 2017). Although SCTs enjoyed the initial classroom experiences, they experienced a reality gap in terms of the complexity and intensity of the work (Crosswell & Beutel, 2017). This disconfirmation between expectations and reality is apparent in two major gaps: the gap between second-career teachers' visions of what teaching should be like and classroom reality, and the gap between previous organisational cultures and school culture (Gordon, 2019).

Additionally, the duality of previous professional experience of SCTs is accentuated here. Specifically, researchers debate if and how previous professional experience is transferable to the teaching profession. Researchers (Alharbi, 2020; Chambers, 2002; Hunter-Johnson, 2015) claim that prior skills and life skills are advantageous for teachers. For example, Chambers (2002) found that SCTs in the US expect that skills and knowledge acquired from previous careers will be highly relevant. In the UK, Wilkins and Comber (2015) state that most participants were clear that despite schools being "a different world", the attributes gained in their previous careers were professionally relevant and transferable to teaching. Participants gave examples of communication skills, relating to others, explaining concepts, and credibility through real-world experiences. Similarly, in a study from the USA, all participants agreed that their previous careers had a positive influence on their teaching experience (Hunter-Johnson, 2015). Those entering teaching as a second career suggested that teachers with real-world experience are in a better position than FCT entrants (Hunter-Johnson, 2015). Since the research focused on SCT experiences, it elevated the perceptions of SCTs – self-perceptions not necessarily perceived by others (for example, FCTs or pupils' parents) nor does it contrast with a potential different perception to objectively agree or disagree.

Specific transferable skills and experiences include avoiding or managing conflict, communication skills, the ability to manage multiple projects simultaneously, work ethic, analytic thinking, a wider perspective, problem-solving skills, contextualisation of theoretical classroom knowledge in the world of work, familiarity with ICT, administration, working with teams, pedagogical experiences, and presentation skills (Alharbi, 2020; Anthony & Ord, 2008; Chambers, 2002; Keck Frei et al., 2020). Since the claim that previous experiences are generally transferable relates to perceptions and beliefs and was found mainly in studies about SCT motivation (Alharbi, 2020; Chambers, 2002; Hunter-Johnson, 2015), it is not surprising that a more nuanced perspective has been provided by researchers (Anderson et al., 2014; Anthony & Ord, 2008; Griffiths, 2007; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003; Tan, 2012; Williams, 2010) who more deeply explore the transfer of previous experiences to look for advantages and disadvantages.

For example, prior professional experience related to office work as well as meta-cognitive skills (for example, reflection) and life skills (such as coping with stress) were found to be more transferable than content-related skills (except pedagogical skills) (Keck Frei et al., 2020). Therefore, authors who specifically examined previous experiences opposed the generalisation assumption of transferability, which is based on self-reported perceptions and beliefs taken at face value. The use of a more nuanced, interpretative approach deepens the understanding of the transfer of previous experience to obtain perceptions of subjective realities by eliciting examples of how previous experiences are transferred and what their implications are. This includes cases where SCTs' previous experiences negatively impacted the ability to become proficient in teaching because their experiences were perceived as incompatible with teaching (Tan, 2012; Tigchelaar et al., 2008).

In other cases, headteachers expected SCTs to teach topics related to their previous experience and occupations before they were ready to do so (Anthony & Ord, 2008). Similarly, SCTs may not receive support if they are perceived as competent due to their age and experience (Mayotte, 2003; Williams, 2010); in such cases, SCTs perceived that they were offered less support. Therefore, headteachers are encouraged to recognise SCTs' strengths while remembering that they are new teachers in need of support systems like any others (Mayotte, 2003). Similarly, while SCTs with prior

classroom experience found the transition easier compared to those without, this became a double-edged sword as schools gave too much responsibility to such teachers (Griffiths, 2007). This paradox of the expert-novice demonstrates the disadvantages of being an experienced professional in one profession while being a novice in teaching. This requires an SCT to transition from a skilled, respected, and confident individual to a state of vulnerability and uncertainty (Watt, 2016). To respond to this paradoxical challenge, SCTs employ specific adaptation approaches, such as seeking support (for example, for pedagogy), transferring previous expertise while acknowledging being unprepared for teaching, and social comparison (for example, psychological bolstering by feeling more competent than FCTs) (Anderson et al., 2014; Fry & Anderson, 2011).

Commonly, support in the form of mentoring, as well as support from experienced colleagues and dedicated workshops during the induction period, are positively perceived by SCTs (Anderson et al., 2014; Bar-Tal et al., 2020; Fry & Anderson, 2011; Gordon, 2019; Griffiths, 2011; Haim & Amdur, 2016; Ilmer et al., 2005; Keck Frei et al., 2020; O'Connor et al., 2011). For example, researchers confirmed that providing effective induction support is important for new SCTs and increases the chance that they remain in the profession (Anderson et al., 2014; Fry & Anderson, 2011). This support also predicts their job satisfaction (Bar-Tal et al., 2020) and contributes to their workplace learning (Keck Frei et al., 2020). SCTs viewed induction support as valuable for adjusting, developing professionally, and alleviating negative feelings, resulting in positive attitudes toward teaching (Griffiths, 2011; Haim & Amdur, 2016; Ilmer et al., 2005). In particular, support via mentoring was identified as critical for addressing emotional dissonance (Gordon, 2019).

However, mentoring was also found to be a cause of professional disagreements, caused by the expectation that SCTs would accept the role-modelling of their mentors, which could result in less constructive mentoring relationships (Morton et al., 2006). In some cases, mentoring did not become a fruitful working relationship because SCTs rejected their mentor due to age differences which meant they felt they could not connect (Mayotte, 2003). In cases where induction support was absent or deficient, SCTs found that their idealism turned into disappointment and feelings of rejection (Pierce, 2007). Further specific challenges related to the role of the mentor and mentee

have been found, suggesting that mentees are expected to accept the role-modelling of their mentors (Morton et al., 2006). Overall, personal support (such as mentoring and collegial support) received during induction emerged as the most valuable induction support for SCTs (Anderson et al., 2014; Bar-Tal et al., 2020; Griffiths, 2007; Keck Frei et al., 2020). In short, researchers have asserted that mentoring and collegial support are perceived as valuable to new SCTs and, therefore, may positively influence SCT retention. Possibly due to the research impetus on improving teacher education programmes, thus far, the research has focused more on programmatic elements, such as mentoring, to evaluate induction support. Therefore, research not of a programmatic nature, such as on the experiences of collegial support, learning from job-sharing partners, and experts (such as social workers) is rare for new SCTs (Keck Frei et al., 2020).

Based on the empirical evidence and theoretical conceptualisations within this narrative, I contend that the SCT transition can, thus far, be understood within the 4 S's of Schlossberg's transition framework (Anderson et al., 2012). Therefore, this transition presents challenges in which SCTs leverage their previous experience to varying degrees (situation and self), appreciating received support (support) and demonstrating examples of coping tactics (for instance, aligning expectations to realities, transfer of prior experiences, mentor role modelling) (strategies).

Overall, while proponents of the first research tradition emphasise the objective perspective of SCTs' vocational choice in support of recruitment strategies and understanding SCT motivation, proponents of this second research tradition (Anderson et al., 2014; Mayotte, 2003; Pierce, 2007) differ by taking the subjective perspective of SCT experiences, thus contributing to a deeper understanding of specific SCT challenges. Therefore, researchers working in this tradition have generated valuable insights into the SCT transition, offering a solid foundation to inform this research. Specifically, it can be concluded that SCTs experience both negative emotions and surprises when expectations and realities deviate, and ambiguities related to their prior professional and life experiences (Anderson et al., 2014; Anthony & Ord, 2008; Crosswell & Beutel, 2017; Gordon, 2019; Powers, 2002; Priyadharshini & Robinson-Pant, 2003; Raggl & Troman, 2008; Tigchelaar et al., 2008; Wilkins, 2015). SCTs must cope with these negative challenges, surprises, and ambiguities throughout their

transition into teaching. Furthermore, researchers working within this tradition have tended to report the experience of negative emotions and the assumption that institutionalised, programmatic induction support is necessary to lessen negative experiences (Anderson et al., 2014; Griffiths, 2011). Since this research tradition largely serves the purpose of enhancing the experience of SCTs in teacher education programmes, researchers have tended to assume a problem-centric perspective and suggested programme enhancements such as institutionalised induction support like workshops for sharing prior experiences (Mayotte, 2003), mentoring programmes, or induction workshops (Anderson et al., 2014; Griffiths, 2011) to address the perceived problems. Given that an individual's agency in today's career context is characterised as self-directed, that is, subjects practice continuous learning (as mentioned in section 1.2, p. 1), I contend that the positive experiences are potentially overlooked in this narrative.

Furthermore, I suggest that a more balanced view of experiences as rewards and barriers might contribute to a deeper understanding of SCT transition by examining resources SCTs use to offset negative experiences and exploring reflections in which SCTs put themselves at the centre of their experiences. Specifically, focusing on the underlying psychological mechanisms would allow an understanding of how SCTs respond to the inherent challenges and opportunities of a complex occupational transition. Furthermore, individual agency must be considered to understand the adaptability of the SCT phenomenon, which so far has not been sufficiently considered, potentially due to the evaluation of teacher programmes at the heart of this narrative (Haim & Amdur, 2016; O'Connor et al., 2011; Tigchelaar et al., 2008).

2.4.3 Meta-narrative 3: SCT phenomenon as identity development

2.4.3.1 Key elements of the research tradition

Proponents of the narrative of SCT identity development examine SCT's inter-personal experiences as they relate to those who influence SCT identity development and the challenges encountered, as well as how identity development is conceptualised and experienced. This narrative was present in 20% (10) of the studies reviewed. Like the meta-narrative of the SCT phenomenon as a transition, a process perspective is adopted. However, proponents of this third meta-narrative differ by emphasising the

social relationships and new community of those transitioning into teaching and by focusing on the development of the teacher identity. As with the previous meta-narratives, the purpose here has been to improve SCT experiences of teacher education programmes. Therefore, this research tradition is also beneficial to leaders and personnel of such programmes and education policymakers. Like the second meta-narrative, where an experiential lens on SCT is used, this third research tradition is also a homogenous field, operating within an interpretivist approach. While the previous two meta-narratives are rooted in psychology, this one is rooted in sociology. Therefore, its proponents favour theories about the concepts of social learning, identity, and liminality, accentuating the inter-personal aspect of the SCT phenomenon.

Specifically, users of this narrative have most frequently conceptualised the SCT phenomenon as a process of social learning (Friedrichsen et al., 2008; Newman, 2010; Trent & Gao, 2009; Williams, 2010), referencing Wenger's social learning theory (Lave & Wenger, 1991; Wenger, 1998). Wenger asserted that engagement in social practice is the fundamental process by which individuals learn and so become who they are, highlighting that learning involves participation in a community of practice (Wenger, 1998). The process of social learning includes four components: learning as experience (meaning), learning as doing (practice), learning as belonging (community), and learning as becoming (identity). The use of this theory emphasises engagement in practice as a source of identification by experiencing "first-hand the effects we have on the world and [...] how the world treats the likes of us" (Wenger, 1998). According to Wenger, the process of identity development takes place by defining ourselves according to "where we have been and where we are going" (1998, p. 149). Commonly, Wenger's communities of practice framework was used to explore the social practices that contribute to learning and identity in an occupational context such as the teaching profession (Lave & Wenger, 1991; Wenger-Trayner & Wenger-Trayner, 2014; Wenger, 1998). A central tenet is the conceptualisation of a transition as a trajectory between newcomer and old-timers within a community of practice, whereby legitimate peripheral participants learn and construct an identity within the community by being immersed in the occupations' daily practices (Lave & Wenger, 1991). This means that members of a community of practice move over time towards the centre of the community also described as moving from newcomer to old-timer status as their expertise increases. Wenger's social learning theory is also frequently used in teacher education to

conceptualise pupils' learning communities. This might explain why researchers (Herrington et al., 2006; Moretti & Alessandrini, 2015; Wenger, 1998) who are affiliated with teacher education institutions use this theory. The social learning theory was principally designed to articulate how social resources shape people's learning trajectories and professional identities (Wenger, 1998). The unit of analysis is the community of practice rather than the individual. Therefore, I contend that this theory is not necessarily reflective of SCT occupational transition as previous community memberships are not recognised, nor is there a focus on the individual; instead, trajectories within the community are explored.

Proponents of this research tradition also employ identity theories, although this is less frequent. Only one author (Wilson, 2010) referenced Stryker's self-verification theory (Stryker, 1991), which is about identity construction, in which the unit of analysis is the individual. Another scholar (Pierce, 2007) conceptualised the development of the SCT identity as liminality (Turner, 1969), where the unit of analysis is also the individual. SCT identity development is defined as a "fleeting phase of cultural initiation"; a line must be crossed to get into the teaching profession (Pierce, 2007). Thus, within this narrative, the emphasis is on becoming part of the teacher community.

2.4.3.2 Main findings of the research tradition

Researchers working in this tradition have yielded insights on who influences the development of SCT identity during the transition, what challenges are encountered, and how SCT identity development proceeds. The following paragraphs will outline these ideas in turn, before evaluating this meta-narrative in relation to this research.

Researchers have asserted that the development of SCT identity is influenced by existing SCT identities and relationships with others. Specifically, the development of a teacher identity was supported by a parent identity because interaction with teachers' own children allowed them to connect to children's thinking (Friedrichsen et al., 2008). Furthermore, relationships with others, including mentor teachers and students, positively contribute to the development of the SCT professional identity (Schultz, 2013). Conversely, SCT identity development was less influenced by younger peer colleagues since SCTs found it harder to develop social relationships with them. They were more influenced by school staff (that is, established teachers; Williams, 2010).

Additionally, the experienced teachers who welcomed SCTs and encouraged them to become part of the mature practice by including them in professional conversations, practices, and social networks helped them develop a sense of belonging (Williams, 2010).

The development of SCT identity is challenged by emerging and conflicting identities (that is, previous professional identities or aspired teacher identities (Friedrichsen et al., 2008; Nielsen, 2016; Wilson, 2010),) or by the contradicting identity perceptions of others (Friedrichsen et al., 2008; Newman, 2010; Peter et al., 2011; Trent & Gao, 2009; Wilkins, 2015; Wilson, 2010). SCT identity development was impacted by SCTs' perceptions of their own immaturity or incompetence, which led to hiding their novice status, hampered their learning, and slowed their growth into the profession as well as identification as teaching professionals (Pierce, 2007). This illustrates that new SCTs experience a phase of liminality; although they are officially qualified, they still perceive themselves as incompetent. Therefore, they feel they are between two places, leading to disorientation and discouragement (Pierce, 2007). Since this narrative is rooted in sociology, emerging identities are described as a liminal experience (Turner, 1969), with new teachers' experiences framed as transitional liminality. That is associated with the suspension of a previous professional identity and even the temporary loss of any professional identity (Turner, 1969; Ybema et al., 2011). SCTs thus occupy a position that is betwixt and between while they transition from a previous occupation to teaching (Turner, 1969). In the context of the SCT phenomenon, transitional liminality describes the in-between experience of placing oneself within a new social system to construct a professional identity as teacher that is meaningful to themselves and the teaching profession (Beech, 2011; Ybema et al., 2011).

A further challenge is the impact of the previous professional identity on the SCT's development of a teacher identity, which leads to an identity conflict. For example, former college instructors were hampered by their previous experiences when forming their teacher identity (Friedrichsen et al., 2008). In this case, tensions were caused by assuming that secondary school students were as motivated as college students, which was not the case (Friedrichsen et al., 2008). This illustrates that related professional experiences can be disadvantageous when developing a professional teacher identity. Such SCTs will assume similarities, possibly because of the subtle and nuanced nature

of the differences. SCTs with previous professional experience have been a “...member of a variety of communities of practice, each with its own discourses, unwritten rules and social relationships” (Williams, 2010). Therefore, SCT identity development is characterised by the identity conflict between being an accomplished expert and novice student teacher (expert-novice) at the same time. This paradoxical experience was also discussed within the second meta-narrative in terms of previous skills and experiences.

In the current context, second-career teaching students are paradoxically required to reconcile their identities by drawing on experiences from a previous career while admitting in interviews that there is “much to learn” (Williams, 2010). This tension is often amplified by contradicting perceptions between SCTs’ self-identification/perceptions and others’ perceptions. Specifically, SCTs identify as teachers with prior experience, while others identify them as newly qualified teachers, which makes aligning to their new community a challenge (Newman, 2010). This could be why SCTs shared a key concern of feeling they were “being managed” too much (Newman, 2010).

Further to this, SCTs wished that their previous work experience would be more appreciated as they saw themselves as experienced newcomers (Newman, 2010). When SCTs perceived limited or absent support from others (such as colleagues or headteachers), developing their teacher identity and finding their place was seen as challenging (Pierce, 2007). SCT identity development was often hampered by experiencing the “chill of liminality” when they start teaching in schools, meaning they felt alienated and rejected (Pierce, 2007). These tensions were also evident when SCTs expressed their multiple identities as a strategy for forming an identity. In those cases, ‘when ... now’ statements were used to illustrate how a previous identity was connected with the desired or current identity as an SCT (Trent & Gao, 2009). Identity tension over time must be resolved. In cases where SCTs cannot satisfactorily develop their teacher identity, this conflict can only be resolved by giving up the teaching identity and leaving the profession (Wilson, 2010). Although this is a finding from a single case study in which the identity conflict was caused by an individual’s perception of not being able to reach an aspired teacher identity, it illustrates the subjective intensity of professional identity conflicts and the need to dissolve the tension.

Additionally, individuals then need to present a coherent narrative that explains why they left teaching (Wilson, 2010).

The process of developing an SCT identity in this third narrative was most commonly conceptualised as a trajectory from newcomer to old-timer within the community of practice of teachers. This trajectory was seen as a practice for developing an identity and a means to connect different identities to what is important and what is not so that the SCT identity emerges (Trent & Gao, 2009; Wenger, 1998). This illustrates that, over time, SCTs develop their professional identity by building on complementary parent identities (if they were parents) by practising teaching, writing, and reflection about teaching, and by participating in a professional exchange with more experienced peers (Friedrichsen et al., 2008; Schultz, 2013; Trent & Gao, 2009; Williams, 2010). Multiple complex identities must be navigated. This led one teacher to step away from her new career as she felt she had failed to meet her teaching ideals (Wilson, 2010).

Furthermore, when describing the process of identity development, researchers (Ybema et al., 2011) have also evidenced transitional and perpetual liminality. Transitional liminality refers to the temporal betweenness which occurs in between two positions. This means that SCT identity narratives include a reference to time. This was evident in research where SCTs expressed multiple memberships by using 'when... now' statements as a strategy to form teacher identities (Trent & Gao, 2009). For example, one SCT stated, "When I was an engineer, I learnt skills that I use now as a teacher." (Trent & Gao, 2009, p. 260). Perpetual liminality, which means oscillating between conflicting identities (Ybema et al., 2011), was also evident in this narrative. This was illustrated by an SCT who articulated a different position to other new teachers as a way of engaging with the teacher identity (Trent, 2018b). Furthermore, SCTs were successful in "finding their place" despite significantly different cultural contexts between previous careers (Wilkins, 2015). Their place was found not by building a new professional identity from scratch but instead by reframing an existing identity to create a stable, sustainable teacher identity (Peter et al., 2011; Wilkins, 2015). This connects to a statement from Peter et al. (2011) that second-career teachers are (re-) building their occupational identities in relation to previous identities. Specifically, teachers were bridging past and present roles to explain who they are now (Peter et al., 2011). SCTs established new identity territories that connected with

aspects of their first-career identities – such as engineers and managers – to articulate their emerging teacher identities (Trent & Gao, 2009). Therefore, SCTs frequently refer to previous occupations to develop their teacher identities (Newman, 2010; Trent, 2018b; Trent & Gao, 2009; Williams, 2010).

Following this, researchers (Schultz, 2013; Trent & Gao, 2009) assert that SCT identity development takes place through the practice of teaching, writing, and talking about teaching and that embracing some aspects of their teaching identity allows SCTs to act as teachers and continuously improve their practise while acknowledging that this development takes place over time.

In summary, a consensus prevails within this third narrative that developing a professional identity as an SCT is a challenging task throughout the transition from student to new teacher because of the differences between old and new career (Pierce, 2007; Wilkins, 2015). Researchers assert that SCTs develop their identities by building on their complementary parent identities (if they were parents), practising teaching, engaging with more experienced peers, reflecting (such as by writing journals), and reframing. While much research in this narrative has built on Wenger's social learning theory (Wenger, 1998), exploring the practices SCTs engage in to reach their desired identity of a teacher, there has been less of a focus on the influence of the incoming or original identity (Zheng et al., 2020) for fully understanding and conceptualising the process of developing a teacher identity with a prior occupational identity. SCT identity development has also been examined in relation to the teacher community (the unit of analysis) at the expense of examining personal, relational, and organisational identity (Caza et al., 2018). This means the full extent of becoming/being a teacher with a prior occupation remains underexplored in terms of understanding how SCTs develop their identity following an occupational transition.

This is important because the Swiss labour market, where this research is situated, is considered an occupational labour market (Sacchi et al., 2016), meaning that individuals have a distinct identification with their occupation and so occupational mobility tends to require a substantial investment of resources. Therefore, SCTs must actively revisit who they are and how others (including teacher colleagues, teacher

educators, former colleagues, friends, and family) perceive them as a teacher with a prior occupation and how they identify with a particular school workplace.

Based on the empirical evidence and theoretical conceptualisations within this narrative, it is concluded that SCT identity development has been, thus far, predominately understood as a trajectory from teacher newcomer to old-timer and a focus on identity practice to become a member of the teacher community. Moreover, it has been seen as a place of destiny rather than a continuous process in the context of an evolving career. This means that our understanding of the SCT phenomenon is limited to the social learning practices that influence identity development.

I argue that SCTs not only need to identify with the community of practice but also with the institution where they teach and the occupation at large. Analysis of the empirical data suggests that the gap between expectations about and realities of teaching and the workplace school are a major source of concern for SCTs.

Surprisingly, existing research has not explicitly connected or explored those negative experiences in the public sector in relation to sectorial changes for those who previously worked in the private sector. This might be because many researchers (Griffiths, 2007; Mayotte, 2003; Wilkins, 2015) are socialised in the public sector and, therefore, might be less attuned to sectorial differences. Or it might be attributed to the prevailing research perspective of evaluating teacher education programmes and intentions to improve SCTs' recruitment and retention. Alternatively, this lack could be implicit in the finding of personal utility value (as evidenced in meta-narrative 1), which indicates that SCTs value the advantages that come with moving into the public sector (such as secure employment) or the finding on the contextual dissonances (workplace and culture differences between previous (sectorial) experiences) experienced. Of course, I may be falsely assuming that moving from private to public sector employment will evoke challenges. However, it is argued that this characterising shift from private to public sector is only implicitly acknowledged in the literature by evidencing individuals' experiences of integrating with the occupational community. From that, it is also clear that SCTs enter an organisation that might be, in various ways, different from their previous organisation. When individuals move into a new occupation, they also enter a new organisation. Therefore, the construction of the SCT

identity should be seen in the context of entering both an organisation and an occupation that must be identified with.

2.5 Synthesis and discussion

This literature review evidenced that SCTs engage in an occupational change to actualise their motives and that they encounter psychological and sociological challenges due to their decision. Four key conclusions are now presented, highlighting the specific need for further research, as well as the strengths and limitations of this meta-narrative review of the literature.

2.5.1 Need for an interdisciplinary perspective on the SCT phenomenon

As seen in this literature review, empirical researchers have focused on why and how individuals experience the transition into teaching as a second career, either taking a psychological perspective (Anthony & Ord, 2008; Hunter-Johnson, 2015; Varadharajan et al., 2019) or a sociological perspective (Friedrichsen et al., 2008; Newman, 2010; Trent & Gao, 2009; Williams, 2010). Similarly, the use of theoretical propositions in this domain reveal that occupational transitions are conceptually rooted either in psychology or sociology (Anderson et al., 2012; Turner, 1969; Vroom, 1964; Wenger, 1998). Therefore, it is contended that neither psychology nor sociology alone can sufficiently offer theoretical insights into the phenomenon of SCT.

This was subsequently evident in the empirical data on the SCT phenomenon. The frequently labelled expert-novice paradox was discovered in two meta-narratives, both from psychological and sociological perspectives. Psychological researchers naturally emphasise the psychological effects of the paradox by pointing out the experience of vulnerability and uncertainty (Watt, 2016) and how SCTs cope with feeling incompetent (for example, social comparison; Anderson et al., 2014). Whereas sociological researchers accentuate the inter-personal aspects of the phenomenon, which lead to identity conflict, relating to how others see SCTs. This illustrates how research perspectives influence findings, as psychologists examine emotional responses with little consideration of how social influences require emotional responses and vice versa. There was only one empirical, interdisciplinary research (Wilkins, 2015). However, Wilkins only referenced theories rooted in both disciplines without linking the

findings to the interdisciplinary perspective or blending existing theories across disciplines. Nevertheless, this paper offers a good starting point for future interdisciplinary research about the SCT phenomenon. This is notable since most of the research so far operates in parallel tracks to examine the SCT phenomenon. I argue, therefore, that bringing both avenues together with an interdisciplinary perspective is key for understanding the SCT phenomenon in its entirety.

Therefore, I argue that an interdisciplinary perspective, combining psychological and sociological ideas, is the next logical step for a broader perspective on SCT transitions. According to Mead (1934), no clear dividing line can be drawn between psychology and sociology. Furthermore, the need for an interdisciplinary perspective on careers has been proposed frequently by career researchers (Arthur, 2008, 2014; Khapova & Arthur, 2011). The lack of interdisciplinary empirical research is concerning given that occupational transitions into teaching are an emerging phenomenon. This suggests the need for a balance between a psychological view that examines “people’s capacity for growth, vision and originality” and a sociological view that assumes “an ordered world of constraint, manipulation and conformity” (van Maanen & Schein, 1977). Henceforth, it is argued that there is a need to further build on existing interdisciplinary research (Wilkins, 2015) to further contribute to the in-depth understanding of the phenomenon of second-career teacher.

2.5.2 Need for contemporary conceptualisation as transformation

The literature review also revealed that researchers exploring the SCT phenomenon have viewed the occupational change into teaching as a timebound transition, meaning that individuals transition from one role (such as another occupation or student-teacher) into teaching over a certain period. This also implies that the transition is a period of adaptation and instability compared to the periods before and after the transition, which are more stable. This is evident in the language used by proponents of this view, for example, that the transition is a period of disruption and that the new has been integrated (Anderson et al., 2012). Similarly, the language used to conceptualise the movement from newcomer to old-timer implies unidirectional, linear movement (Wenger, 1998). Therefore, researchers so far have used theories that explain the phenomenon of SCT as moving from stability to instability and from instability to stability. The transitional view is contested by contemporary career researchers who

find that individuals are continuously required to adjust and construct their career (Savickas et al., 2009) and continuously negotiate their career narratives and identities (Ashforth & Schinoff, 2016). There is evidence that continuous adjustment and negotiation are key features of the SCT phenomenon (Crosswell & Beutel, 2017; Gordon, 2019; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003). Instead of assuming a transition conceptualisation, the assumption of a transformation conceptualisation will put a stronger emphasis on the ongoing nature of sense-making for SCTs. Thereby, transformation is understood as a movement through time of reformulating reified structures of meaning by reconstructing dominant narratives (Mezirow, 2012). Thus, I propose that future researchers examine the SCT phenomenon as a transformation, in which SCT continuously make sense of their experiences and revisit their identity.

Furthermore, researchers exploring the SCT phenomenon thus far have referenced theories originating from the late 20th century about the process of career development and patterns, where predetermined career paths originated by social norms were assumed (Savickas et al., 2009). In contrast, more recent career theorists have recognised the dynamic nature of careers and their context and focused on the changes with their implications (Savickas, 1995, 1997). Therefore, the perspectives of constructivists and social constructivists, which can be likened to contemporary vocational psychology theories, emphasise career construction in response to the changes in individuals' careers from stability to mobility and from linearity to flexibility (Bright & Pryor, 2011a; McMahon & Patton, 1995; Pryor & Bright, 2003; Savickas, 1995, 2012, 2013). Constructivists assume that individuals adapt their careers in response to the opportunities and demands of a changing contemporary career landscape. Contemporary vocational psychology theories from the 21st century have been influenced by the new arrangements of work and changes in information technology that are accelerating the globalisation process (Savickas et al., 2009). This is reflective of today's career context, in which individuals are required to continuously adapt to the context to construct their career (Savickas, 2012; Savickas et al., 2009) and where increasing occupational mobility is needed to continuously define the self within new roles as and when boundaries are crossed, creating continuity by using narrations (Ashforth, 2001). In summary, "adaptability addresses change while narratability addresses continuity" (Savickas et al., 2009). Adaptability and narratability

combined provide individuals with the flexibility and trust in the self to transform as an SCT (Savickas et al., 2009).

2.5.3 Need to contribute to career construction and organisational identity theories

The current body of knowledge on the SCT phenomenon is shaped by researchers who predominantly examined SCT experiences to evaluate and improve teacher education programmes. This potentially explains why this research continues to be under-conceptualised, with a limited drive to make theoretical contributions. In light of this growing phenomenon, I contend that there is a need to expand the body of knowledge with a more prominent commitment to examine individual experiences, independent from programme evaluations (Nielsen, 2016). Research from multiple perspectives and conceptualisations, such as individuals' career perspectives, as well as research informed by a broader base of existing theoretical frameworks, is required (Sullivan & Al Ariss, 2019). It is assumed that researching this population may contribute to the fields of career construction and organisational identity. In the following paragraphs, I outline why the research so far is constrained in its theoretical conceptualisation. This is followed by a discussion of the theories considered and selected for inclusion in this research due to their expected theoretical contribution.

Research on the SCT phenomenon assumes a transitional perspective, which differentiates between stable and unstable phases (section 2.4.2, p. 31). However, today's careers are characterised by self-management, continuous learning, and adaptation (Hall, 2004; Savickas, 2011b; section 1.2, p.1 and section 2.5.2, p. 49), suggesting an alternative conceptualisation of SCT as transformation. Furthermore, it is argued that theories that build on a transitional perspective cannot account for career self-management and continuous learning. Contemporary career development theories which include a constructivist perspective may, therefore, be more suited to explain the SCT phenomenon. Constructivists suggest that individuals create their views of the events and relationships in their lives (Sharf, 2013a) and that individuals must manage their careers and adapt to perceive meaning (Sharf, 2013b). Thus, the construction of one's career constantly changes and develops throughout life (Patton & McMahon, 2014; Sharf, 2013b). In contrast to the transition perspective, where a period of instability before returning to stability is assumed, constructivists emphasise that

individuals construct the world of experience through cognitive processes (Young & Collin, 2004). The constructivist perspective, therefore, seems more suitable for explaining SCT as a voluntary, self-initiated occupational transformation and a constant process of adaptation. This approach, therefore, offers great theoretical potential for better understanding the SCT phenomenon. Therefore, I propose an exploration of the SCT phenomenon from a constructivist perspective as transformation to fully understand the SCT phenomenon as being self-directed and characterised by perpetual construction and adaptation.

In conjunction with the proposition to explore the SCT phenomenon from an interdisciplinary perspective, I identified two theories from the field of constructivist career theories because they conceptualise contemporary career phenomena as self-directed, perpetual construction and adaptation. Additionally, they are compatible despite originating in different disciplines. This is in large part because both are underpinned by the subjective view that reality is individually and socially constructed, and both subscribe to the assumption that individuals continuously transform and develop themselves and their relationships. Furthermore, they are compatible because both are underpinned by the notion of agency, which is the combination of intention and action that results in making things happen (Cochran, 1997). Intentions and actions are seen as a combination of capacity and potential that assists a person to exercise control over the nature and quality of their life (Bandura, 2001). Agency shapes and drives the direction of the subsequent course of action (Bandura, 2001). This is important for this research, where the participants are seen as capable individuals with demonstrated agency. To date, researchers have employed a problem-centric approach, which might be attributed to the research focus on evaluating teacher education programmes, rather than understanding how SCTs make sense of their experiences.

In the remaining part of this section, the two theories (career construction theory and identity construction in organisations theory) will be outlined and discussed to demonstrate why neither theory alone can explain the SCT phenomenon in its entirety. Therefore, a blending of two theories from different perspectives is suggested to theoretically explain the SCT phenomenon more broadly. Furthermore, empirical data

from the meta-narratives is linked to the discussed theories to illustrate their relevance to the SCT phenomenon.

Firstly, career construction theory (CCT; Savickas, 1995, 1997, 2011b, 2013) is well suited to conceptualise the psychological experiences of SCTs. CCT was developed as a response to the shift in responsibility for managing careers from the organisation to the individual (Savickas, 2011a). Further to this, CCT responds to changes in the workplace context by emphasising flexibility and self-directed career mobility (Arastaman, 2018). While established development theories, as mentioned before, assume a transitional perspective, CCT conceptualises the SCT phenomenon as a self-directed, ongoing transformation with a constructivist underpinning (Arastaman, 2018). In addition, the CCT explicitly considers the context, while the research tradition on the vocational choice of SCT (meta-narrative 1) focused predominantly on the intrapersonal perspective, omitting the context of the vocational choice. Further to this, considering the proposed transformative perspective of this research, the construct of career adaptability, which is a key tenet of CCT, is deemed compatible as it is a psychosocial construct, including both readiness and resources to continuously face vocational tasks, occupational transformations, and unexpected challenges (Johnston, 2016). CCT has produced a sizable and still growing body of empirical research (Abkhezr et al., 2021; Gao et al., 2019; Maree, 2015; McMahon et al., 2012; Spurr et al., 2020; Tokar et al., 2020; Wehrle et al., 2019), focused on explaining the interpretive and interpersonal processes individuals undertake to amend the self, shape an identity, and build a career (Savickas, 2021). Empirical researchers found evidence supporting the perspective of career construction as valuable to **fully** understanding careers (Abkhezr et al., 2021; Maree, 2019).

Savickas (2012) focused his construct of career adaptability on behavioural aspects such as concern, control, curiosity, and confidence (known as the 4 Cs), to negotiate career transformation by supporting self-regulation strategies (see figure 3, p. 54). Concern about the future helps prepare for the next steps (Savickas, 2012). Control is about shaping the self and one's environment by using self-discipline, effort, and persistence (Savickas, 2012). Curiosity is about exploring possible selves and alternative scenarios (Savickas, 2012). Confidence is about believing in one's

aspirations as a result of exploration experiences and information-seeking (Savickas, 2012).



Figure 3: Adapted graphic based on Savickas's construct of career adaptability (Savickas, 2012)

The findings within the meta-narratives on SCT vocational choice and transition (that is, intrinsic/extrinsic motivation and responding to emotional challenges) (Anthony & Ord, 2008; Bieri Buschor et al., 2017; Bunn & Wake, 2015; Chambers, 2002; Evans, 2011; Griffiths, 2011; Knell & Castro, 2014; Koç, 2019; Raggl & Troman, 2008; Richardson & Watt, 2005) can be related to concern and control. This is because second-career teachers left a prior occupation due to a concern that it no longer aligned with their values. They then took control, shaped their career, and became cognisant of and controlling their responses to emotional challenges. Confident behaviour was, to a certain extent, evidenced in SCTs who believed that previous experience was transferable to the new occupation.

Curiosity as a behaviour was less prominent in the reviewed literature, possibly because researchers tended to explore SCT motivation once they had started their education. Perhaps curiosity is more likely to be salient before the start of the teacher education programme participation when individuals explore possible selves and alternative scenarios. Curiosity may also have been less evident due to the researchers' focus on the vocational choice to teach, rather than an examination of

what other considerations were explored during the decision-making process. Since one of the aims of CCT is to facilitate the exploration of a career change as well as its behavioural and psychological aspects, further examination of the dimension of curiosity might contribute to a greater understanding of the SCT phenomenon.

Furthermore, Savickas (2013) proposed that when individuals are dislocated from their current stories, identity work takes place in the form of constructing, deconstructing, reconstructing, and co-constructing their stories. Deconstruction can be related to concerns about aligning one's intrinsic and extrinsic motives (respectively social/personal utility). Reconstruction and co-construction can be related to the empirical evidence on reconciling emotional and contextual dissonance, transferring previous experiences, experiences as an expert-novice, and the perceived **impact** of induction support. Savickas (2011a, 2012) assumed that identity is built as a self-construction process through narratives and, therefore, takes an inside-out perspective on developing identity by associating the self with a social role. However, it can be argued that CCT is conceptually incomplete for explaining the specifics of identity development due to the exclusion of the outside-in perspective in considering how social experiences shape the construction.

The concept of career adaptability, which is part of CCT (Savickas, 1995, 1997, 2011a, 2011b, 2013; Savickas & Porfeli, 2012), appears applicable to the SCT phenomenon since adaptation strategies via the four career adaptability dimensions (4 Cs) appear evident in other research to date. It is also proposed that the new occupational identity develops by associating the self with a social role, as well as articulating an identity narrative. However, although proponents of CCT offer a well-defined construct of career adaptability, the construct of identity is less well defined. This means that the theory is less suited to explaining the complexities of developing an organisational and occupational identity following a major occupational transformation. This might be attributed to its roots in psychology. Therefore, although the term identity is mentioned in the CCT, the SCT phenomenon is not fully conceptualised as a social experience if this perspective is used alone. This suggests that to fully understand the SCT phenomenon, theories from sociology must be considered.

Secondly, the identity construction in organisations theory (ICOT; Ashforth & Schinoff, 2016), which is rooted in sociology and a social constructionism perspective, allows conceptualisation of the SCT phenomenon as a social experience, enabling a better understanding of how SCTs identify with the teaching occupation and the organisation or institution they work for. Ashforth’s identity construction process in organisations (Ashforth & Schinoff, 2016) was selected for two reasons. Firstly, this theory is compatible with the previously proposed theory of career construction (Savickas et al., 2009) because it sits at the crossroads of psychology and sociology (Ashforth & Schinoff, 2016). It, therefore, connects with the psychological constructs of CCT. Secondly, the theory complements CCT by including identity motives, the social validation process, and contextual aspects (sense-breaking and sense-giving) of organisations.

Proponents of the IOCT suggest a framework that consists of a recursive process to connect identity motives as input, as well as situated and validated identity and workplace adjustment as output. This is mediated by organisational sense-breaking and sense-giving, thus enacting individuals’ social validation so they can construct a social identity (Ashforth & Schinoff, 2016). The following graphic illustrates the IOCT (Ashforth & Schinoff, 2016).

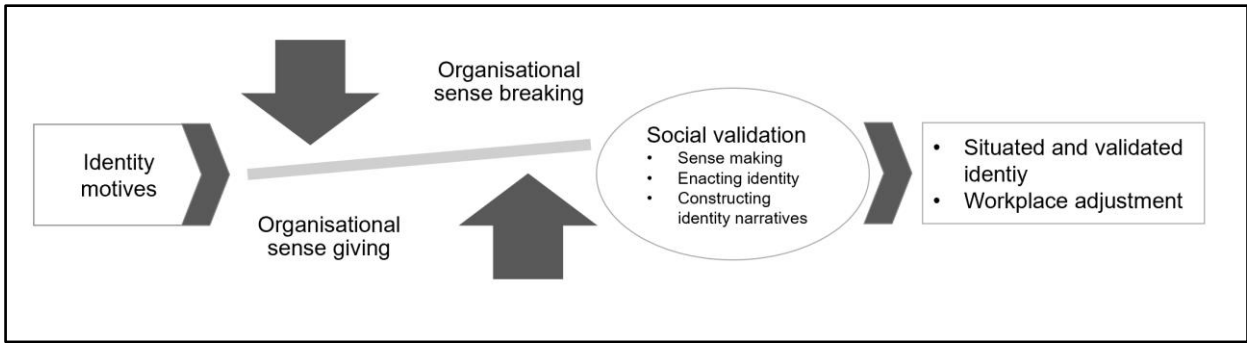


Figure 4: Adapted graphic based on Ashforth’s identity construction in organisations theory (Ashforth & Schinoff, 2016)

As seen in the discussion of the meta-narratives, SCTs are surprised by school culture and the lack of teamwork. This parallels with sense-breaking by the organisation. Organisational sense-giving (Ashforth & Schinoff, 2016) was less evident, which may be due to the problem-centric approach taken so far by researchers. Social identities can be attached to an occupation or organisation (Ashforth & Schinoff, 2016). SCTs

develop a social identity with the teacher occupation and school institution. Validating a social identity is assumed to take place by an individual's sense-making, enacting the new identity and constructing identity narratives (Ashforth & Schinoff, 2016). The process of social validation to develop a social identity was predominantly evident in the meta-narrative on identity development. Here, it was asked who influenced identity development, what identity challenges SCTs encountered, and how identity development was conceptualised. Due to the predominant conceptualisation of SCT identity development as a trajectory from newcomer to old-timer, the links to identity motives as an input to the recursive process as well as organisational sense-breaking and sense-giving remain underexplored. To some extent, sense-making was also evident in the meta-narratives on vocational choice and transition, where motivational drivers and encountered challenges were outlined. Again, the interplay between sense-giving, sense-breaking, and social validation (including sense-making, enacting new identities, and constructing identity narratives) remains underexplored for SCTs.

To date, researchers have frequently conceptualised SCT motives in connection with vocational choice, situating the research at the beginning of SCT teacher education programmes (Crosswell & Beutel, 2017; Friedrichsen et al., 2008; Trent, 2018b; Williams, 2010). In contrast, proponents of ICOT propose a connection between (identity) motives and developing a social identity through the process of social validation (Ashforth & Schinoff, 2016). The SCT phenomenon is conceptualised as a perpetual construction of identity in relation to the individual, their relationships, and the organisational context (Ashforth & Schinoff, 2016). This theory is well suited to explain the SCT phenomenon from a social experience perspective because it originates from the field of organisational behaviour, which operates at the intersection between psychology and sociology (Ashforth, 2016). Furthermore, it is compatible with CCT due to the assumption of individual agency throughout the experience. In summary, CCT, which has an emphasis on adaptability to respond to changes, is complemented by the ICOT, which has a focus on narratability to create continuity.

Other theories were considered but deemed less suitable than the ICOT for the conceptualisation of the SCT phenomenon as an interdisciplinary, transformational constructive experience. For example, the model of identity transition in voluntary change (Ibarra, 2007) was a close contender. Although proponents of this framework

use a transitional perspective, with the previously mentioned limitations, it was considered. This is because it was developed in response to a knowledge gap around under-institutionalised career change, in light of the unique nature of the transition from one work identity to another when there is no obvious role model to follow (Ibarra, 2007). As Ibarra (2007) proposed, career changes are not part of an established occupational ladder or organisationally planned career path and, therefore, are considered under-institutionalised. This framework, therefore, seemed appropriate to SCTs, who typically have no other SCTs to follow as role models once they are in the workplace school, meaning they engage in an under-institutionalised occupational career change.

The model of identity transition in voluntary change (Ibarra, 2007) relates to the rites of passage theory, which was developed in an anthropological context by van Gennep (van Gennep, 1906, 1977; van Gennep et al., 1960), who proposed transitions as a cycle of separation-transition-incorporation. Individuals engage in a transition by elaborating their possible selves through modification of their work activities, relationships, and networks, as well as by interpreting life events based on possibilities (Ibarra, 1999, 2007). Furthermore, proponents of this model (Ibarra, 1999, 2007) and subsequent theoretical conceptualisations propose the concept of identity play to explain how individuals engage in provisional and active trials of possible future selves (Ibarra & Petriglieri, 2010). This concept is similar to ICOT's conceptualisation of identity construction, although that concept includes a broad range of identity motives (Ashforth & Schinoff, 2016). Similar to the concept of adaptability in the CCT, specifically the behavioural dimension of curiosity, proponents of this model refer to possible selves to explain how individuals manage their careers.

However, the models differ significantly in their philosophical underpinning in terms of whether identity development is a transition (a time-bounded process; Barbulescu & Ibarra, 2008; Ibarra, 2007; Ibarra & Deshpande, 2007; Ibarra & Petriglieri, 2010) or a transformation (an ongoing construction), as discussed in the previous section. Ibarra assumed a motion from stability to instability (suggesting identity play), to then back to stability (suggesting identity work; Ibarra & Petriglieri, 2010). In contrast, proponents of ICOT assume an ongoing identity construction, philosophically rooted in social constructionism. Notably, Ibarra drew attention to identity loss and gain in parallel

(2007). This was evident in the meta-narrative on SCT identity development when SCTs were cognisant of past identities (identity loss) and their status as students or new teachers (gaining identity).

In the model of identity transition in voluntary change model (Ibarra, 2007) and subsequent conceptualisations of an under-institutionalised career change (Ibarra & Petriglieri, 2010), Ibarra drew attention to identity loss and gain in parallel and recognised the under-institutionalised nature of the SCT career path. However, ICOT is more suitable because it offers a broader perspective that encompasses identity motives and organisational mediators to social validation as well as conceptualises the SCT phenomenon as an ongoing transformation.

Therefore, the ICOT, which has roots in sociology and is underpinned by social constructionism, holds the greatest potential for complementing the CCT (Savickas, 1997, 2013; Savickas et al., 2009), which is rooted in psychology and underpinned by constructivism. This will allow an examination of SCT from an interdisciplinary perspective by conceptualising the phenomenon as transformation while considering adaptability (change) and narratability (continuity). Furthermore, this will contribute to the theoretical conceptualisation of the SCT phenomenon in the field of career construction and organisational identity, which is of importance, given that it is becoming more common to change occupation in the contemporary career landscape (Arthur, 2014; Baruch & Vardi, 2016; Tomlinson et al., 2018).

The current body of knowledge on second-career teacher transitions is shaped by researchers who predominantly examine experiences to evaluate and improve teacher education programmes and who act from an insider perspective. While this adds to the practice of SCT education, it is at the expense of the wider research field of career theories that may holistically conceptualise the SCT phenomenon. Researchers working from an outsider perspective may shed insight on the individual perspective as well as minimise social desirability effects and researcher biases related to potential role conflicts. In light of a growing phenomenon, it appears there is a need to expand knowledge with an examination of individual experiences, independent from programme evaluations (Nielsen, 2016).

In addition to employing an interdisciplinary perspective and conceptualising the SCT phenomenon as a transformational experience, a blend of compatible existing contemporary constructivist career theories should be used in this research. The CCT (Savickas, 1997, 2013) and ICOT (Ashforth & Schinoff, 2016) taken together hold the greatest potential for explaining the SCT phenomenon and, therefore, will inform this research by illuminating the phenomenon with an interdisciplinary (psychology and sociology) perspective. Linking the meta-narratives to contemporary theories revealed that no single framework explained the phenomenon sufficiently. However, some frameworks and theories collectively explained various perspectives of the SCT phenomenon. This should contribute to an understanding and contemporary theoretical conceptualisation of the SCT phenomenon.

It is critical to conduct research with a broader perspective and conceptualisation of career transformation. Research that is informed by a broader base of existing suitable theoretical frameworks, such as the CCT, in particular the concept of adaptability (Savickas, 1995, 2011b, 2013), and the ICOT (Ashforth & Schinoff, 2016), is also required. Researching this population may contribute to the fields of career construction and organisational identity theory.

2.5.4 Need for empirical evidence of a growing phenomenon in Switzerland

Although some non-peer-reviewed research on the SCT phenomenon is available in Switzerland, researchers (Neuber et al., 2017; Troesch & Bauer, 2020; Weinmann-Lutz, 2006) have largely focused on the psychological experiences of SCTs with a strong practical orientation. This means that existing research is largely atheoretical in positioning and less focused on the sociological perspective of the SCT phenomenon. This offers an opportunity to research the SCT phenomenon in Switzerland from both the sociological and psychological perspectives, as well as the option to conceptualise the phenomenon with suitable theoretical propositions. Such research is justified given that the teaching profession in Switzerland is chronically plagued by shortage and, therefore, relies on balancing demand and supply via second-career teachers (SKBF, 2014, 2018; SRF news, 2019, 2020, 2021) (SKBF, 2014, 2018). This means the SCT phenomenon will persist for the foreseeable future (SECO, 2016).

Based on the recurring shortage of teaching personnel, governing bodies of teacher education programmes around the world have opened up alternative pathways to teacher education programmes (Williams & Forgasz, 2009). Despite strong similarities between teacher education programmes around the world in terms of pedagogical concepts and subject matter expertise, these programmes vary regarding accessibility and eligibility. Teacher education programmes are similar in that they require SCTs to participate in an educational programme followed by an internship before graduation. For a detailed overview of international differences, see Griffiths (2011). Education for SCTs in Switzerland differs from many other programmes by explicitly requiring substantial prior occupational experience, a minimum age of 30, and a minimum of a bachelor's degree, followed by a rigorous assessment (PHB, 2019; PHZH, 2019b; SKBF, 2014, 2018) as well as a pronounced occupational labour market context (Sacchi et al., 2016). Although many insights can be gained on the SCT phenomenon in other national contexts, researchers must recognise contextual, national differences. As proponents of the meta-narrative on SCT identity development have demonstrated, SCTs need to reconcile often conflicting identities. In conjunction with the particularities of the SCT phenomenon in Switzerland, it is assumed that the extent to which adaptation and identity development for these SCTs are required is larger, amplified by the fact that Switzerland is a highly occupationally segmented labour market (Sacchi et al., 2016). Furthermore, given the predictions of growing occupational mobility in Switzerland (SECO, 2017), a better understanding of those life events is needed.

As documented in the literature, SCTs need adaptability and narratability to enter the teacher occupation (Crosswell & Beutel, 2017; Friedrichsen et al., 2008; Newman, 2010; Wilkins, 2015). Entering the teaching occupation is complex for SCTs as they are moving from an in-group setting (with other SCTs as peers during the teacher education programme) to an out-group setting (as newly qualified teachers who are similar to all new teachers but have an intensified experience due to their previous occupational experiences, known as the expert-novice dilemma) (e.g., Mayotte, 2003). Therefore, it is suggested that research on new teachers with prior occupational experience might contribute most to the body of knowledge on the SCT phenomenon and so complement existing research in Switzerland (Bauer & Troesch, 2019; Bauer et al., 2021; Keck, 2020; Troesch & Bauer, 2017) as well as internationally.

2.6 Strengths and limitations literature review

This literature review demonstrated the strength of using the meta-narrative analysis method, which is a relatively new approach for synthesising evidence (Wong et al., 2013), to reveal in meta-narratives how findings on the SCT phenomenon have been conceptualised and explored by different groups of researchers (Greenhalgh et al., 2009). Next to laying the foundation for this research, I contest that the use of the meta-narrative review method, which is a relatively new approach for synthesising evidence (Wong et al., 2013), contributes to a growing body of meta-narrative reviews. This, however, is one of the first applications of this method in the field of the SCT phenomenon.

Empirical, peer-reviewed studies were exclusively reviewed in this chapter to establish a high standard in general and, specifically, to offset the absence of a team to review the literature due to the individualistic nature of this research. However, this strategy might have excluded further empirical evidence from non-peer-reviewed articles. Addressing this limitation could be an area for future researchers. The review might be further limited by the focus on key theoretical foundations to explain the phenomenon from psychological and sociological perspectives, potentially excluding other theories. However, the consideration of a wide range of theories referenced in the secondary literature on career theories, vocational theories, and career development theories (Lent & Brown, 2013a; Sharf, 2013b, 2013a; Swanson & Fouad, 2020; Walsh et al., 2013), as well as extensive overviews on the literature on social identity and identities in an organisation (Bimrose & Brown, 2020; Caza et al., 2018), ensured that the major tenets of theories were considered, minimising this potential limitation.

Furthermore, a search for peer-reviewed studies related to Swiss teacher education was conducted, meaning literature in German was considered. However, other official national languages in Switzerland (French, Italian, or Rhaeto-Romanic) or German language research related to teacher education in Germany or Austria were not included. Therefore, future literature reviewers could include more languages, perhaps with multi-language database search engines. Notwithstanding these limitations, this literature review informs the discussion within the rest of this research.

2.7 Conclusions

As demonstrated by the synthesis and discussion in this chapter, further research into the SCT phenomenon in Switzerland is required. This research is interdisciplinary and includes a conceptualisation of the phenomenon as a transformational construction experience by blending compatible theoretical frameworks to examine experiences of new SCTs in Switzerland and so builds on existing research (Wilkins, 2015). In this way, the research can add to our understanding of how SCTs make sense of their experiences in Switzerland, thereby contributing to career and organisational identity theories with broader perspectives and conceptualisations. The following figure depicts the key complementary theoretical literature that informs this research as interdisciplinary and transformative work in the field of career theories.

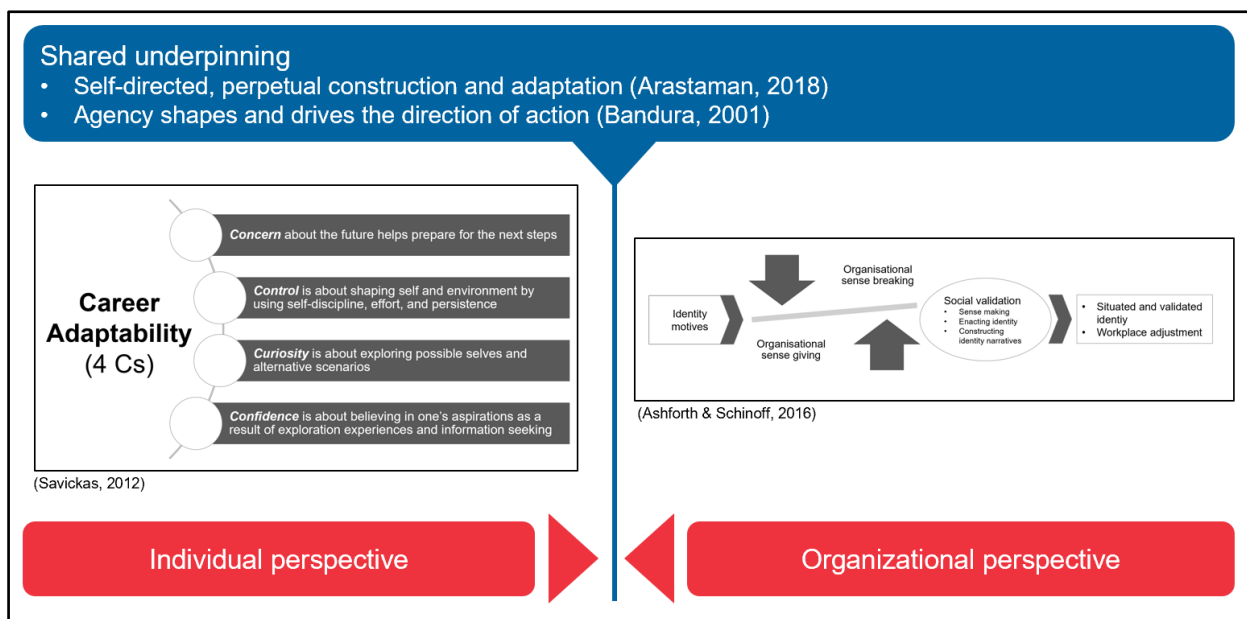


Figure 5: Key complementary theoretical frameworks

3 METHODOLOGY

3.1 Introduction

The purpose of this chapter is to present the research philosophy, including the ontological and epistemological underpinnings of this research (section 3.2, p. 64), to discuss the selection of phenomenology, particularly interpretative phenomenology analysis (IPA) over other methodologies (section 3.3, p. 70). Later in the chapter, I discuss IPA as a research method for this research (section 3.4, p. 78), validity issues (section 3.5, p. 93), and a summary of the research design (section 3.6, p. 97).

3.2 Research philosophy

Researchers are required to be clear about their philosophical underpinnings for their research to deliver satisfactory outcomes and to be of value to the research community, allowing a fair discourse and discussion of the research (Easterby-Smith et al., 2018). This section outlines the philosophical position of this research to provide a clear sense of my role as the researcher, express my assumptions about what constitutes knowledge and how it is created, and to begin to clarify the research design by considering how the question can be best answered, what type of evidence is required, and how it should be generated and interpreted (Easterby-Smith et al., 2018). The following paragraphs outline the research position for this research.

A paradigm represents a set of basic belief systems, based on ontological, epistemological, and methodological assumptions (Guba & Lincoln, 1994). The positivist paradigm is related to the ontological position of realism and 'seeks to explain and predict what happens in the social world by searching for regularities and causal relationships between its constituent elements' (Lee, 1992, p. 90). Researchers subscribing to this paradigm assume we live in a world of real objects, that relationships are interrelated, and that causality exists (Lee, 1992; Willig, 2013). The positivist view is challenged by constructivism, which is related to the ontological position of nominalism and phenomenologist epistemology (Lee, 1992; Moses & Knutsen, 2019). Phenomenologists assume that human behaviour is a fundamentally

different phenomenon to scientific phenomena, with variables and parts analysed separately, arguing that human behaviour cannot be studied by approaches that attempt to break a totality down into parts and variables (Lee, 1992). Phenomenologists believe that human behaviour is subjective and can only be understood in terms of the meanings and interpretations individuals subjectively apply to their social interactions (Lee, 1992; Willig, 2013).

Moreover, the positivists' position is based on the idea that knowledge about the regularities of nature is acquired through systematic observations of a certain phenomenon as well as through the identification of associations or variable correlations. Positivists suggest that the purpose of science is to uncover regularities so that they can be formulated as (natural) laws. This means that knowledge is gained by reasoning and deduction, and so can be demonstrated by empirical evidence and that theories become more accurate as human knowledge grows over time through confirmed correlations (Moses & Knutsen, 2019). Furthermore, positivism suggests a straightforward relationship between the world (that is, objects or phenomena) and our perception and understanding (Willig, 2013). The positivists' perspective is that truth is an objective reality (Easterby-Smith et al., 2018). Positivists seek to explain and predict what happens in the social world by searching for regularities and causal relationships (Lee, 1992). At the same time, positivists recognise that the world's complexity potentially limits the direct perception and cognition of reality. They also acknowledge that 'human sensory and intellectual mechanisms cannot be relied upon' (Guba, 1990, p. 21). Positivism builds on the idea that the social world exists externally and that properties can be measured by objective methods (Easterby-Smith et al., 2018).

Positivists assume that researchers do not influence the research process (Lee, 1992). Broadly speaking, positivists believe that social phenomena and their meanings have an independent existence from social actors. This paradigm, however, has certain weaknesses concerning understanding social structures and uncovering meanings, as well as its assumption that research is independent of the researcher (Easterby-Smith, 2015). As I demonstrated in the literature review, the SCT phenomenon is a subjective experience and the research focus was frequently influenced by the researcher's affiliation with a teacher education institution, which resulted in a focus on teacher education programme evaluation. Researching the SCT phenomenon requires the

researcher to understand social structures and examine how individuals make sense when comprehending a complex career phenomenon, as well as interact with the participants to understand their subjective experiences. For these reasons, positivism has been rejected as the philosophical stance for this research.

In contrast, constructivists assert that social phenomena, including their meanings, are accomplished by social actors (Grix, 2002). Therefore, constructivism is located on the opposite side to positivism on the spectrum of paradigms, with an ontological position of nominalism or subjectivity. Constructivists recognise the role of the observer and society in constructing patterns (Moses & Knutsen, 2019). Their view diverges from that of realists as they assume that the world is not objectively or directly experienced, rather experienced by channelled perceptions through the human mind and that those subjective perceptions matter for how we understand the world (Moses & Knutsen, 2019). Constructivists believe that we do not just experience the world objectively; rather, they believe that our perceptions are channelled through the mind (Moses & Knutsen, 2019). Constructivists hold that reality is “constructed in and out of interaction between human beings and their world” (Crotty, 2013, p. 42). Social actions are reciprocally oriented to each other, and an interpretative process is required to grasp the meaning and significance of social phenomena and so discover the motives, reasons, and goals for why people act as they do (Lee, 1992).

For constructivists, also sometimes known as interpretivists (Moses & Knutsen, 2019), knowledge is created as people make sense of their encounters with the physical world and with other people (Blaikie, 2007). A positivist assumes a single truth that can be found objectively and, therefore, seeks to limit subjectivity, consequently discounting interpretation as it introduces subjective bias. On the other hand, interpretivists assume facts are human creations and, consequently, that there is no single truth. Therefore, it is the only way of knowing and communicating subjective experiences (Easterby-Smith et al., 2018; Hatch & Cunliffe, 2013).

Constructivism suggests that experiences and perceptions are mediated historically, culturally, and linguistically (Moses & Knutsen, 2019; Willig, 2013). Willig (2013) illustrated the importance of language with the example of a glass of water as half-full or half-empty. Both descriptions are accurate, yet one could be interpreted as an

optimistic perception (half-full) and the other as a negative perception (half-empty), demonstrating how individuals construct their perceptions of reality (Willig, 2013). In general, most constructivists do not reject the idea of reality but instead suggest that reality cannot exist independently of its observer (Easterby-Smith et al., 2018). The constructivist's view is that "the knowledgeable world is that of the meanings attributed by individuals" (Corbetta, 2011, p. 24).

Constructivists tend to distance themselves from the realist approach by not generalising their findings (Moses & Knutsen, 2019). Constructivists can see things that are easily obscured by comparing thick, in-depth, and informed stories (Moses & Knutsen, 2019). They focus less on reasoning or observation and more on comparing contexts, judgements, practices, trials and errors, experiences, intuitions, and bodily sensations to saturate their comparisons in a local context and so learn about and understand a particular phenomenon more fully (Moses & Knutsen, 2019). Constructivists focus on examining the creation of the hidden meanings of phenomena under research (Easterby-Smith et al., 2018).

Positivism and constructivism both use comparison to create an understanding of nature and the social world but they use this comparison in different ways (Moses & Knutsen, 2019). Positivism finds and explains different patterns by asserting they are found naturally in the world, while constructivists assume that the different patterns are socially constructed (Moses & Knutsen, 2019). Each paradigm can be accused of either "context-stripping" (positivism) or "context-hopping" (constructivism) (Pawson & Tilley, 1988). This accusation relates more to the radical form of constructivism, which assumes that knowledge creation primarily takes place in individuals' minds (Alexander, 2007). This form of constructivism is contrary to the form of social constructivism, which asserts that knowledge creation leans more towards the side of understanding experiences as a specific reading of environmental conditions (Alexander, 2007; Willig & Stainton-Rogers, 2017). It is, therefore, argued that social constructivism is better able to consider the context in which the SCT phenomenon takes place.

Social constructionism is concerned with the process of people's descriptions, explanations, and accounts of the world they live in and themselves (Gergen, 1985). In

addition, it is suited to facilitating an interdisciplinary dialogue, specifically between psychology and sociology, by subscribing to Mead's proposition that there is no thinking, or any sense of being a self, independent of relations with others, and, therefore, no line can be drawn between ourselves and others (Mead, 1934). This is also in line with the two theories selected to inform this research. Both career construction theory (CTC) (Savickas et al., 2009) and identity construction in organisations theory (ICOT) (Ashforth & Schinoff, 2016) are underpinned by a subjective view that reality is individually and socially constructed, as well as subscribing to the assumption that individuals continuously transform and develop themselves and their relationships.

Therefore, I have adopted social constructivism as the stance for this research, firstly due to my desire to protect the historical, social, ideational, and language-based contexts to gain insights and capture participants' meaning-making (Moses & Knutsen, 2019). The second reason for this adoption is my assumption that patterns of human behaviour are constructed socially (Moses & Knutsen, 2019). Moreover, I believe that my topic requires me to accept that "truth lies in the eyes of the observer and in the constellation of power and forces that support that truth" (Moses & Knutsen, 2019, p. 10). In contrast to positivism, constructivism (including social constructivism) as a paradigm is more appropriate for achieving an understanding of social structures and uncovering the sense-making of the SCT phenomenon. Social constructivism allows for an investigation of the complex SCT phenomenon by connecting the two disciplines of psychology and sociology (Flum & Cinamon, 2012), empirically and theoretically, to achieve a holistic perspective of the research topic.

Furthermore, constructivism assumes that research is not independent of the researcher. As a result of subjective influences, the role of the researcher in the research process (researchers' axiology) needs to be considered (Creswell & Poth, 2018). As Creswell and Poth state, all researchers bring values to their research; however, only qualitative research reports the axiological assumptions of a researcher. The axiological researcher actively reports their values and biases and acknowledges that both data and studies are value-laden (Creswell & Poth, 2018). This reflexivity is a key strategy for achieving quality in qualitative research and requires the researcher to

be transparent about their social position (such as their gender, age, immigration status), personal experiences, and political and professional beliefs (Berger, 2015).

Furthermore, social constructivism fits with my professional background and preferences. When conducting research following the positivist paradigm as part of my master's thesis in business psychology, I became aware of its limitations when exploring the complex social phenomena of the cultural differences between two Germanic cultures. In contrast, a constructivist approach might have created deeper insights into the differences and similarities between these two closely related cultures. Additionally, my professional experience of conducting an in-depth exploration of a social experience (that is, my professional role in coaching senior executives) has shaped my preferences and beliefs. Therefore, I tend to assume that social experiences are socially constructed by humans and the researcher then offers subjective interpretations on what was shared. My role in the interpretation and meaning-making in this research is discussed in various parts of this research (section 3.5, p. 93; section 6.5, p.229). Finally, I believe that it is important to engage with and respect the individual meanings that research participants apply to life events, and to make use of the research relationship, whilst acknowledging the impact the social world has on experience, recognising that it is socially constructed.

In summary, my experiences with positivist and constructivist paradigms have taught me that there is more than one way to understand individuals' realities. I have also learned that to understand how teachers with prior professional experience make sense of their transformation, it is critical to focus on understanding versus explanation and to give voice to individuals' accounts while being mindful of my own biases and assumptions. The position taken in this research is ontologically subjective, which is in line with the purpose of this research – understanding individuals' experiences from their perspective. The epistemological position of constructivism, a perspective that assumes that human practice is constructed in the social interactions between people and their world (Crotty, 2013), is applied throughout, as this paradigm aligns best with my personal values and experiences as a business psychologist. I believe that this epistemological and ontological stance also reflects my research topic and question, as making sense of SCT transformation is a construct situated within cultural, political, and

social contexts or systems, which changes over time and is in continuous interaction with individuals.

This philosophical stance implies that my interpretation of how SCTs make sense of their transformation is a view that it is socially constructed by people and knowledge. Furthermore, the sense-making of SCTs is subjective and that different people have different interpretations and thoughts on this construct. Thus, sense-making is not discovered or found but is instead constructed by humans. Sense-making is, therefore, an interpretation of a particular phenomenon by the researcher based on participants' shared experiences. Constructivists use phenomenological approaches to research perceptions and experiences. Interpretative Phenomenological Analysis (IPA) (Smith et al., 2009), as a phenomenological approach, is discussed in greater detail in the next sections.

3.3 Methodology: Interpretative Phenomenological Analysis (IPA)

Methodology refers to the general approach to studying research topics; methods are specific research techniques, instruments, and processes for generating and analysing data as well as drawing conclusions (Easterby-Smith et al., 2018; Willig, 2013). The choice of methodology depends on the topic of inquiry and the preference of the researcher (Easterby-Smith et al., 2018). Expanding on the topic of inquiry, it may be appropriate to point out the reciprocal relationship between ontological and epistemological positions that shapes the questions we ask in the first place and thereby acknowledges that the research question itself points to the most appropriate research methodology (Grix, 2002).

Given the limitations of existing research in understanding the phenomenon, the chosen research method should be able to expand on the understanding of the SCT phenomenon in Switzerland. A qualitative design will enable me to explore and deepen the comprehension of this growing phenomenon. When choosing a methodology, I wanted to find a way to explore, reveal, examine, and understand the sense-making of the SCT phenomenon in Switzerland. I, therefore, needed a methodology that could generate sufficiently rich data on the sense-making of new SCTs in Switzerland.

Furthermore, choosing an appropriate qualitative methodology requires clarifying my view of the outcome I seek. To respond to the research question, I sought an approach that would help me to investigate and reveal sense-making and adaptation and narratives around the SCT phenomenon. A wide range of relevant alternative qualitative approaches was assessed for their suitability to answer the research questions. Descriptive phenomenology, discourse analysis, thematic analysis, ethnography, narrative analysis, and grounded theory were all rejected for different reasons. The next section describes why phenomenology – and in particular, IPA – is the best fit for this research.

3.3.1 The origins of IPA

Phenomenology started as a philosophy a century ago by focusing on how individuals obtain knowledge of the world around them and create meaning about a certain phenomenon (Husserl, 2013; Merleau-Ponty, 1962; Polt, 2010). Furthermore, phenomenology was operationalised in various forms as a research method to explore the meaning of lived experiences (Creswell & Poth, 2018). The next section briefly presents the philosophical background of phenomenology and is followed by a section on phenomenology as a research approach.

3.3.2 Phenomenology as a way to think about human experiences

Phenomenology was introduced at the beginning of the 20th century as a new philosophy that acknowledged the realities of irreal objects and countered the dominant perspective of empirical philosophy, which aligns with the positivist paradigm (Giorgi et al., 2017). Phenomenologists are interested in the world as it is experienced by human beings at a particular time, focusing on how phenomena appear in our consciousness (Willig, 2013). A phenomenologist aims to make sense of the appearing of something that lies partly visible and partly hidden (Smith, 2019). Phenomenology has the following characteristics: (1) a return to the original task of philosophy to search for wisdom; (2) a philosophy without presuppositions which suspends judgement; (3) the assumption that consciousness is always directed towards an object; (4) the rejection of the subject-object dichotomy, meaning individuals have both subjective experiences of a phenomenon and objective experiences of that which they have in common with others (Creswell & Poth, 2018; Stewart & Mickunas, 1990). Phenomenologists aim to

discover the essence of a phenomenon in a nuanced, thoughtful manner (Creswell & Poth, 2018; Giorgi et al., 2017; Lyons, 2016; Silver, 2013).

Phenomenology began in 1900 with the publication of *Logical Investigations* by Husserl (1927/1970), who developed the philosophy to analyse consciousness and its function (Giorgi et al., 2017). Husserl suggested that, like the natural sciences, phenomenology can be practised rigorously and so lead to the objective truth of a detailed description of a specific phenomenon (Husserl, 1927/1970). To practice phenomenology as a research method, Husserl advocated bracketing all knowledge connected to an attitude, known as the *epoché* (to suspend; Giorgi et al., 2017). Bracketing requires researchers to set aside their experiences with the phenomenon so the focus is on participants' experiences (Creswell & Poth, 2018). Bracketing allows the researcher to focus on the structure of a phenomenon's meaning (LeVasseur, 2003). Husserl (1927/1970) also believed that the philosopher can take a purely reflective attitude, which he called *transcendental ego* (LeVasseur, 2003). Writers expanding Husserl's view (Gadamer, 1989; Heidegger, 1927/1962; Merleau-Ponty, 1962; Moustakas, 1994; van Manen, 1990) have created a variety of phenomenological philosophies. Existentialists such as Heidegger (1927/1962) and Merleau-Ponty (1962) rejected the notion of a *transcendental ego* with the argument that "we are in the world" and that there is "no thought which embraces all our thought" (Merleau-Ponty, 1962, xiv). Heidegger (1927/1962) turned towards the research of being in the world, describing the embodied consciousness and suggesting that bracketing is an untenable endeavour (LeVasseur, 2003). Heidegger's claim that phenomenology implies interpretation, termed as *hermeneutic phenomenology*, has caused a divide among phenomenologists (LeVasseur, 2003; Willig & Stainton-Rogers, 2017). As a consequence, the question of bracketing has become an area of debate between descriptive and interpretative phenomenologists (LeVasseur, 2003).

In essence, the debate oscillates between the descriptive phenomenologists' position (e.g., Husserl, 1970), assuming that bracketing is achievable, and the interpretative phenomenologists (e.g., Heidegger, 1927/1962), who argue that researchers are situated and involved, and thus conclude that pure reflection is not possible (LeVasseur, 2003). LeVasseur (2003) asserted that the two diverging views can be reconciled by expanding the definition of Husserl's bracketing to a more specific

definition that emphasises the “temporary suspension of prior beliefs so that other perspectives and questions can emerge” (p. 416). This is opposed to a permanent eradication of preconceived ideas, as described by Boyd (1989). LeVasseur suggested that when researchers bracket prior understanding, this leads to curiosity due to the pause between perception and recognition, meaning they explore an experience with fresh eyes. Therefore, bracketing is akin to putting an object inside a paper bag, preventing the researcher from knowing and labelling the object visually and requiring tactile exploration, creating an interval of curiosity to create new perceptions of the invisible object (LeVasseur, 2003).

In agreement with Heidegger’s view that all description is already an interpretation, and that the researcher enters the world of the participant with a fore-conception, which influences interpretation, priority should be given to the new object (Smith et al., 2009). For me, as a researcher, this meant being aware that interpretation of data is a cyclical activity, engaging with the data and reflecting on possible influences. In this way, Heidegger’s untenable nature of bracketing rather becomes a reflexive ongoing process to at least achieve ‘partial’ bracketing through the surfacing, acknowledgement and recognition of those issues that are a fore-conception and then making open analytic choices on if to employ these or seek theories and concepts that offer a better fit in terms of offering understanding. I employed reflective practice throughout the research to give priority to the new object (see section 3.5, p. 93 and 6.5, p. 229), but I did so in a mindful manner, not simply using the new for its own sake.

Considering the ongoing debate and in agreement with LeVasseur’s (2003) suggestion, for this research, the debate translates to recognising two key points. Firstly, the research needs to recognise the influence of my situation and involvement as the researcher. This was enacted by systematic reflexivity throughout the research process to temporarily suspend theories, assumptions, prior knowledge as much as possible. Secondly, the data analysis should transparently differentiate between description and interpretation as much as possible (which will be discussed in the data analysis section of this chapter). This is in recognition of van Manen’s (1990) argument that all descriptions include a form of interpretation, with the addition that descriptions consist of a greater or lesser degree of interpretations. The data analysis method that was

chosen for this research transparently documented the shift from descriptive to interpretative activity.

At least of equal importance to the differing views on the influence of prior knowledge are further fundamental ideas by key contributors in phenomenology influencing the philosophical foundations of today's phenomenologists. An example of this is Husserl's idea of the lifeworld (*Lebenswelt*), which manifests itself as a meaningful, complete structure of shared, subjective perspective (Finlay, 2011a). This notion describes our sense of embodiment and sense of self, our relations to others in the world, our use of language, our cultural and ethnic background, our insertion into surrounding worlds, and our life in the past, present, and future (Finlay, 2011a). Later on, Heidegger introduced the idea of being-in-the-world (*dasein*) – empathising with our existence itself, asserting that human beings are immersed in the world (*mitsein*) and are constantly living in anticipation (becoming) (Finlay, 2011a). Whereas Merleau-Ponty shifted the emphasis of the notion of being-in-the-world towards describing the embodied nature of our relationship with the world and how the body-subject perspective alters the perception of other (Smith et al., 2009). Merleau-Ponty essentially assumed that “the body shapes the fundamental character of our knowing about the world” (Smith et al., 2009, p. 19). Merleau-Ponty argued that this not only connects us as our body to the world but also it helps us to understand the world (Finlay, 2011a). Although, ultimately, we can never understand entirely the other's experience, because their experience belongs to their own embodied nature, it can be observed and experiences understood empathetically (Smith et al., 2009). This means that researchers need to consider the difference between second-order knowledge derived from a first-order experiential base and first-hand knowledge (Smith et al., 2009).

In summary, phenomenology as a philosophy assumes that human nature is perceived as being-in-the-world, immersing in the world, being concerned about becoming, and the embodiment of experiences, whereby understanding remains to some degree partial. Phenomenology is well suited to holistic questions of meaning that originate from experiences (LeVasseur, 2003). Therefore, a phenomenological approach was chosen to address my research question about how teachers with prior professional experience make sense of their transformation.

3.3.3 Phenomenology as a research method

In this section, I discuss the two research methods that are considered to have operationalised phenomenological philosophy. Firstly, I discuss Giorgi's (e.g., Giorgi, 1985) approach – an established and detailed descriptive phenomenological methodology in psychology (Smith et al., 2009; Willig, 2013). Secondly, IPA is outlined due to its hermeneutic tradition and its equally detailed approach to conducting phenomenological research (Willig, 2013).

Giorgi (1985) closely followed Husserl's phenomenological philosophy by emphasising the descriptive nature of a phenomenon and creating accounts of commonality in experience. These are typically in the form of a synthesised summary that illustrates the general structure of the phenomenon (Smith et al., 2009). In descriptive phenomenology, the researcher avoids bringing in non-given past knowledge to concentrate on the phenomenon as given (Giorgi, 2012). This process is known as bracketing (Creswell & Poth, 2018). In this research, the focus is on obtaining a detailed understanding of SCTs' experiences following an occupational transformation, to better describe what this lived phenomenon means to those individuals.

Interpretative phenomenology seems appropriate to move beyond descriptions to meaning and towards hearing and understanding participants' voices (Larkin et al., 2006). Furthermore, the requirement to focus primarily on description seems to me unattainable since participants' accounts can be seen as an interpretation of their experiences over time, which is in line with Husserl's view of the lifeworld (1927/1970). In addition, researchers need to be aware of the tension between striving for reduction and reflexive self-awareness by bracketing their pre-existing understandings (for example, values, beliefs, and assumptions) and exploiting them as a source of insight (Finlay, 2008a). Therefore, the autobiographical reflection (section 6.5.2, p. 232) demonstrates my own professional transformation and serves as a key resource to empathise with the research population of SCTs, as well as demonstrating reflexive self-awareness.

IPA subscribes to the paradigm of social constructivism, which brings this methodology in line with my research philosophy (Smith et al., 2009). Furthermore, IPA is a qualitative research methodology that is primarily concerned with the examination of an individual's lived experience (Smith et al., 2009). It consists of description and

interpretation, based on the hermeneutic view that all descriptions embody a form of interpretation (Willig, 2013). IPA is rooted in phenomenology (namely, the research of the lived experience) with additional theoretical foundations in two more areas of philosophy of knowledge: hermeneutics (that is, the interpretations of both the participant and the researcher) and idiography (namely, the analysis of each particular case) (Smith et al., 2009; Smith, 2011b). In recent years, the use of IPA has increased and expanded into a wide range of topics (Brocki & Wearden, 2006; Smith, 2011b, 2019; Smith & Osborn, 2008). IPA is most commonly used to examine major experiences that are of existential importance to the participant (Smith, 2019; Smith et al., 2009). During a major career transformation, such as changing one's occupation, one's livelihood, identity, support network, and so on are impacted, demanding the individual's attention and adjustment. Therefore, the SCT experience requires sense-making and is of existential importance.

IPA focuses on the personal meaning and sense-making of a population that share an experience (Smith, 2019; Smith et al., 2009). IPA researchers are committed to idiographic inquiry, meaning that a particular experience of particular people in a particular context is examined in detail (Larkin et al., 2006). IPA researchers contend that an intensive examination of subjective experiences is a necessity and any form of generalisation in IPA needs to be firmly grounded in the particularities of experiences (Eatough & Smith, 2017).

Although IPA is deemed to be a suitable methodological choice for this research, it is important to recognise its possible limitations as a methodology. Firstly, the suggested small sample size is frequently criticised. However, I agree with Smith et al. (2009) and Pringles (2011) that, on the contrary, the small number of participants allows for a richer, in-depth analysis likely to be inhibited with larger samples. Secondly, ideographic studies aim not to provide generalisations to contribute to theory, rather, findings can influence and contribute to theory in a broader sense (Pringle et al., 2011). Other criticisms of IPA (Pringle et al., 2011; Tuffour, 2017; Willig, 2013), particularly the lack of standardisation, are considered by employing specific methods to demonstrate the validity of this research, which is outlined in section 3.5 (p. 93) in this chapter.

The choice of IPA is further justified, given its capacity, in comparison to other qualitative methodologies, to allow a description and interpretation of a full experience in all its richness and complexity. It also allows a systematic analysis that can provide novel insights and offer a broader, more integrated perspective on the complex experience of transitioning to teaching as a second career. Moreover, IPA researchers provide a systematic and rigorous account of participants' experiences (Smith et al., 2009) which enriches existing theory, rather than generating new theory. IPA researchers do not constrain exploration by imposing theory (Storey, 2016). However, as the methodology has evolved, it has become more acceptable to incorporate theoretical insights to contextualise the research (Storey, 2016) as long as it is not overly influenced by prior theorising (Smith, 2017). Therefore, it is hoped that with IPA's investigative perspective, the existing theory can be enriched and empirically substantiated as it relates to the transformational experiences of new teachers with prior professional experience. In addition, IPA was deemed particularly well suited for this research to expand existing research, which has a problem-centric perspective, as mentioned in the literature review, towards research that considers the experience as a primarily positive, solution-oriented personal experience (Smith, 2017). IPA, therefore, considers an individual to be a "self-reflexive, sense-making agent, who is interpreting his or her engagement with the world" (Smith, 2019).

IPA is appropriate for obtaining as detailed as possible an account of lived experience and enables a nuanced analysis that emphasises the convergences and divergences of a relatively small, purposive, homogenous sample of participants' experiences, whilst maintaining an idiographic lens (Smith, 2017; Smith et al., 2009). However, the development of general themes in IPA is seen by less experienced IPA researchers as a source of tension since developing themes results in a shift away from the idiographic nature of the methodology (Wagstaff et al., 2014). This means novice IPA researchers like me experience the tension between 'theme' and 'idiography'. Nevertheless, IPA can achieve a close understanding of the lived experiences and meanings for individuals involved in moving into teaching as a second career. The use of IPA enabled me to explore the meanings that participants assigned to their experience and view the participants as the experts on their own experiences (Reid, Flowers, & Larkin, 2005). In agreement with Smith and Osborn's view that IPA is "especially useful when one is concerned with complexity, process or novelty" (2003, p.53), I argue that an

occupational change is a complex experience that requires **proficiency** in psychological and sociological challenges.

Furthermore, since I have changed my occupation three times (section 6.5.2, p. 232), it was important to use a methodological approach that featured a reflexive process to achieve sensitivity to context. This is since the researcher in IPA is instrumental in analysing the sense-making of participants, which requires awareness of and transparency regarding the researcher's potential influences in the interpretation. In summary, the use of IPA seems most appropriate given its ability, in comparison to other qualitative methodologies, to allow for a description and interpretation of the full experience in all its richness and complexity. It also allows for a systematic analysis that can provide novel insights and offer a broader and more integrated perspective on the complex experience of new teachers with prior professional experience.

Furthermore, IPA supports the provision of accounts of participants' experiences through a systematic and rigorous analysis (Smith et al., 2009) and of enriching existing theory, rather than generating new theory. IPA does not constrain exploration by imposing theory (Storey, 2007). However, as the methodology has evolved in recent years, it has become more acceptable to incorporate theoretical insights to contextualise the research (Storey, 2007; Smith, 2022). Therefore, I hope that with IPA's investigative perspective, the existing theory in this research area can be enriched and empirically substantiated.

3.4 Method: IPA

3.4.1 Participant selection criteria and recruitment procedures

3.4.1.1 Sampling criteria

A homogeneous group of participants is key to enabling an examination of convergence and divergence of experiences in IPA (Smith, 2017). Especially since generalisations cannot be derived from small samples of in-depth qualitative methods and the purpose of this research is to drill down to specific experiences as a means to make meaningful statements about a fairly homogenous group (Smith, 2017; Spiers et al., 2016). Therefore, the below outlined criteria were devised to ensure a

homogeneous group is researched, in line with suggestions for IPA methodology (Smith, 2017; Smith et al., 2009; Smith & Osborn, 2003).

The sample for this research needed to meet the following three criteria. Firstly, the previously outlined (section 1.3, p. 6) teacher education programme regulatory requirements were applied as entry criteria. Participants were required to have had at least three years of prior professional work experience, have been employed in a previous occupation, and be older than 30 years of age. The regulatory requirements for SCTs to qualify for teacher education programme participation ensured a homogenous group of participants, each assumed to have developed an occupational identity in their earlier career and where their transformation is not part of a typical career progression for which new skills and expertise are required (Higgins, 2001; Lawrence, 1980). Instead, these transformations were closer to a voluntary occupational transition (Ibarra, 2007), also known as interprofessional transition (Louis, 1980). The minimum age of 30 contributed also ensured a more homogeneous group.

Secondly, research participants needed to be working as a teacher at the time of the interviews to align with the focus on the SCT phenomenon in this research. Thirdly, participants needed to have started as a new teacher within the five years before the research (with a minimum of one year and a maximum of five years in service as a teacher). The eligibility criteria related to time working as a teacher (one to five years), was set based on research findings in career change (Anderson et al., 2012; Ibarra & Obodaru, 2016), asserting that identity development in the new career takes years rather than months.

The lower temporal criteria of one year allowed participants to have sufficient experience as new teachers to allow a reflection on psychological and sociological experiences and allow the existential question related to occupational identity time to unfold. The upper temporal criterion of five years was set to ensure that the experiences were still emotionally present, and because IPA is well suited as a method to create accounts of 'hot cognitions', that is, how meaning was created for a particular life event (Smith, 2019). This conversely means that experiences dating back a significantly longer time than five years are subject to memory contamination such as forgetting or re-writing history to align with more recent life events, and, therefore, were

avoided since they may have been of less value. In addition, these temporal aspects contributed even further to the composition of a homogeneous participant group, while striking a balance between accurate accounts of hot emotions and making sufficient sense of the transformation of SCTs.

3.4.1.2 Access and process of recruitment

The research was conducted independently from teacher education programmes, meaning that access had to be established to recruit eligible participants. Therefore, research participants were pre-selected by searching on online network platforms (such as LinkedIn and Xing) and using the messaging functions of those platforms to invite their participation. This approach allowed me to initially assess if potential participants met the selection criteria based on their social media profile (e.g. tenure as a teacher, teacher education program type). This recruitment strategy was fruitful and led to finding most of the research participants. In addition, I contacted a teacher education programme researcher (Prof. Dr Carsten Quesel, University of Applied Sciences and Arts Northwestern Switzerland) who extended my research invitation to former students who he felt matched the criteria. Since these were former students, the issue of power and pressure to participate was not seen as problematic. One participant was recruited through this approach.

3.4.1.3 Sample size and participants

Smith et al. (2009) pointed out that IPA studies are conducted with a relatively small sample size. Smith et al. (2009) suggested three participants as a reasonable sample size for masters-level IPA studies. A small sample size is accepted in IPA to meet the standards of an idiographic method (Brocki & Wearden, 2006). However, to recognise the larger scale of this research, it consisted of self-contained but related studies, as suggested by Smith et al. (2009). In total, I recruited eight participants, which is within the recommended sample size for doctoral IPA studies (Hefferon & Gil-Rodriguez, 2011; Smith et al., 2009). The generated data from these eight participants allowed me to focus with sufficient depth on individuals in specific situations (Larkin et al., 2006).

A purposive sampling method was used to recruit participants. The final sample of participants consisted of eight male and female teachers with prior occupational

experience. In the following table 2, details of the participants are provided including the highest level of qualification, years of professional experiences before teaching, age group taught, and tenure as a teacher to contextualise participants' experiences. To maintain anonymity, pseudonyms were used for each participant. Notably, in this research, no STEM (science, technology, engineering, and mathematics) teachers were included, as those transitions are not comparable to primary and secondary teacher education in Switzerland.

Table 2: Participant demographics

Name (pseudonym)	Gender	Age	Nationalities (origin and acquired)	Previous occupation(s)	Highest qualification prior teaching qualification	Years of professional experience prior teaching	Age group teaching	Tenure in teaching following teacher education
Bernard	male	40	German	Engineer (university educated), IT engineer	University degree	12 years	Primary	1 year
Lynn	female	52	Dutch/Swiss	Political scientist (university educated), sales manager	University degree	15 years	Primary	4 years
Frank	male	36	Swiss	Sustainability consultant	University degree	7 years	Secondary	4 years
Beatrix	female	42	German/Swiss	Nurse/wound specialist	Vocational degree	14 years	Primary	4 years
Luigi	male	41	Swiss	Musician (university educated), commercial employee, business travel consultant, project manager, adult educator	University degree	9 years	Secondary	5 years
Anna	female	54	Swiss	Key account manager	University degree	19 years	Primary	5 years
Sven	male	39	Swiss	Bank employee, communications specialist, customer sales manager, client service specialist	University degree	13 years	Secondary	1.5 years
Thomas	male	55	German/Swiss	Photo engineer (university educated), business consultant, marketing manager	University degree	25 years	Secondary	2 years

3.4.2 Data generation

Data generation methods for this research needed to be consistent with the qualitative paradigm in general, and with IPA's orientation specifically (Smith et al., 2009). Given IPA's foundation in phenomenology, it is assumed that interviewing allows a sharing of the essence of a human experience which can be narrated to describe the meaning of a phenomenon shared by several individuals (intersubjectivity; Smith et al., 2009).

To achieve the research aim, the data needed to be rich. Smith et al. (2009) suggested that interviews and diaries may be the most effective methods for obtaining participant data that is a 'rich, detailed, first-person account of their experiences' (p. 56). Diaries or a combination of diaries and interviews were deemed less feasible for this research as it was important to interact with participants, engage with their sense-making of their experience, and facilitate a dialogue to create a space where participants could tell their stories in their own words (Smith et al., 2009). For this research, it was deemed more appropriate to employ semi-structured interviews to generate data and give participants a narrative voice regarding their experiences. This allowed rapport to develop with participants and gave them the space to think, speak, and have their voices heard (Smith et al., 2009).

Another benefit of semi-structured interviews is that the researcher is in a position to follow up interesting and important ideas that surface during the interview (Smith, 2004). Semi-structured interviews provide a degree of flexibility and a framework in which participants could respond to how they make sense of their transformation as teachers with prior professional experience as well as allowing new perspectives to be examined that might not have been directly addressed by the interview protocol. In addition, semi-structured interviews allowed participants to elaborate on the meaning of their career transformation to them as well as to explain their experiences. Therefore, the interview protocol was used to inform, and the goal was to let the participant lead the conversation rather than to follow strictly the interview guide. This allowed me to engage in meaningful conversation and inquire about interesting points as they arose (Smith & Osborn, 2015).

Since interview outcomes depend on individuals' recall and interpretation, they are an effective approach for generating data (Kvale, 1983). However, they have limitations, including overcoming social norms, filtered responses (Porr et al., 2011), or an over-reliance on language (Willig, 2013). Further limitations of qualitative interviewing come from a reliance on talk and text and a tendency to direct the research perspective away from the visual and spatial, as well as observations of social reality (Mason, 2018). To counterbalance these limitations, Smith et al. (2009) suggested that the interview is contextualised by capturing additional data such as participant observation (to better understand the local context), case notes and, at the very least, researcher notes after the interview as a means of reflecting on impressions following the interactions. Therefore, additional data was generated in advance by soliciting a curriculum vitae before the first interview (wherever possible). The first interview lasted about two to three hours. Three to four months later, a second interview lasting 30 minutes to one hour was conducted to ensure later reflections and personal accounts were captured and sufficiently rich data were generated. This responds to Smith et al.'s (2009) encouragement to further develop the approach of obtaining in-depth data in IPA studies.

The research was conducted in two stages. The following graphic illustrates the research design that was employed.

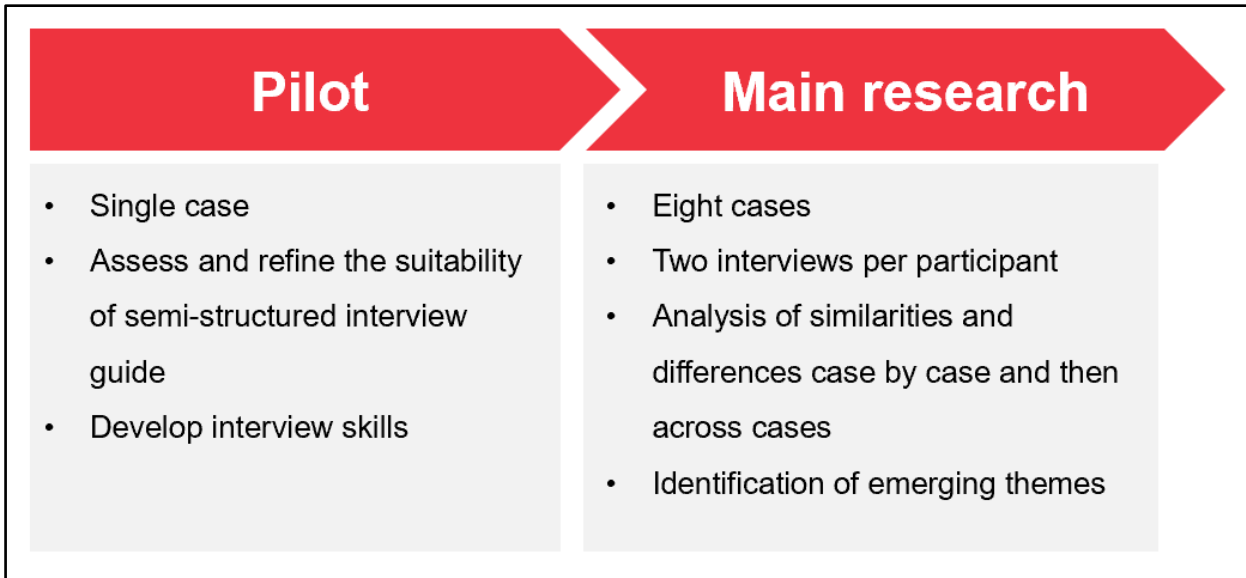


Figure 6: Research Design

The pilot consisted of a single case to assess and refine the suitability of the semi-structured interview guide as well as to reflect on my interview skills. In this pilot stage, the interview guide was developed. Conducting IPA interviews is often described as a purposeful conversation informed by the research question (Smith et al., 2009). However, IPA researchers tend not to directly ask their participants the research question; rather, they come at it “sideways” (Smith et al., 2009, p.58). The development of the interview guide was based on relevant topics as identified from the review of the literature on the SCT phenomenon and informed by the research questions to elicit participants’ feelings, thoughts, and stories (Smith et al., 2009). Interview guides in IPA typically comprise between six and 10 questions, supplemented with probes (Smith et al., 2009). The interview guide consisted of questions related to participants’ biographies, expectations, and experiences as new teachers, their realities and implications, their occupational identities, and their sense-making of being new teachers. The pilot interview allowed me to refine the questions to ensure they were comprehensible, resonated well and facilitated an in-depth dialogue for participants to tell their stories in their own words (Smith et al., 2009). Acknowledging the previous discussion on terms used to label this population (section 1.3, p.6), I was mindful in the interview guide to use neutral terminology as not to bias the participants nor unnecessarily label, therefore creating a space where they could self-label. The final interview guide for the main research included 10 questions with probes (presented in appendix 4).

Further to this, I also reflected on my interview skills. A researcher using a constructivist approach needs to have appropriate interviewing skills. Since many participants are answering and reflecting on a question for the first time, researchers must encourage participants’ perspectives and opinions to surface (Easterby-Smith et al., 2018). Researchers should also reflect on how access may be gained to data, as well as how it could be collected, stored, and protected (Easterby-Smith et al., 2018). Researchers also need to be skilled in avoiding their own biases during interviews (Easterby-Smith et al., 2018). Since interviewing engages with participants, researchers must be able to reflect on how they influence the participants. This reflexivity is an important competence for conducting qualitative research (Easterby-Smith et al., 2018). Qualitative methods have the potential to create a deep understanding of the experiences and meanings of the SCT transformation. As a result

of the pilot research, the key learnings influenced the main research as follows: the interview guide was enhanced (for example, the terminology was adjusted to better resonate with participants; better articulation of questions) and my interview skills improved (for example, I allowed myself (and the participants) additional thinking time to reflect; practice reflection after the pilot interview to effectively learn from each experience; stay in the role of researcher to counter balance with my work role as executive coach; testing technical set up to record interviews). The data generated from the pilot interview was not included in the findings of this research.

The main research consisted of eight cases which allowed for an analysis of similarities and differences across cases and for me to develop emerging themes. These first interviews were then used to prompt further in-depth discussion in a subsequent interview in which participants were engaged to deepen specific areas and clarify previous accounts. The interviews for the main research took place between 30th June 2020 and 23rd November 2020. As aforementioned, reflexivity is an important competence for the researcher throughout the research process (Easterby-Smith et al., 2018). Therefore, after each interview during the main research, I reflected on the interviewing experience. An example reflection can be found in appendix 5.

Interviews were conducted via video conferencing tools instead of in person due to the global pandemic occurring at the time of the research. Recent research on using video conferencing tools attested that participants experienced the interviewing experience as positive at times and even more convenient (Archibald et al., 2019; Gray et al., 2020). Participants were free to choose when they were interviewed and which conferencing tool they wanted to use. All participants were able to attend the first and second interviews. Each interview was recorded, to which all participants consented. The interviews were conducted in Swiss-German/German for Swiss/German participants. I am proficient in Swiss-German and am a native German speaker. Verbatim interview transcripts are presented in the participant's language to preserve meaning and allow a qualitative analysis, which meets the documentation requirements.

To create transparency of data analysis for readers of this research, relevant interview sections were translated into English. I have translated all quotations based on the raw

data. To acknowledge the potential issue of losing meaning and misinterpretation, attention was paid to the issue of multi-language translation issues in IPA (Oxley et al., 2017). Similar to other multi-language IPA research, I aimed to balance two demands – to present a faithful rendition of the interview data, while simultaneously achieving a cultural transfer in the English translation so that meanings were preserved for analysis (Oxley et al., 2017). Similar to the hermeneutic approach of IPA, it required me to stay faithful to participants' transcripts but also allows the readers of this research to make sense as closely as possible to what was conveyed in the interview (Oxley et al., 2017). To achieve this, as recommended by Oxley et al. (2017), I adopted a strategy guided by a communicative orientation rather than a linguistic orientation, which requires focusing on the sense of what was said rather than the literal translation. This strategy was executed by considering feedback from a proofreader and supervisors on translated quotations to achieve the balance between translating literally and culturally. Nevertheless, it is important to recognise the profound influence of my ability to translate participants' accounts in a way that is faithful and culturally adequate for an English-speaking audience of this research. Consequently, I reflected on my ability to achieve the aim of balancing the two aforementioned demands (see section 6.5.3, p. 240).

The first of two interview sessions focused on participants' positive and negative experiences and the wider impact of the transformation, including adaptation and narration of the transformation. Three to four months later, the second interview clarified and embellished experiences shared in the first interview, followed by an unstructured element in which I probed particular shared experiences to discover more depth and also to allow participants to share recollections and reflections that had surfaced in their minds since the first interview. This approach was adopted to increase the richness of the data and to be even more sensitive to the context by asking participants for their views on my tentative interpretations of their interpretation of their experiences (which is in line with how IPA operates as a double hermeneutic process where the researcher is in charge to make sense of the participants trying to make sense of their world, as opposed to co-interpretation/co-research (Smith & Osborn, 2008)). Upon completion of the two interviews, participants were sent a thank-you mailing including a debrief (as shown in appendix 6).

3.4.3 Data analysis

This section describes how the interpretative phenomenological analysis was conducted, following the steps suggested by Smith et al. (2009). Those steps were conducted without using a database software tool for qualitative data (e.g., QSR NVivo) but leveraging standard software packages (Microsoft Word and Excel and Mind Mapping Software). This was a conscious decision to “produce in-depth, thoughtful accounts of subjective experiences” (Wagstaff et al., 2014) by actively, manually analysing the data. Within the IPA research community, there are proponents for and against using software packages (Wagstaff et al., 2014). I have decided against using database software tools arguing that software use cannot replace active analysis with automatic coding in qualitative research generally (Wagstaff et al., 2014). As much as I have a general preference for using software to manage large sets of data, I also realise that it is not always more efficient and from experience, I know that I get easily distracted by software features – potentially at the expense of deeply immersing myself in the data. Therefore, the analysis was facilitated by using manual techniques (pen and paper) and software tools I am familiar with (Microsoft Excel[®] and Mind Manager[®] (a mind mapping tool)). This approach helped me to focus on the analysis rather than the data handling. In summary, I believe that following the steps outlined by Smith et al. (2009) allowed me effectively to focus on the lived experience, engage in hermeneutic inquiry, and maintain an idiographic focus (Smith et al., 2009).

The seven steps are shown in the figure below and followed by a detailed description.

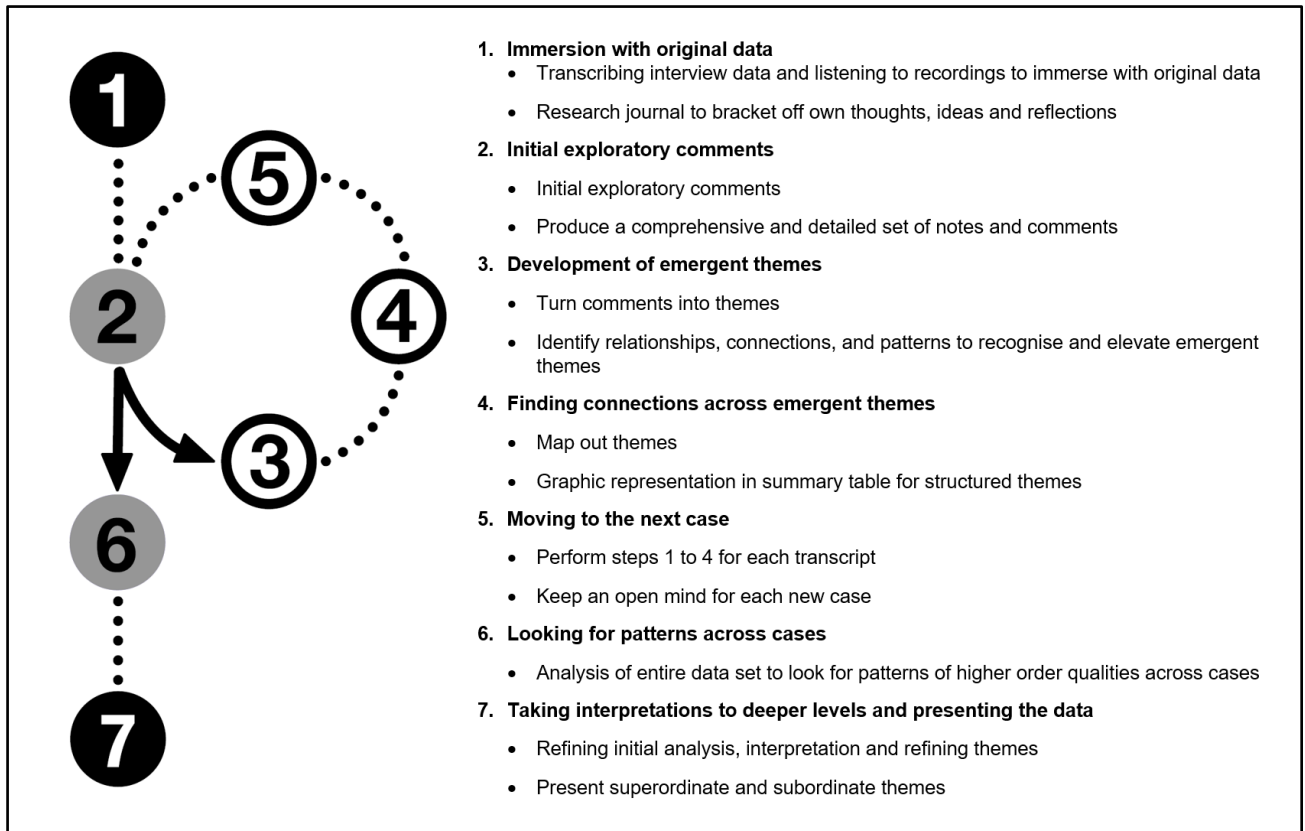


Figure 7: Seven steps to analyse data (Charlick et al., 2016)

Following these steps allowed for analysed data to be traced right through the process, from initial comments on the transcript, through initial clustering and thematic development, into the final structure of themes (Smith et al., 2009). Notably, the idiographic commitment of IPA works at two levels. Firstly, examining case-by-case to analyse, in detail, how each account embodies unique experience (Smith et al., 2009). And secondly, the move from patterns found in each case to shared patterns, convergences and divergences between cases (Smith et al., 2009).

Step 1 - Immersion with original data:

Transcribing interview data and listening several times to recordings allowed me to be immersed in the original data and ensure that the participant was the focus of the analysis. Next, reading and re-reading further contributed to my entering the participant's world. Thus, passages with greater detail and potential contradictions within the same account were located. To ensure that the focus remained on the data, I continued to use my research journal to bracket off my own thoughts, premature ideas, and initial reflections. Throughout the analysis, the research journal was used to

bracket off my own thoughts so that I could come back to them later as a source of knowledge and to make sure the participant was at the centre of my attention.

Step 2 – Initial exploratory comments:

This step aimed to produce a detailed set of notes and comments on the data. To do so, I created a revised version of the transcripts that enabled me to insert comments. Next, each transcript was examined case by case and word by word. I carefully examined the semantic content of the interviews and the use of language in a way that explores participants' experiences. This further deepened my familiarity with the transcript and developed an initial understanding of the participants' specific ways of talking, understanding, and thinking about their occupational transformation experiences. Anything of interest was noted in the margin. As an analytical tool, I employed the differentiation of three types of comments: descriptive, linguistic, and conceptual. Descriptive comments were used to describe what mattered to the participant and explicit meanings. Those comments stayed close to the participant's explicit meanings, such as the participant's references to who and what helped or hindered their introduction to the new school. I used linguistic comments to note language use, thereby capturing pauses, use of pronouns, repetitions, and metaphors. I used conceptual comments to capture conceptual codes inspired by participants' words by interrogating the passage. The comments were made in the right-hand margin of the transcript. Only at this stage did I start to question the underlying meaning behind phrases and experiences. In this step, I asked myself frequently, 'what is new to me?'. I did so to counterbalance my propensity to comment only on what I expected to see in the text and what prior reading of theoretical models suggested. As a commitment of IPA, to understand participants' experiences, I intended to balance empathy against suspicion (Larkin et al., 2006). By committing to these three levels of interpretative activity, IPA actualises its capability to go beyond a thematic analysis (Brocki & Wearden, 2006).

Step 3 – Development of emergent themes:

On the left-hand side of the transcript, emergent themes were developed based on captured comments and participants' accounts. At this stage, the hermeneutic circle took place, whereby the transcript parts were interpreted in relation to the whole and the whole is interpreted in relation to the part. At this point in the process, relationships,

connections, and patterns in the exploratory notes were identified to recognise and elevate emergent themes. According to Smith et al. (2009), the task of turning comments into themes is an initial attempt to produce a concise statement of what is important across the transcript, presented in chronological order. In this step, I considered the concept of gems as a way to identify what stood out, demanded attention, and prompted further analytic work in a participant account to work towards a deeper layer of interpretation (Smith, 2011c).

Step 4 – Finding connections across emergent themes:

In this step, based on points of convergence or divergence across themes, I mapped out the themes based on the connections and patterns I saw across the themes as they related to the research question. This led to the development of the subordinate themes for each case. More specifically, I used various tactics to identify connections and patterns, such as abstraction, polarisation, contextualisation, numeration, and function. Emergent themes are graphically represented in the form of a summary table of structured themes. In appendix 7, a sample of the initial stages of the analysis process of the account of the participant named 'Luigi' can be found.

Step 5 – Moving to the next case:

I then moved on to the next case. Due to IPA's ideographic commitment, it is important to treat each case on its own terms. It was important to bracket ideas from the previous case to prevent spill-over into the new case, as far as possible. Before moving on to the next step, the first four steps were performed for each participant's transcript. To ensure I could look at the new case with fresh eyes again, I consciously made the effort to start working on a new case on a new day. The analysis cycle for all eight participants took a period of over seven months.

Step 6 – Looking for patterns across cases:

Once all transcripts were analysed with tables illustrating emergent themes, I looked across the entire data set for patterns across cases. In this step, I looked for similarities and patterns across the SCT population. During this step, I came to realise the importance of avoiding forcibly fitting the patterns into theories that I am familiar with. As soon as I noticed the influence of foregrounding, I decided to pause and come back with a more open mind. Following the above steps allowed me to develop emergent

themes from each participants' account. Those were then grouped into subordinate themes.

Step 7 – Taking interpretations to deeper levels and presenting the data:

The subordinate themes were then further organised to a more abstract level to create superordinate themes. Next, the interpretation was taken to a deeper level by examining the accounts and by importing other theories as a lens through which to view the analysis (Charlick et al., 2016; Smith et al., 2009). A detailed presentation of the superordinate themes for all participants is given in chapter 4 (sections 4.3 to 4.6, p. 100-158). After producing a table of superordinate and subordinate themes (across cases), which serves as a schematic representation of all participants' accounts, the writing of the analysis followed to present the sense-making on what participants have said (Smith et al., 2009). The results of the analysis are presented as narrative accounts to comprehensibly, systematically, and persuasively outline to the reader of this research to make sense of my hermeneutic dialogue (Smith et al., 2009). This will be achieved by presenting a full narrative account of what I have learnt about the participants, all of which is supported by extracts from participants' transcripts to achieve excellence in IPA as outlined by Nizza et al. (2021).

3.4.4 Ethical considerations

This research was conducted within the principles and procedures of the University of Gloucestershire. The research contained no known elements which required mandatory approval by the University Research Ethics Committee. Throughout the research, the principles of informed consent, right to privacy and anonymity, protecting participants from harm, ensuring sensitivity, and duty of care, as well as securing data storage, were systematically applied.

All names and other identifying information have been changed to protect participants' identities. Throughout the interviews, participants were reminded that they did not have to answer all questions. The interview guide reminded me to be mindful that if something distressed the participants, I should propose pausing the interviews and asking if the participant wants to continue with the interview. This was not the case in any of the interviews.

Researchers are ethically bound to provide participants with full information about the research and its procedures as well as collect participants' consent to take part before data generation commences (Willig, 2013). Participants were sent invitation letters (appendix 8), participant information sheets (appendix 9), and informed consent forms (appendix 10) by email or post if requested. Participants were asked to return the informed consent form, at which point interview sessions were scheduled via email or phone. Signed forms were kept in a controlled-access file in my research data storage. All participants signed their informed consent forms before the interviews.

Participants received monetary compensation to recognise the time invested and for the research contribution. Paying participants can be seen as problematic due to potential implications (such as financial dependence on additional income) (Head, 2009). However, in this research participants were employed teachers, which means that financial compensation likely is not seen as a significant source of additional income. Furthermore, the offered compensation was a non-significant amount and symbolic in nature by setting it to the average costs of a family dinner (for three to five people) in an everyday, affordable restaurant in Switzerland.

Furthermore, researchers are obliged to give participants the right to freely withdraw from research (Willig, 2013). In line with this, participants were given the right to withdraw from the generated data up to two weeks after the interview, as suggested by Smith (2009). This was operationalised by highlighting the withdrawal right on the participant information sheet and informed consent form. It also stated that in the case of exercising the withdrawal right, the agreed compensation would be donated to a charity. However, no withdrawal requests were received from any participant.

Participants were invited to request a summary of the research upon its completion should they be interested.

3.5 Validity of this qualitative research

Given the epistemological underpinnings of this qualitative research, the use of concepts such as validity, reliability, and generalisability to assess research quality was not seen as appropriate. These concepts are more appropriate for quantitative

research (Yardley, 2015). However, it is important that qualitative research also uses specific methods to increase and demonstrate its validity (Yardley, 2015).

Various authors have provided guidance on how to achieve quality in qualitative research (Lyons, 2016; Smith, 2011a, 2011b; Yardley, 2000). For this research, Yardley's (2000) framework was used for evaluating the research, enriched with recent propositions to further strengthen IPA research in particular (Finlay, 2008b, 2011b; Goldspink & Engward, 2019; Yardley, 2015). This framework was chosen because it offers a broad range of criteria and a variety of ways to establish quality (Smith et al., 2009). Yardley (2000) proposed four principles: (1) sensitivity to context, (2) commitment and rigour, (3) transparency and coherence, and (4) impact and importance. The following four paragraphs will briefly explain each principle, followed by a description of how these principles were followed in this research.

The first principle is sensitivity to context (Yardley, 2000). This can be exhibited in research through the inclusion of the relevant literature, the consideration and description of the socio-cultural context in which research is conducted, and through addressing relevant ethical issues. In this research, several different techniques were adopted to build sensitivity to context. Sensitivity to context was evidenced by characterising the socio-cultural context of the researched population in the introductory chapter (sections 1.2, p. 1 and 1.3, p. 6), which describes the labour market context and SCTs' unique characteristics and the qualifying criteria to participate in a second-career teacher education programme. It also quantifies the population size and discusses the terms in use for this population. Further context-sensitivity was developed by reviewing existing literature leading to meta-narratives and insights to build this research on (chapter 2). It has also built sensitivity towards the nature of the phenomenon, realising the impact and scale of the occupational transformation of SCTs. Throughout conducting the research, sensitivity to context was required to recruit participants and to interview with empathy. Care was taken regarding the financial incentive offered to participants to ensure it incentivised the participants to give up their valuable time yet was not perceived as establishing a new practice, which might impact researchers with lower budgets in recruiting participants (section 3.4.4, p. 92). To further strengthen my sensitivity to the context during the interview, I conducted a pilot interview to further refine the interview guide with prompts that

allowed the generation of rich data. As the interviewer, I made sure participants were at ease with the process by soliciting consent and by showing empathy to what participants disclosed. To make sense of how participants made sense of their transformation as SCTs, I paid close attention to each individual account and the particularities of each participant. This objective was achieved by providing a brief presentation of each of the participants' demographics (section 3.4.1.3, p. 80). Ethical issues have already been discussed in this chapter (section 3.4.4, p. 92).

The second principle is commitment and rigour (Yardley, 2000). Commitment refers to the degree of attentiveness to the participant during data generation and the care with which analysis is carried out during the analysis process. Smith argued that for this type of research, this commitment is synonymous with sensitivity to context (Smith et al., 2009). Rigour refers to conducting research thoroughly, which can be demonstrated by acquiring methodological competence and skills in conducting IPA research. Furthermore, it can be shown by how the sample was selected and the level of pursuing homogeneity. Conducting a good interview also demonstrates the level of commitment and how rigorous the research is (Smith et al., 2009). Furthermore, the completeness of the analysis undertaken is another element of rigour. Rigour was demonstrated by reviewing my training needs related to the IPA methodology, which led me to study core IPA literature (Eatough & Smith, 2017; Smith, 1994, 2011b, 2011a, 2019; Smith et al., 2009; Smith & Nizza, 2022; Smith & Osborn, 2003), participate in online resources (e.g., Global IPA Qualitative forum, <https://groups.io/g/ipaqualitative>, accessed February 19, 2022), and review recent IPA studies and theses to learn from experienced practitioners (Ahn et al., 2017; Farnbank, 2020; Papadopoulou, 2013; Shahmoon et al., 2019; Smith, 2019; Spiers et al., 2016; Turkistani, 2019). Rigour was also demonstrated by purposefully selecting research participants to achieve a homogenous group of participants (section 3.4.1, p. 78). During data generation, I tried to maintain a good balance between being close to and yet separate from the participants and to be consistent in using probes when identifying important clues during the interviewing. During data analysis, rigour was demonstrated by systematically moving from description to interpretation following a procedure to consistently analyse all data collected (section 3.4.3, p. 88). Each superordinate theme is presented and evidenced with quotes from participants (sections 4.3 - 4.6, p. 100-158).

Yardley's third principle is that of transparency and coherence (Yardley, 2000). Transparency refers to the clarity with which the different steps of the research process are described. It has been shown in data generation and data presentation, as well as researchers' reflexivity (Yardley, 2015). Reflexivity is a process that goes beyond thinking about our actions and is often referred to as reflection. The reflexive researcher examines the underlying foundations of our thought patterns and structures and asks second-order questions to explore thinking and question assumptions (May & Perry, 2017). Reflexivity leads to finding strategies to interrogate the researcher's "attitudes, theories-in-use, values, assumptions, prejudices and habitual actions" (Bolton & Delderfield, 2018, p. 7). Coherency is demonstrated by the clarity of the arguments stated throughout the research process (from the literature review, stating research questions and presentation of findings, to discussion). For this research, transparency was implemented by documenting the research method and process (section 3.4, p. 78). Moreover, the development of superordinate themes based on each individual case (details can be found in subsequent chapter 5) was accomplished using tables. Reflexivity was demonstrated by outlining in an autobiographical reflection (section 6.5.2, p.232) how my professional experiences and background might have influenced this research. Furthermore, throughout the research, I kept a reflexive practice journal to reflect on my influence as a researcher on the research (a reflexivity sample can be found in appendix 11 and section 6.5.1 and 6.5.2., p. 230) and to reflect on the research process (a sample of reflections can be found in chapter 6, section 6.5.3, p. 240). In addition, after each interview, I reflected on the experience utilising a reflection sheet template and reflected on my practice during the data analysis (a sample reflection from my research journal can be found in appendix 5, which used the aforementioned reflection sheet template). I achieved coherence by writing and reviewing the analysis with the reader in mind to ensure I presented the findings in a comprehensible and compelling manner and that I illustrated how themes relate to each other. Furthermore, I demonstrated coherence by consistently applying the underlying principles of IPA, which was apparent during the analysis and write-up of the findings with its phenomenological and hermeneutic statements (Smith et al., 2009).

Finally, the fourth principle of impact and importance is demonstrated when the findings of the research can influence the wider field of a discipline or a professional domain (Yardley, 2000). With the findings of this research, I aspire to make a theoretical and

empirical contribution to how teachers with prior professional experience make sense of their transformation. It is hoped that the findings of this research will be of use to future SCTs, those who support them, and other individuals who engage in a major career transformation. I also hope to impact career researchers by demonstrating how constructivist approaches can inform contemporary career phenomena and by suggesting a future research agenda. For more details on the expected impact and importance of this research, see chapter 1 (sections 1.2, p. 1 and 1.4, p. 11). For more details on the actualised impact and importance of this research, see chapter 6 (sections 6.2, p. 208 and 6.4, p. 222).

3.6 Summary of research design

An in-depth understanding of the sense-making of SCTs suggests conducting the research with a social constructivist ontology and an interpretivist approach as epistemology. Considering my beliefs, it feels congruent that the construct transformation experience of SCTs exists and is socially constructed, and that their experience and perceptions are subjective.

Adopting the social constructionism approach allowed me to draw attention to the fact that human experience, including perception, is mediated historically, culturally, and linguistically, implying that perceptions and experiences need to be understood as a specific reading of a certain condition and an indirect reflection of environmental condition (Willig, 2013).

Therefore, to answer the research question, adopting an interpretivist epistemology seems most appropriate so that knowledge can be created and understood from individuals' experiences and perceptions of their transformation as SCTs. This epistemological position is based on the need to seek an in-depth understanding of SCTs' second-career teacher transition experiences and the sense-making that they applied thereof.

A qualitative design allowed for the investigation and understanding of the experiential, ideographic accounts and the meaning-making of individuals who enter the teaching occupation as a second career. The relationship between researcher and respondent is characterised as involved, and the nature of the research methods is interpretative

(Smith et al., 2009; Easterby-Smith, 2018). Due to the need to generate rich data for exploring individuals' transformation of SCTs, IPA was chosen as an appropriate methodology.

4 FINDINGS

4.1 Introduction

This chapter details the application of interpretative phenomenological analysis (IPA) to the research question of how new teachers with prior professional experience (SCTs) in Switzerland make sense of their transformation. Thus, I present an overview of the findings (section 4.2, p. 99) and outline each superordinate theme (section 4.3-4.6, p. 100-158). Finally, I summarise the findings and examine the interconnections (section 4.7, p. 158) to provide a holistic interpretation of the participants' experiences and link the findings back to the research questions (section 4.8, p. 160).

4.2 Overview findings

All superordinate themes that I developed in this research were included in the write-up of the results. While the themes have been divided during the analysis process, many of them are related and this is notable throughout the narrative accounts in this chapter. It is, therefore, important to consider each theme in relation to the holistic experience and the hermeneutic circle. To ensure the analysis is not constrained, I used hermeneutic reasoning instead of a chronological timeline (Kim, 2016).

Overall, four superordinate themes emerged from the interpretative analysis and were shared by all eight SCTs: 'Directing career transformation', 'Making amendments to the self', 'Accentuating social professional support', and 'Implications of career transformation'. Each superordinate theme has between two and three related subordinate themes, which are presented in the figure below. These subordinate themes were mostly consistent across the participants' accounts. A table in the appendix (appendix 12) illustrates the representation of evidence of sub-themes across all eight accounts.

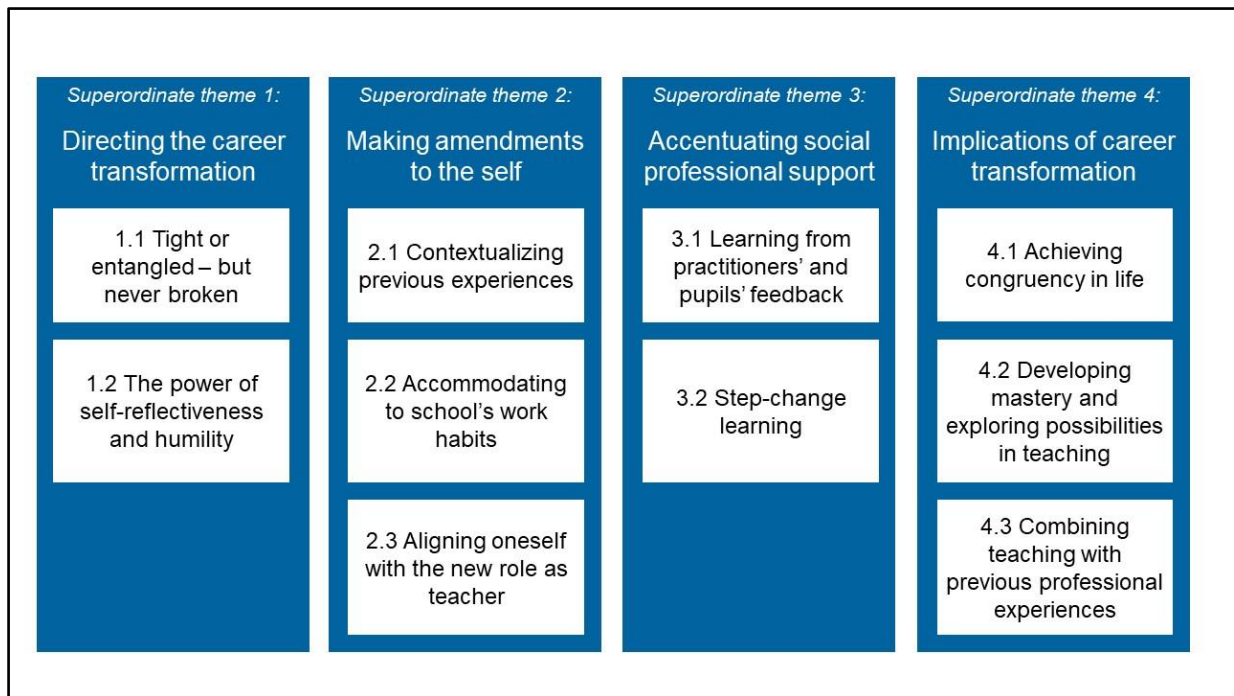


Figure 8: Overview superordinate themes and their subordinate themes

Each of the four superordinate themes is presented in turn along with the interrelated sub-themes. It is important to note that the raw data from each participant contained rich descriptions of their experiences of transforming their careers as SCTs. Quotations are used throughout to support and illustrate the themes in more detail. The following punctuations are used in the quotations in this chapter: small dash (-) to indicate an unfinished sentence or the process of thinking, brackets with ellipses ([...]) to indicate omission of sentences within an excerpt, and quotation marks (“ ”) to indicate that participants said something to another person or they recall what someone else said to them. Further to this, a roman number in brackets before the reference to the interview paragraph indicates from which one of the two interviews the quotation is taken. This is for reasons of transparency and in-depth analysis as well as to indicate which point in time it was considered by the participant.

4.3 Superordinate theme 1: Directing career transformation

All participants talked about why they directed their careers towards teaching. More specifically, they shared considerations related to how they reflected on their personality and values to narrate a coherent narrative of their career transformation. This first superordinate theme ('Directing career transformation') splits into two themes:

'Tight or entangled – but never broken' (section 4.3.1, p. 101); and 'The power of self-reflectiveness and humility' (section 4.3.2, p. 107).

4.3.1 Tight or entangled – but never broken

At the beginning of the interviews, participants were asked to share their career history to contextualise their career transformation. They started by describing how their career had unfolded so far and whether their path into teaching was tightly linked to (four participants) or entangled with (four participants) their new career. Either way, all participants narrated a career history that was unbroken and intact.

Bernard felt he was called into teaching while he was on the St. James pilgrimage. He remembered responding to another palmer (hiking fellow on a pilgrim) when asked about his life history. This reflection set his career transformation in motion:

When I narrated my life story - well, I was in working with youth, actually, I am still working with youth. It is cool. It is fun, new technologies; you happily burrow yourself into it. Then he said to me, "when you talk about your work with youth, from the work with children, like that, then your eyes are sparking with joy - Why are you not actually doing something with children?" [...] Once I got back from the way of St. James, I started thinking - would it be even possible? Could it be done? What is the situation like in Zurich and the surroundings? And then I came across the two-year-long SCT academic studies.

(Bernard: (I) 21-27)

It is striking to note that, when talking to another palmer about his work with youth in the past, Bernard realised that he was still working with youth. Following this realisation, he switched from using the past to the present tense. Bernard used very positive language like 'happily burrow yourself' and 'eyes are glowing' to describe this almost epiphany-like moment of realising his calling into teaching. Additionally, when he realised that he would like to work with children, teaching seemed like an impossible dream. Furthermore, this illustrates a tight career history and a narrative that his previous passion for working with youth and children as an amateur became his

profession. In Bernard's case, the narrative of moving into teaching was characterised as tightly connected to his previous passion for working with youth.

Two other participants described their career history as tightly coupled in terms of the link between their previous educational activities and their current career in teaching. For example, Frank emphasised that teaching was already always on his mind:

I was less and less expected to deliver work assignments and more and more asked to get into acquisition and sales [...] It was super exciting but towards the end, no longer fulfilling. And then I sometimes questioned myself and was thinking - is this is really it? And I always wanted to - had in the back of my mind - teacher. I started, early in my school career, to give private lessons, even paid lessons. [...] And I always thought of myself, that it worked out pretty well, that I like to explain and help others. And that is why it was always sort of the plan.

(Frank: (I) 10-20)

Here, Frank talked about how he started to question his lack of fulfilment in his work as a sales manager. This suggests that Frank's lack of fulfilment set his move into teaching into motion. In the first part of this excerpt, Frank used the term 'back of my mind', while in the second part he used the term 'the plan'. This possibly indicated that he had been contemplating possible career changes for quite some time, to the point where he then had a plan to work towards. Frank seemed to narrate his career transformation as a direct and tight path towards teaching by sharing how he first ideated and then had a plan to follow. Moreover, Frank highlighted in his career history a sense of steadiness related to how he got into teaching by connecting back to teaching activities back when he was himself in school. This, therefore, created a compact, unidirectional narrative around becoming a teacher. As a result, his career narrative seemed to remain intact and connected.

Similarly, Anna spoke about having the idea of teaching:

I was in sales. [...] It was fun. It was very interesting. But then I read in the newspaper, in Zurich's daily paper, that there is a large teacher shortage. And an idea of mine was already always - I want to, at one point, teach. And I thought, well

that could be adult education for me, although I wanted to teach children. And then there was the possibility of the QUEST programme. And because I am always curious, I thought I'd try, I'd apply.

(Anna: (I) 38-44)

Here, in her career narrative, Anna highlighted the notion of the continuity of her thoughts related to teaching by saying that teaching was always something she had planned for. Like Frank, she connected to a long-held desire to teach – specifically children – to explain her career, which then presented her career as a compact and sound narrative around teaching. In both cases, participants presented a tight but unbroken narrative around teaching.

Similarly, other participants shared a narrative of unbroken history, although the pathways of their careers were presented as entangled. Participants using the entangled narrative frequently referred to their career as atypical or even an odyssey.

Beatrix considered her occupational history as atypical because of her situation as a single mother with two children in combination with her own negative experiences at school, which initially put her off teaching. She narrated her way into teaching as a complicated matter, despite it being one of two dream jobs.

Well, my occupational history is not very typical. I was, em, well, during my times in school - it started in my times in school somehow, with my predisposition for this occupation, because I suffered a lot during my times in school.

(Beatrix: (I) 2)

My dream jobs were either nurse or teacher. And then I just became a nurse. [...] I quickly specialised in wound care [...] That was the second turning point then. I started a course in advanced studies at university. Right before that, I had two children. Shortly after the birth of the second child, the father returned to his home country. So, there I was, on my own, studying at the university, erm, working 60% in a hospital and having a one-year-old and a three-year-old child on their own at home. And then it got really difficult. I finished my studies, yes, I have completed the CAS and, erm, realised that my occupation in care, in wound care and stoma

consulting, what I dearly loved, was absolutely family-hostile and women-hostile. I had to feed the family on my own. Em, so I was economically responsible and, well, everything else that comes with being a mother. And that was not, em, possible for me with an occupation in a hospital. I couldn't work more but would have needed to work more because the salary is rather low.

(Beatrix: (I) 8-14)

Then a thought crossed my mind and I thought, and that is now not the most romantic thing to say; most teachers say something else but for me, it was an economic consideration. [...] I nearly went crazy and always had not enough money. Right, that was difficult. And, erm, and they always asked for more in the hospital. [...] They wanted me always on stand-by service, also for the surgeon in the operation theatre for when they have problems, I always went to help and I said: "I cannot run away day or night with two small children".[...] Something so inimical to the family, erm, I can no longer support, despite my utmost passion in this occupation and having invested twelve years into this career. So, then I decided on teaching as an occupation. The option with the side entrance into teaching was new back then. And I said to myself "Right, so be it". So, it would solve many problems. [...] I earn significantly more money. [...] And I don't have the vacation problem anymore.

(Beatrix: (I) 18-24)

Here, Beatrix talked about perceiving her career history and route into teaching as unusual for two possible reasons. Firstly, because she did consider teaching as an occupation in the past but decided not to become a teacher back then. And secondly, because she admitted that she has later chosen teaching for economic reasons and to better accommodate her family responsibilities as a single parent with two children. Beatrix was very invested in her career as a nurse and her talking about leaving her career of twelve years evoked feelings of ambiguity. She expressed how much she loved her work and committed she was while sharing her frustrations with the incompatibility with her situation as a single parent with two young children and the prevalence of work demands. It seemed she decided to address the dilemma head-on by moving into the teaching occupation. When I asked why she decided on nursing instead of teaching, she promptly said:

Because my mother was a nurse and I had fond memories of working in a hospital. And for me, that had positive memories, because I spent time with my mother. And everybody was really nice to me and they enjoyed me – patients and health care staff alike. That was remembered totally as positive and, erm, school was, erm, completely remembered as negative. ... And I decided it, even though I later had positive experiences at the boarding school. [...] However, it wasn't a lengthy thought process. Becoming a nurse suggested itself. And then I just did that.
(Beatrix: (I) 40-46)

In this excerpt, Beatrix clarified her decision-making process related to her first occupation as a nurse. She pointed out the proximity that led her to the heuristic decision to become a nurse. Beatrix's career narrative into teaching can be described as complex and intertwined, however, it is presented as a cohesive narrative into teaching in which she directed her career for the better. The level of personal confusion related to her own positive and negative school experiences in connection with the teaching occupation seemed to have contributed to her complex, entangled career narrative.

After the first negative experiences, I then went to a cloister boarding school [...], then everything changed. The pure opposite happened. There were two nuns, who dearly loved me, fostered me, and supported me. And suddenly I was great in school, I was happy and I felt strong and realised, "hey, I can do anything!". [...] That was a 180-degree turn from doing nothing and bad grades, erm, to striver so to say. And I then quickly realised that it had nothing to do with me, rather, erm, actually with the teachers.
(Beatrix: (I) 6)

Here, Beatrix spoke about her insight on how teachers influence pupils' performance for better or worse in her view. Since this recollection was shared at the beginning of the interview, it seemed that Beatrix wanted to contextualise her own career history in a way that made it clear why she perceived her career move into teaching as atypical. Therefore, further to the complication of the incompatibility of nursing for her as a single parent with two young children, for economic reasons and better compatibility with school holidays, she presented her insight that teachers influenced her performance as

a pupil – for better or worse. Therefore, Beatrix narrated her career as entangled. Since Beatrix focused on explaining the reasons why she altered her career from nursing to teaching, it appeared that despite the complications along the way, she presented an intact career narrative.

Other participants described their career path as even more entangled, using strong labels such as ‘odyssey’ to express the feelings of wandering and confusion experienced while finding their way into teaching. Despite this looser narrative about the journey into teaching, participants conveyed a sense of integrity and ownership over their career history and the directions they followed. For example, Luigi used the metaphor of an odyssey to describe his experience of navigating his career. His odyssey included his family background since both parents were teachers in a small village. He found it hard being a teacher’s child, meaning he categorically excluded the occupation for himself. His interest in music led him to want to become a drum teacher, meaning he started studying music and practising as a drum teacher in schools. However, during this time, he experienced loneliness, missing a team to interact with. He felt that he ‘didn’t belong’ to a community due to his employment conditions, which required him to teach at several schools. Consequently, he turned away from music teaching and became a business administration specialist, practising first in roles with no educational activities and later in multiple roles with educational activities. He gradually worked towards roles with a more educational focus until he changed his career to become a teacher.

Well, it was, em, quite an odyssey, I must say. I, myself come from a family of teachers. So, my father was a primary teacher and my mother was a secondary teacher. And so, growing up as a teachers’ child in a village wasn’t always easy. I’ve always been a bit the son of the teacher. And I thought for a long time - this is an occupation that is out of the question for me. It’s a definite no go. And I could never imagine it. So, I started very early with music and enjoyed it and then thought, I want to become a drum teacher.

(Luigi: (I) 128-130)

During my studies, I was able to have my first experience as a drum teacher. [...] That is nice work. This is something that really appealed to me. And then I also got

to know a bit the dark side - one is just very lonely. Over time, this led to me no longer imagining really doing this as an occupation. [...] I then, via second-chance education, did a business administration apprenticeship.

(Luigi: (I) 134-138)

I could start as a trainer and educate on the software products that we developed. [...] And this was a very exciting function. [...] That's where I got then much more into the course instructor practice. And then somehow the desire developed from there to have this as an occupation. Actually, solely educating.

(Luigi: (I) 140-142)

This has now led to where I am, just, over multiple detours, where I previously could not have imagined, kind of, doing such a thing.

(Luigi: (I) 150)

Further to this, in these excerpts, Luigi spoke about his shift of attitude towards the teaching occupation. His attitude shifted from a definite rejection of a career of becoming a teacher towards a weaker rejection. The use of the word 'somehow' in the third excerpt seemed to suggest that he remained mystified by this shift in attitude, although he reported being happy as a teacher at the time of the interview. Luigi appeared to be grateful and expressed serenity that he was able to, at long last, find his way into teaching. Therefore, it seemed that Luigi experienced his career transformation as entangled and yet he presented an interconnected career narrative.

The accounts of tight or entangled career histories illustrated that participants made sense of their career transformation by creating a connected narrative. These narratives were either straight towards teaching or needed disentangling to create a cohesive story that participants own and in which they demonstrate their abilities to direct their career towards teaching.

4.3.2 The power of self-reflectiveness and humility

All eight participants engaged in two critical personality-driven behaviours to direct their career transformation: self-reflectiveness and humility. Firstly, self-reflectiveness was

demonstrated by participants thinking about what they were doing, meaning the self was the subject of reflection. They then reflected on what happened and what they could do differently next time. As part of their teacher education, they took part in guided reflections to ensure they effectively learnt from experience. For example, these might have been with their practice teachers (experienced teachers who oversee student teachers by conducting mandatory debrief sessions) or peers. After their teacher education, some participants continued with this practice to some extent, either individually or with mentors or peers. Secondly, humility was embodied through humble, modest behaviour, accepting feedback, and recognising that others may know more than they did. Both personality-driven behaviours enabled participants to direct their career transformation by effectively learning from experience.

For instance, Anna described being required to think about her actions after the fact.

What works well, one can tell. And what works less well in the application of the method in the lesson. And you have to contemplate. And yes, reflect, reflect a lot. Exactly. A lot of reflection. This is what I remember from the teacher education, a lot of reflection, more than, em, what I was doing before perhaps, or had to do.
(Anna: (I) 134)

Here, Anna talked about how she experienced the reflections as being imposed on her by the teacher education programme practices since she repeatedly used similar words related to reflection ('contemplation', 'reflect', 'reflection'). This suggests that the process of reflection was consistently reinforced during her teacher education. As Anna spoke about how much it annoyed her during the teacher education training, she also recognised that it allowed her to practice reflection as a new teacher without feeling forced to do so, and what it meant to her.

At times that was annoying and cumbersome, because one – oh, does it have to be again or now I must think about myself again, I must say, I did not always appreciate that. With hindsight, I would say – it was good. [...] And erm, to learn that and to now practice it on my own. To think it through and to reflect means for me to be able to think in a differentiated manner and, of course, take a meta-level perspective, that I, em, for example, not to take everything personally but on my

own, via self-talk, then find a solution or personally develop.

(Anna: (II) 389)

From this excerpt, it seemed that Anna could see in principle the benefit of the self-reflection for herself as a new teacher, although she felt that it was forced upon her more than she appreciated. She mentioned as a benefit to her that she had learned to take a distinct perspective to address challenges by herself and learn from her experiences, especially now as a new teacher.

Similarly, Frank accentuated that the mandatory, guided reflective practice required by the teacher education programme pushed him to effectively reflect on his ability to question and reflect on his classroom behaviour.

It is part of every day and reflection has been drummed into us. It helps you afterwards, with everything, to even get some insights from that. During the first few times, where we taught, where we worked as a duo and each took several lessons on. Afterwards, we often had to scrutinise the lessons [...] with a much younger practice teacher. And he, once more, triggered us during his debriefings. And from that, we later got a lot out of that.

(Frank: (II) 644)

Here, Frank expressed that although the reflection practice was intense, he also experienced it as rewarding due to the insights that were generated. Like Anna, he expressed a notion of being forced to practice self-reflexivity, which was evident in the use of strong language ('drummed into'). Furthermore, Frank also seemed to recognise the different levels of effectiveness between reflecting or perhaps discussing with a peer student compared to the more systematic reflection with a practice teacher. He specifically acknowledged how valuable the debriefs with the practice teacher were. This may be because the practice teacher used reflection prompts, termed as 'triggers', to deepen his reflection and learn from his experiences.

Additionally, Beatrix found the self-reflective practice helpful for better understanding her teaching role as it allowed her to reflect on her assumptions about role stereotypes.

I firmly confronted myself - what role stereotype do I have? What role stereotypes am I presented with? [...] In the end, I realised - ah, indeed, there are many roles that I must or may play or tackle.

(Beatrix: (II) 597-599)

In this excerpt, Beatrix talked about how reflecting on her assumptions about her roles and what others might expect of her helped her to clarify how she wants to play those roles going forward. Her use of the phrase 'firmly confronted' suggested a real determination to look at the tricky issue of stereotypes. Interestingly, when Beatrix talked about the many roles she has, she used the words 'play' and 'tackle'. This might suggest she was ambivalent when it came to the issues of stereotypes. The word 'play' conjures the image of pretending to play a certain role, while the word 'tackle' appeals to going against certain role expectations. The practice of self-reflection seemed to have helped her to work through her own stereotypes related to the role of a teacher. Furthermore, it seemed that because of her reflections, she learned how to become better at playing the roles.

In addition to self-reflectiveness, participants embodied humility. For example, Lynn demonstrated her modesty by acknowledging that there were still things for her to learn:

I am learning myself because I mean, I also don't know everything about Switzerland, and how to go about it pedagogically. I learn something every day, for example, about subjects, about people, about children, about learning, about cultures, about conducting conversations [...], so I am involved in learning myself. I learn myself and that's what I enjoy very much.

(Lynn: (I) 40)

As well as recognising her cognitive limitations, it seemed that Lynn's openness to exploration and novelty sparked her to continuously learn more. Moreover, Luigi recognised the function of being humble as an SCT by pointing out the potential consequence of not being humble in this position:

I expected a lot more resistance. Pretty quickly, I was accepted there in no time as a fully-fledged member of the teaching staff. I did and was allowed to take over certain responsibilities and was able to contribute and they were then able to see - yes, he wants to and he wants to learn. [...] I was able to adopt very good tips and tricks that much younger colleagues brought with them from their education. And I believe that that has contributed somewhat. What would be certainly wrong - when you arrive there with a feeling of - well, I come from the private sector and em, I know much more, things that you don't know at all. And this demeanour, that you shouldn't convey. That is poison! [...] Many things are totally different, and you have to come with the necessary modesty at the beginning.

(Luigi: (I) 250-256; (I) 262; (II) 848)

In this passage, Luigi described his anticipation of pushback by teachers who qualified by the 'usual route' (FCTs) given his alternative path to qualification; that is, that he arrived via the route for individuals with professional experience and occupational qualifications outside of teaching. However, this did not happen. He reasoned that his behaviour of modestly embracing tips and tricks from his much younger colleagues helped him to gain acceptance. It seemed that he consciously adopted a learning mindset from the beginning while recognising age norms where older colleagues support younger colleagues. Interestingly, Luigi mentioned that his colleagues were significantly younger than him, possibly to demonstrate that he respected them for their expertise in teaching. This also implies a reverse correlation between years of teaching experience and chronological age. It seemed that Luigi was able to suspend the typical positive correlation between age and experience and with that, overcame a perception bias. He also was acutely aware of less helpful behaviours, such as promoting previous professional experience, that might have been perceived as arrogant or toxic. From this, Luigi concluded that humility was a more helpful behaviour as a new teacher.

Most outspoken about her demeanour was Beatrix, who specifically labelled the humility she used while settling into teaching:

I mean, I was also humble-minded. I mean, I still was a beginner. I did have various, somehow or other, professional experiences and other life experiences, that I could incorporate but I was always the beginner and the one, the enquirer, the

one that comes with questions. So, I modelled myself on those professionals.

(Beatrix: (I) 212)

Here, Beatrix spoke about how recognising her novice status helped to shape her behaviour. She consciously held back her previous professional experience and, as a learner, asked questions and trusted more experienced teachers to shape her. Like Luigi, she recognised her beginner status. While Luigi stressed the importance of humility, Beatrix highlighted the combination of humility and trust in other teachers to form her as a teacher. Similarly to Beatrix, Thomas's beginner status and admiration for more experienced peers were sources of motivation for becoming better at what he does:

I have great respect, especially when I see younger colleagues, all that they do and can do. [...] I am certainly not yet an especially good teacher. [...] It is still a long way to go. My hope is that I can do it better than the way I am doing it right now. But that motivates me, because I know, that, well, at least I understand the mechanisms, how one should be doing it.

(Thomas: (I) 89; (I) 140; (I) 215)

Like Luigi, Thomas was aware of the age difference between him and his younger peers. It seemed that he was deeply humbled by his younger peers. The expressed admiration for his younger peers possibly conveyed that he, like Luigi and Beatrix, recognised his beginner status as a teacher. Further to this, rather than being discouraged by the feeling he had a long way to go, Thomas was optimistic about the future as he felt he was learning.

The accounts of the power of self-reflectiveness and humility exposed that participants engaged in two critical personality-driven behaviours – self-reflectiveness and humility – to direct their careers. These personality-driven behaviours demonstrated participants' ability to learn through reflection, as well as the humility to recognise that others have more teaching experience despite the SCTs' previous professional experience. Both personality-driven behaviours allowed them to continuously learn from their experiences (as teachers) through the lens of reflection.

4.4 Superordinate theme 2: Making amendments to the self

All participants talked about the challenges they faced during their initial time as new teachers. They were challenged by tasks, including the development of new teaching materials, preparing teaching sessions, managing classroom performance, and accommodating family responsibilities. For example, Frank described the challenges as follows:

The first year is pretty intensive. Because everything is new. And next to teaching, we had a full day of study at the 'teacher university'. [...] Writing seminar papers, assignments, very detailed lecture preparations that had to be submitted to the mentor or the practice teacher. And on top of it, I had small children. That was very wearing, well, effort, time-effort-wise, wearing time.

(Luigi: (I) 244-252)

The various challenges required participants to amend themselves to the new context by contextualising previous professional experience, accommodating their school's work habits, and aligning with their new role of 'teacher'. Therefore, this second superordinate theme (Making amendments to the self) is split into three sub-themes: 'Contextualising previous experiences' (4.1.1, p. 113), 'Accommodating existing school's work habits' (4.4.2, p. 118), and 'Aligning oneself with the new role as teacher' (4.4.3, p. 124). These three themes represent the intrapersonal adjustments that participants experienced.

4.4.1 Contextualising previous experiences

All eight participants contextualised their previously acquired experiences, which helped them with their confidence during challenging times as new teachers. This sub-theme includes quotes from five participants (Bernard, Anna, Luigi, Frank, and Lynn), as their accounts had the richest examples that demonstrated which previous experiences they contextualised and what this meant for them.

Bernard contextualised his previous experience of getting familiar with new technologies to becoming familiar with pupils, so much so that he applied his familiarity with continuous learning to teaching, which helped with his confidence as a new SCT.

With my last employer, the exciting thing was, and it did do me good, that I always was able to learn new things. Like new technologies, and I was curious to familiarise myself with new things. Erm, and I now had the same experience for the last two years with the class. I got to know the class, developed a feeling for how each child, erm, ticks. ... What were, back then, the evolving technologies, has altered to getting to know the children and see them continuously evolving. I kept my curiosity, so that I could figure things out. So far, there was not a point in time, when I could stand up and say, now I know what makes the children tick. It continuously changes. So, I try to continuously adjust, respectively be one step ahead. ... That's what helped me tremendously. Having the curiosity for things and novelties that come up. Also, inquisitiveness has helped me enormously.

(Bernard: (II) 828)

In this excerpt, Bernard drew parallels between his previous experiences as an IT engineer and now as a teacher. Both experiences required him to respond to continuously changing situations. As an IT engineer, he experienced continuously evolving technologies, and as a teacher, he experiences continuously developing pupils. It seemed that Bernard contextualised his previous experiences in a way that stressed the psychological function thereof. He illustrated that his experiences of adapting to ever-evolving technology gave him the necessary confidence to (again) continuously adapt to pupils by trying to figure out what makes them tick. Notably, Bernard appeared to recognise the constant tension he felt between responsiveness and anticipation. Paradoxically, he first tentatively mentioned that he attempted to adjust (responsiveness to change), and then he considered that he ought to anticipate needs (anticipate change). Possibly because of this cognitive dissonance, he contextualised his previous experiences in a way that helped him to maintain self-confidence by recognising the ambivalent nature of technology evolution and child development.

Anna was required to be adaptable and improvise in both her previous work and her new role as an SCT:

I have to be very flexible, like really flexible, in responding to situations, em er. And keep calm, like in my previous occupation, when I was away on business in the USA and we scheduled meetings with clients. And then, they were rescheduled at short notice. Or you were in a meeting and the client wasn't interested in what we prepared and presented. But you had to really rather quickly still spark the interest of the client. [...] And here it is, all the same. Well, you have to be flexible on the day of class. [...] And when I realise something doesn't work in the class, I have to quickly conjure something from my repertoire, so that the children, erm, get interested. And I believe this is a synergy from before, the selling and marketing. [...] Sometimes I imagine the small children to be my clients.

(Anna: (I) 308-314)

In this excerpt, Anna demonstrated that her experiences served her well in the new situation, where she could draw direct parallels to her previous work experience in sales and marketing. Specifically, the experience of being agile helped her in the new context to adjust her teaching in an ad hoc manner and to manage the children's expectations. Interestingly, the use of the word 'conjure' suggested that she drew on her repertoire to create an air of magic about teaching by quickly creating a spark of interest fashioned by transferring or adapting prior knowledge to the task at hand, similarly to how she had previously done with her clients. Those experiences helped her to be open to change, and respond to stress with low sensitivity. Moreover, Anna built on others' perceptions of her ability to demonstrate presence and a high-profile business experience, as well as her seniority and tactic of sharing her parenting experience.

The professional experience I consider to be important. And that's what I always, or what I then actually, hear from others, that the contact with adults [...] in this case, also parents, how you converse with them or other involved grownup people within the school periphery, that a certain appearance or a certain presence matters. I believe that my professional experience has helped me a great deal. Also, every so often, I got the feedback, it is great that you, as a career changer, are here now. Well, more people should come from the economy or other environments to bring in, in some way, their experiences into the school. Well, I have then felt a sense of,

em, appreciation.

(Anna: (II) 383)

In this passage, Anna described valuing her previous experiences and which experiences were relevant to her in the new context. She felt that her communication skills with parents and self-presentation experience were most recognised by other adults. The feedback Anna received from the children's parents appeared to have elevated her self-esteem as a new teacher and, therefore, led to her feeling more confident and accepted in the new context with her previous experiences.

Similarly, Luigi's experience of previous professional experience helped him to maintain a sense of confidence and face the challenges encountered.

The different experience that you can bring to the school, [...] the experiences you gained on different levels, they give you a different perspective. [...] What has also helped me was that I used to be organised in my previous work, to structure things well. [...] That's what I value most from the past. It was alleviating because I experienced similar things before. And it has relieved me a bit. Well, because I knew, I can draw on certain things, [...] and I wasn't helpless and that is what I perceived as the greatest alleviation.

(Luigi: (II) 726-730)

Here, Luigi described how his distinct perspective and working technique were beneficial for him as a new teacher. These factors comforted him and were a source of confidence.

Like Luigi, Frank talked about how, as a former boy scout leader, he continued to value that guiding philosophy, which now increased his confidence as a new teacher:

Concretely, it is the confidence. I believe in daring the adolescent. That they do get their ducks in a row. That is what the boy scouts exemplify. [...] Everything is organised by youth and then co-led by youth. [...] And that, I believe, I notice that now in comparison to other teachers in our team, that I have greater confidence in the abilities and potential of these young people, because I have come to learn

about their possibilities, if you simply let them experiment.

(Frank: (II) 865-874)

In this passage, Frank described how he contextualised his previous experience by entrusting his pupils to try out things and believe in their potential. When I asked Frank about perceptions of how his experiences of working in sustainability impacted his work as a teacher, he answered:

It is mainly the activity of consultancy, I believe. So, it is less the content of sustainability but the consulting as such. [...] That I, first of all, observe, what is the position and the needs of the client. And then accordingly, I know my goals and then I try to find out the goals of the client. And then I start thinking, how, em, how could we best wangle it, so that in the end it works for both, that we have a solution. I think that is what I suppose I carried over – the consulting.

(Frank: (I) 364-371)

Frank's reflections on how his previous experiences impacted his work as a teacher demonstrated his ability to contextualise how a particular skill was transformed into the new context. More specifically, he seemed to have contextualised his consulting experience in a way that emphasised the iterative nature of identifying needs – the client's needs or the pupil's needs – to lead towards a resolution. Interestingly, Frank used the word 'wangle', which suggests that in situations where he is unsure what to do, he negotiates possible solutions to get the best out of a precarious situation where he needs to align his goals with possibly conflicting goals of clients or now pupils.

While Frank contextualised a particular functional skill (consulting), Lynn contextualised her previous experiences more broadly in relation to management skills (leadership). When I asked Lynn about what occupational experiences she carried over to her work as a teacher, she answered:

The leading, put simply. The word has it: class leader. I am the class teacher, therefore, I lead the class. Well, I accompany the children, em, over three years, on their way. And yes, I am the motivator and everything else that is needed. And, erm, I try for the children to gain additional benefit. The benefit of their

development, that they continue to learn. And I believe that this is certainly something that I took with me. To develop, team development, class development. Em, also conversations with parents, em, planning and organising, that's for sure. (Lynn: (II) 321-327)

Notably, I prompted her in a way that did not mention her previous work experience in managerial roles as a sales manager, however, Lynn's response was very prompt in highlighting her leadership experiences. In this excerpt, she demonstrated how she contextualised her previous managerial experience as a sales manager in teaching by stressing the continuity of her leadership experience. It seemed that for Lynn, the meaning of her previous managerial experience was even more important than just putting previous experience to effective use in the new context. She mentioned the aspect of leading four times at the beginning of this excerpt, which suggests that in addition to having carried over leadership skills, she possibly carried over her leadership identity or at least a role definition for teachers where the aspect of leading strongly features. Moreover, Lynn's promptness in responding to the question of transferable occupational experience appeared to be indicative of the confidence she derived from contextualising previous experience since she came across as very self-confident in how her previous experience impacted her as a new teacher and certain in her interpretation of the importance of the teacher as leader.

The accounts of contextualising previous experience (such as marketing, sales, working techniques, leadership, and consulting) demonstrated that participants amended the self by transforming the meaning of previous experience to the circumstances of their new occupational requirements (such as parent conversations and pedagogy), leading to increased self-confidence.

4.4.2 Accommodating to school's work habits

Five participants (Frank, Luigi, Anna, Sven, and Thomas) talked about which work habits in the school culture they experienced as annoying, frustrating, or confusing and how they resolved those unpleasant feelings to accommodate the school's work habits. This theme includes data from four participants (Anna, Luigi, Sven, and Beatrix) as their accounts were the richest.

Participants described feelings of annoyance, frustration, and dissonance, implying the need to change a particular work habit in their school, specifically around meeting culture. Interestingly, participants seemed to link their dissatisfaction to the school culture, not to the individuals hosting those meetings.

Luigi talked about his perceptions of and opinions about internal meeting staff practices.

If we would have done meetings in the past like we do them now, then we would have been in trouble! [...] Time seems to be no problem. You simply have time. So, discussing something for two hours without conclusion, and that it doesn't even matter that there is no conclusion, nobody is interested, you just talked with each other. The reference that time is money is totally missing! And that is what was difficult in the beginning. Indeed, in the beginning, it really disturbed me.

(Luigi: (I) 306-308)

Luigi used the phrase 'time is money' to refer to meetings from his previous occupation, implying that time is more important than other unmentioned values. He expressed how much these meetings troubled him when he started working as a teacher. It seemed that Luigi carried over his frame of reference that meetings should be conducted with the utmost respect given to people's time. Likewise, Sven felt disillusioned by the meeting culture at his school:

There is so much administrative work to do. Well, meetings and school development activities, further developments, there I often have the feeling, during those meetings, where it is about helping to further the school, that there are often many participants, similar to myself, who participate and think to themselves, well, actually I have very different things on my mind right now. [...] But another hour has been lost. [...] First of all, I have to make sure the pupils sit straight on their chairs.

(Sven: (II) 831-833; (II) 837-839; (II) 845)

Sven experienced staff meetings and the associated teacher staff activities as an additional burden to his primary task of teaching. He expressed his frustration, seeing

these meetings as a waste of time evidenced by his use of the phrase, 'another hour lost'. Sven metaphorically spoke about his 'pupils sitting straight' to express that basic needs are not yet addressed and, therefore, time spent on non-teaching activities such as meetings was perceived as a loss of time and in conflict with his priorities. Similarly, Anna found inefficient meetings challenging in her new school culture:

What still alienates me are the processes here. Well, everything is somehow unprofessional, the processes, workflows are unclear, the responsibilities are not clear, you have to figure things out for yourself. [...] The efficiency is certainly a topic, at least in my perception. I find meetings and other conversations are not efficient enough. Those could be, to a certain extent, designed to be more efficient, without compromising the welfare of the children or the mandate of a teacher.

(Anna: (II) 427)

Here, Anna articulated her dissatisfaction with staff meetings and other interactions outside the classroom. Like Luigi, Anna's thoughts about what constitutes an efficient process or meeting seemed to be influenced by her previous experience of processes while working as a technical manager of regulatory affairs in the quality assurance department of a regulated healthcare corporation for many years, where she was responsible for leading a team of employees who ensured adherence to quality procedures and processes. In her rationale for more effective meetings, Anna emphasised that these would not negatively impact child welfare or the purpose of a teacher. She possibly recognised here that her awareness of her work environment had changed, meaning she had become more people-orientated rather than being task- and efficiency-orientated.

In addition, Anna experienced frustrations related to the stronger people-orientation of the school culture:

Getting used to the school culture wasn't so easy, because I kept thinking – oh, no! Is that necessary now? Yes! Do I have to deal with it now? Can we not, erm, finish, get it done and erm, can we not just get back to the agenda for the day? It was often like that. But in the meantime, I have come to appreciate it. It doesn't mean everything else gets neglected because of that. But it is really valuable, yes, to

consider the people-orientation more. It doesn't mean that other things are neglected. But that it is also of value, to focus even more on meeting the human being where they are. [...] Others check in on how things are and how you are doing. One is detecting others' needs. And that is not only among teaching staff but also in general, a topic, that one, em, addresses the needs of others.

(Anna: (I) 222; (I) 220)

Anna described how she had come to appreciate the value of her new work culture/environment. She laughingly talked about how she became aware that, when working in this environment, her initial preference for task-orientation, where tasks are valued over relationships, created a dissonance that she had to solve by shifting towards people-orientation, where relationships are more valued. It is remarkable to see how quickly Anna switched from mild complaining to reflecting and sense-making, sharing her interpretation of why the culture operates as it does, as well as her commitment to accept and agree to the culture, despite her initial reservations surrounding a culture with a stronger people-orientation. This was so much the case that Anna concluded with conviction that these more personal interactions can be attributed to the school environment, which she seemed to consider as a spill-over effect, given that the school's purpose is to attend to the needs of others. However, it seemed that revisiting this perspective helped her to feel less dissatisfied.

Likewise, Luigi used rational explanations to change his perspective on work habits in his school and lower his frustrations. Over time, the culture seemed to become less troublesome, possibly as Luigi was resisting less to acculturating to his school's processes.

I was saying to myself – it could be much more efficient! It can't be like that and anyhow! But then I realised – that this is simply part of it. That is the industry, and it works like that. And then I started to come to terms with it. It still troubles me today. I find it still terrible in parts. How can you waste so much time for nothing? And that things could be organised much more efficiently but I then, at one point, I accepted it, that it's just like that and that it belongs to the state-run educational sector. But at the beginning, it was very difficult, and it surprised me.

(Luigi: (I) 310-320)

Here, Luigi revealed his inner dialogue about how the perceived inefficiencies made him angry by using superlatives ('much more'). Additionally, Luigi figuratively saw himself as a connector with an outside perspective. In this way, he could come to terms with his frustrations over the school's work habits.

This is where a side-entry teacher, every now and then, can nudge and say – hey, guys! It can't be that we [...] should work differently. And that is sometimes also the role, that we must bring in that outside perspective. [...] But you have to be very, very careful in bringing in those things, otherwise, they say, right, him again! And sometimes, you have to then do the extra work because they tell you, you have just volunteered yourself.

(Luigi: (I) 328-348)

Here, Luigi seemed to use his role as SCT to try to change and challenge his school's work habits. He specifically labelled himself as a 'side-entry' teacher and identified with other SCTs and indicated that they are on a par with FCTs as a force to be reckoned with. It seemed that this rationalisation helped him to lower the experienced intensity of feelings from anger to frustration. Luigi appeared to have been able to defuse negative feelings to a more bearable level as he highlighted that the process of coming to terms with school's work habits is still going on ('started to come to terms [...] still troubles me'). He also seemed to pay attention to how he made it easier to accept his outsider perspective and not jeopardise his integration efforts by role-modelling the changes he would like to see. Interestingly, Luigi seemed to position himself as part of a unique group (SCTs) within the school culture that tries to create change by gently role-modelling from within.

Likewise, Beatrix seemed to rationalise and use her role as SCT to lower the experienced intensity of unpleasant feelings. She talked about how her socialisation in the healthcare system, where she previously worked, influenced her perceptions of the school culture.

It happens every so often, that I talk straightforwardly, as I know how from my twenty years prior to this, that is then, it is not well received. So, each time it

happens, I get a pushback. I am very happy in my occupation. But I am a migrant. I am differently socialised, also linguistically and related to interacting with others, and related to culture. And I do notice that. And others notice that too. And most value it, so they say and that they think it's necessary. That something different gets in. And then there are those that don't value it at all.

(Beatrix: (II) 545-553)

Here, Beatrix reflected on her value of honestly speaking her opinion, as she did in her previous role. She demonstrated responsiveness by considering the feedback she received which, in turn, increased her cultural self-awareness. Beatrix pointed out her experience of having an existing frame of reference, her attempts to find the right balance between what she saw as acceptable, and what others saw as the behavioural norm in school meetings, as well as how she sustained her insider-outsider perspective based on feedback from those peers who believe her perspective was valuable. Like Luigi, she referred to feedback from others who valued her distinct perspective, possibly to counter the setbacks experienced. Like Luigi, Beatrix positioned herself in a unique space (migrant) within her school culture, seeing that it is okay to continue bringing in outsider perspectives to lower feelings of alienation and discomfort. It seemed that for both, coming from a different organisational culture required them to negotiate their cultural integration to value the culture of their origin as well as their new school culture.

While Anna, Luigi, and Beatrix tried to move from an unpleasant feeling of rejecting the schools' work habits towards some degree of acceptance, Sven did not fully dissolve the unpleasant feelings related to his school's work habits.

And then, well, then you just sit in that meeting and, and it goes from one agenda item to the next agenda item, and you make sure, that you get through this without harm as much as possible and not take on any additional tasks. [...] Certain things are just a given.

(Sven: (II) 835-839)

Even though Sven did not actively try to change his feelings about the meetings, unlike Luigi and Anna, his feelings still changed. While Luigi and Anna actively rationalised

their experience, Sven appeared more to passively defuse by externalising the control over events. It seemed that he minimised participating actively in meetings to reduce the psychological pain caused by disagreeing with the school's ways of working. Sven continued to feel uncertain about his school's work habits by proclaiming that these habits were outside his sphere of influence (externalising). However, Sven used passive language which possibly implied a sense of resignation about the meetings. Therefore, he revised his perspective to see these as things that cannot be changed. This seemed to consequently reduce his uncertainty about the teacher staff meetings.

Participants demonstrated that revising their perspective (for example, by shifting from task- to people-orientation; letting go of a frame of reference; using the SCT role to justify their outsider perspective; actively rationalising or passively externalising; changing from within or letting go of the will to change) allowed them to either make sense of their unpleasant experiences of their school's work habits (teacher staff meetings) or at least lower the intensity of negative feelings. Assimilating to the school's ways of working required participants to defuse their level of annoyance, frustration, and hesitation to a more acceptable level, which was possible because participants made amendments within themselves.

4.4.3 Aligning oneself with the new role as teacher

Five participants (Bernard, Luigi, Anna, Sven, and Thomas) shared accounts of how they were aligning themselves with their new teacher roles by accommodating a 'new/altered' understanding of their roles and teacher behaviours in response to their main challenge of managing classroom performance. They described figuring out, achieving, and sustaining a productive learning environment for a group of children or adolescents. This required them to make critical behavioural adjustments towards the class and/or revisit their understanding of the teacher role so that they could adjust to the new work situation.

Bernard described his challenging experience with classroom management:

After some time, the practice teacher backed off. [...] And then I got to the point when I was floundering for the first time. It simply got too loud. And I had no longer a proper grip. The children still had the impression of when I first got in and did not

immediately draw a line by knocking on the table when it got too noisy.

(Bernard: (I) 177-183)

Bernard described his attempts to regain the lost control. He used the phrase 'no longer a proper grip', which suggested he experienced the situation as spinning into a dangerous, uncontrollable situation. He realised that he was held back by the first impression he created with the children and, therefore, regaining control was hampered. He experienced the situation as floundering, leading to feelings of insecurity. Bernard reflected that these experienced challenges stemmed from assuming that school children are equally motivated to the children he worked with as a youth worker:

In youth work, children come because they enjoy it. And because they can see, hey, okay, that is my care worker, he does something that is cool. Something that we feel like doing and yes, in school, well not everything follows the pleasure principle but one must be guided towards things that are new to them.

(Bernard: (II) 834)

It seems that transposing the assumption that the children in a school context would be as motivated as the children in a youth work context came to Bernard at an excessive cost, as he realised that reversing first impressions was a taxing endeavour. Bernard's previous experience as a youth worker became a disadvantage, meaning he had to adjust his behaviour by being stricter with the children. He also had to revisit his understanding of what the role of a teacher encompasses, as he described:

My expectations of the teaching occupation were much more simple-minded. In a sense of, erm, well, I take care of the subjects. As in, I only must take care of the subject knowledge. That was what I solely jumped at and looked at, oh, how could I structure this nicely, neatly but – and I held onto what I prepared and then I noticed, oh, I minded the class too little. So, that's why it didn't effectively catch my attention, because my head was totally on the subject of the lesson. I was too much in the subject and too little in managing the classroom. And, em, my expectation was towards the subject, so the teaching of subjects. What I have now learned better, that it is much more important, that you are in it for raising children and that

teaching a subject only works when you have their attention and when you can keep their attention, only then is it worthwhile diving into the subject.

(Bernard: (II) 890-892)

Bernard's experience and reflections led him to revisit his approach to teaching, which he now saw as first about raising children and only afterwards about teaching subjects. Similarly, Thomas saw that he had to adjust to the reality that pupils are not voluntarily at school, as well as realise that his personal and socioeconomic background greatly differed from that of his pupils:

Especially weak pupils, they don't come because they want to learn something. [...] You have to think carefully, how to meet them where they are. What is their lived reality? How can you break it down into the smallest possible unit? And for me it was, if anything was negative, that I am differently, like totally differently socialised and was raised differently and had a different attitude towards school. I assumed that the pupils come with the same attitude but then I had to watch what attitude they showed up with. So, you can't – that was extremely far apart. So, when you realise, they have really zero interest in anything! They don't have hobbies! They game! Then the worlds are really far apart from each other. And that is what still occupies my mind, and where I have to be careful, that I retain the respect and not switch off and succumb to the principle – okay, we are now apart from each other. That is THE art.

(Thomas: (I) 193-195)

Thomas described how hard he was trying to not lose respect regarding the pupils' lack of interest and so resorted to a detachment strategy. When he talked about the students' lack of interest, absence of hobbies, and prioritising of gaming, his intonation sounded angry and somewhat hateful mixed with disrespect. The size of the value gap between him and the pupils is emphasised when he used the term 'worlds' and when he disregarded gaming, without realising that the pupils might consider this a hobby. However, Thomas quickly shifted back from speaking somewhat fuelled by anger and desperation to frankly sharing that he was aware he needed to actively use and value the pupils' experiences to maintain his bond with them. He declared this to be an art, suggesting that he assumed bonding requires creativity and empathy.

Consequently, Thomas, like Bernard, had to work on creating a productive learning environment by being stricter with the class and reinforcing discipline. Thomas shared how, over time, he could make necessary behavioural adjustments, gaining insights over the course of several cohorts.

Now that I took over my second and third new cohort, where right from the onset, I approached it very differently and I can see the impact. [...] I am far too good-natured, naïve, I always think it'll be fine but you really mustn't think twice, there is no need to discuss certain topics. And if you only hesitate for a tenth of a second or a hundredth of a second, when someone is asking you for something, must I really? Can I do it tomorrow? Em, I had about one hundred thousand situations like that in the last three years. And guess what, they notice the difference immediately [...] You have to be strict, right from the onset and then it works acceptably well. [...] There were situations where I should have been much more consistent and stricter right from the onset because they want that. If not, then they are overwhelmed but when you tell them this is how I want it, then they can react.

(Thomas: (II) 524-530)

Thomas's experiences gave him the insight to act with consistency and perseverance, thus creating a productive learning environment in the classroom. He assumed that a persistent and more authoritarian approach leads to a more productive learning environment for pupils. This was also emphasised by his exaggerated terms such as 'tenth', 'hundredth', or thousands of seconds/situations, suggesting that he needed continuous effort and dedication to set the boundaries and achieve a productive learning environment.

Likewise, Sven had to increase his assertiveness in class to ensure a productive learning environment. He shared his approach of being stricter as well as the insights that resulted from this.

What surprised me, that we, erm, well, I actually do not want to raise my voice in class. But sometimes this is simply what is required. But that wasn't a strategy, that I said to myself – "now I'll raise my voice". It eventually was simply due. Where I

thought, now I have to, now it is enough. And then, em, well I assumed that many children are somehow intimidated or become recalcitrant teenagers. [...] And actually, the opposite was true. It over and over, erm, showed that the following lesson went much smoother. [...] And that I got the feeling that certain children somewhat, em, are in need of, em, limits and a frame of reference. And maybe seek that out to some extent. Because maybe at home they do not have that enough. And that rather astounded me since I was expecting that many children then withdraw. [...] I still catch myself justifying once I have calmed down somewhat by saying: "I actually DO NOT like telling you off and raising my voice. That is not my style, that also saps my energy. And, actually, I don't want that." And also, I say, "it doesn't apply to everyone, it applies to a few, and those that it applies to, those should give it some thought." And it is very important to me that at the end of the lesson [...] that I can wish everyone a good afternoon and that the air is cleared. (Sven: (II) 1041-1063)

In this excerpt, Sven first talked about how he acted with greater assertiveness than before by raising his voice. Although he initially expressed that he was not following a deliberate strategy to raise his voice, he thereafter gave it more thought. This then led him to conclude that greater assertiveness was a required response, realising that for some children, the absence of boundaries in their families justified his altered behaviour. Sven seemed to make sense of this experience by realigning himself to the role of a teacher as someone who sets norms and maintains boundaries. As a result, it seemed that Sven accepted and even embraced the need to be tougher due to his revised understanding of the children, but he did it in his way by 'clearing the air' afterwards.

Thomas and Sven had to accommodate their insights (respect and assertiveness) to then make the necessary behavioural adjustments by becoming more assertive, respectively maintaining respect, and so creating a productive learning environment for all their pupils. It seems that their personalities are naturally low on assertiveness and, therefore, they had to act, to some extent, against their personality preferences to achieve the desired outcome. As Sven pointed out, modifying his behaviour came at a cost, draining his energy levels. Similarly, Thomas noticed that, after some lessons, his energy went down rather than up, as it would when things went well in the classroom.

Sometimes I leave the class more energised and I think – hey! That was cool. And then there are lessons, where I leave and then I am down from 100% to 80%, because things came up [...] and I was not able to absorb them with my leadership. (Thomas: (I) 233-235)

Like other participants, Luigi talked about the challenges of creating a productive learning environment. While this was a lengthy process, he believed in a flexible approach that one must go through for each class/cohort to achieve appropriate classroom discipline.

It took me a long time until I found my own approach to disciplinary questions. And even now it is not entirely clear, so, even now it is unsteady, because sometimes I think – hey, you should be stricter. Or is it okay to open up a bit more? Or are they taking me then less seriously? And it is a constant testing [...] and it takes at least a year in a new class. Therefore, the first year is quite strenuous. You have to define everything, mark out, set boundaries. And once everything runs smoothly and a community is established, then it is a wonderful working relationship. And you just have to get through this. I think this is something that you have to realise for each new class. That it is not just the first class, it is over and over again that the group first has to form. And this requires perseverance and calmness, so that you don't immediately question everything, when things don't run smoothly. It is totally normal that things don't run smoothly.

(Luigi: (II) 526-542)

Luigi revised his classroom management self-assessment from an area to improve to an area to endure. Although he first evaluated his challenges with managing the classroom as unstable and requiring improvement, he went on to reflect on his challenge and experiences. This led him to conclude, and partially accept, that part of the teacher's role is displaying perseverance and the calmness to develop and stabilise the class over time. It seemed that Luigi adopted a position that assumed classroom discipline is a reoccurring situation to be developed for each cohort (as he teaches the same class over several years) and while progressing towards appropriate classroom discipline, he expected and accepted setbacks. Furthermore, it seemed that Luigi

realigned his understanding of the role of teacher by recognising the need to accept it takes time, constant assessment, and behavioural adjustment to achieve appropriate classroom management. Revisiting the nature of developing and managing the classroom as a task for each cohort, rather than something that he personally must improve, seemed to help Luigi to make sense of the challenges he experienced.

Similarly, Anna experienced having to adjust her behaviours and revisit her understanding of the teacher role. She also reflected on what personality traits she had to be mindful of and how the absence of specific previous experiences required her to come to terms with pupils with low cognitive capabilities.

I was already patient, a patient person but clearly, what I now learn here for myself, I have, I have a very mixed class, so a heterogenous class including underperforming pupils. And because I come from a success-oriented environment and I must honestly say, previously had no contact with really weak and underperforming people who are not listening because their cognition doesn't allow them to. There I really had to learn, not only to be more patient but also to offer help. Previously, I would have said, oh well, we are not on the same wavelength, so I don't have to do anything with it. But here it is my duty and my, em, my job and I have to do it and I have to deal with it. And I must learn to deal with it, and I like that. It shouldn't get on my nerves or make me impatient, otherwise, that is my occupation and I have to look out for what are the values of this child, this human being, in order to deal well with the child and to help on. So, I think this is important.
(Anna: (II) 371)

Like Thomas, Anna was a new teacher exposed to unknown realities; in her case, pupils who had intellectual capabilities that were lower than what she expected or had experienced before. This required her to revisit what it meant to be a teacher in the context of pupils perceived as underperforming and consequently adjust her behaviour to focus on respectfully connecting with pupils as fellow human beings. Here, Anna talked about the insight to change her perspective of the role of a teacher to adjust her behaviours. At the beginning, she used quite harsh and pejorative language ('really weak and underperforming people'). Later, the magnitude of perspective change can be considered of seismic scale since she then used a hugely different vocabulary

(‘child’, ‘human being’, ‘help’), which represents more of a humanist perspective. Therefore, it seems that her identification with the teaching occupation and understanding of the teacher role became deeper despite, or perhaps because of the challenging experience of working with pupils with lower intellectual capabilities. Anna seemed to differentiate between her personal and professional identity. In her professional identity, she emphasised her conception of what is expected from a teacher by using the term ‘duty’ and the appeal to herself to ‘deal with it’, meaning that engaging or not engaging was less of personal choice. Elevating the purpose of her teaching work to serving the values of children as humans enabled her to effectively support and foster the children, even when it was difficult.

Participants’ accounts of aligning themselves with the role as teacher illustrated that they experienced challenges in creating a productive classroom environment that required them to modify their behaviour to achieve a new or altered understanding of the role of a teacher (such as being stricter, consistent, assertive, respectful, staying connected, and acknowledging the professional value of helping). Participants demonstrated how their insights helped them to make necessary amendments within themselves to align themselves in their teacher roles.

4.5 Superordinate theme 3: Accentuating social professional support

Focusing on social support as new teachers, all participants talked about how their interactions with learning partners (for example, with practitioners such as peers, practice teachers, coaches, or mentors, or with pupils’ feedback) were key for building their confidence in either incremental or step-change learning.

The following two themes emerged: ‘Learning from practitioners’ and pupils’ feedback’ (4.5.1, p. 131) and ‘Step-change learning from practitioners’ (4.5.2, p. 138).

4.5.1 Learning from practitioners’ and pupils’ feedback

Participants called on a wide range of sources of social support by interacting with learning partners to deepen their learning as new teachers. The first group of learning partners were practitioners; for example, practice teachers, teaching partners, coaches, and mentors. The second group of learning partners consisted of pupils’ feedback.

All participants talked about practitioners, such as teaching partners, coaches, practice teachers, and mentors, who provided institutionalised support (such as mentoring or coaching from practice teachers or assigned coaches) and self-selected support (for example, working as teaching partners or self-selected mentors). Additionally, four participants (Luigi, Anna, Thomas, and Beatrix) spoke about the importance of pupils' direct feedback for learning as new teachers.

For instance, Luigi valued and trusted a practitioner who supported him as a practice teacher:

To start with, I had an experienced practice teacher by my side, and I was allowed to share the teaching position with her. I was able to observe and role-model so much. So, plenty of mistakes that I might have made, I didn't because I got a pattern from her.

(Luigi: (II) 756)

Here, Luigi talked about how the social support from the practice teacher with whom he shared his first teaching position helped him to avoid mistakes in his practice. He used humble language to express his trust and admiration for this support. Luigi valued learning from observation and role-modelling. Learning from observation, followed by mimicking, seemed to help Luigi avoid practical mistakes, thus alleviating his insecurities and leading to more confidence.

However, while learning from his practice teacher helped Luigi avoid practical mistakes, Bernard valued his coach identifying his mistakes in his practice. His coach helped him by sharing her experienced perspective – literally and figuratively. Bernard spoke about how impactful the time with the coach in the classroom was. She pointed out his blind spots, enabling him to become more effective in his classroom management.

A coach, who was organised by the school management, accompanied me. And, em, that was, em, so, the time she sat in class was the most effective and she sat next to me and every so often pointed out, "hey, did you see that there at the back on the left? Have a look there." Em, she showed me the blind spots, and then I was

able to respond. And then I was able to also see them a bit more. That was what really helped me in managing the classroom.

(Bernard: (I) 221-229)

In this passage, Bernard described the process of being supported by receiving direct hints for his attention and actions, thus improving his classroom management. Bernard struggled with his classroom management, which is why he was assigned a coach from the school. This form of support seemed to have made a difference for Bernard, as the use of superlatives like 'most' and 'really' indicated. As a result, he seemed to feel more empowered and confident; when he became aware of his blind spots, he acted with greater decisiveness.

For Thomas, as a new teacher, practitioners, including his peers (colleagues) and a mentor, were vital learning partners. He talked about how much he trusted his more experienced colleagues' recommendations as well as how his mentor helped him to solve some real-life cases by revisiting theoretical concepts as and when needed.

I was really lucky. I had a superb practice teacher and a very good mentor. And we reviewed voluminous books. Together with my mentor, we reviewed things where I thought to myself afterwards – ah! Now I understand what it means [...] because in the first year, you only study, therefore, it is difficult to transfer it to a practical situation. [...] When a colleague tells me, em, a topic works like that and has three worksheets for me, then I check them immediately and use them. I don't question it again, I'd rather say, right, if I got the impression that he knows what he is talking about, then I take it.

(Thomas: (I) 161-163; (I) 254)

In the first part of this extract, Thomas talked about how his mentor used one-to-one sessions to help him make sense of what he previously learned. Together, they reviewed the literature to connect Thomas's practical experience with theory. These interactions helped Thomas deepen his understanding, complementing what he previously learned. Thomas spoke highly of the institutionalised support he utilised; his use of superlatives such as 'superb' and 'very good' indicated his admiration and trust. In the second part of the excerpt, he talked about how he trusted the competence of his

more experienced peers as a source of social support, contributing to his growing confidence in teaching.

Additionally, Thomas engaged in non-institutionalised support by visiting the classes of his colleagues. He spoke about how much he enjoyed these visits, as well as the impact of this form of social learning.

I truly enjoy that, because I learn things quickly, much faster. [...] That helps me extremely well. [...] With good colleagues I can see, there I observe and think to myself, wow! He's done that super well, and that also he's done well but I would do this differently.

(Thomas: (II) 480-482; (II) 490)

In this passage, Thomas talked about his pleasure of learning from his peers to speed up his learning. The modus operandi for Thomas's additional approach for accentuating social support was to observe and then reflect before considering which practices to adopt. While Thomas's approach to social learning appeared different from Luigi's, it is important to contextualise their experiences concerning time. Luigi referred to the time he first started to teach, meaning that observing and mimicking initially helped him to avoid teaching mistakes. In contrast, Thomas was talking about a time when he had already been teaching for almost two years. Therefore, observing, reflecting, and adopting appear more suitable in this later phase of skill-building. When Luigi spoke about a later time of being supported by a practitioner – his practice teacher – his approach to social learning reappeared, albeit differently.

In the beginning, during the practical teacher training, it was really great. But then there came those moments, where I thought – right, now I want to do it myself, now I really want my own class. I want to bring in my ideas. Over time, things happened where we then had a conflict of interest, because I learned certain methods at the teacher university which I wanted to try out and suddenly thirty years were between us.

(Luigi: (II) 830)

Here, Luigi spoke about the process of moving on from observing and mimicking towards developing his practice based on his intentions and contemporary knowledge. This latter practice is likely to involve questioning the methods that were taught to his practice teacher thirty years ago, when she started teaching. It seemed that, by then, he felt confident enough to initiate separation from his practice teacher. Therefore, like Thomas, over time, Luigi learned by observing, reflecting, and adapting to further develop his teaching practice.

Similarly, Anna spoke about the support she received from an experienced teacher with whom she shared a job:

I really liked having a job partner, she knew the children and we could come to an agreement, erm, especially when it was about pupils and about parent conversations and also, to start with, to conduct the parent conversations together. And when the perception is very, very similar, then that helps tremendously.
(Anna: (II) 432)

The support was beneficial to Anna because of her practitioners' knowledge of the children and experience of conducting parent conversations. The use of positive, repetitive language suggests that the experience that she and her job partner (experienced teacher) thought the same way as well as the opportunity to shadow parent conversations contributed towards building her confidence in the new role.

The second set of learning partners as a source of social support was the recipients of participants' teaching – their pupils. This type of support was discussed by three participants (Luigi, Anna, and Thomas). Luigi described the importance of direct feedback from his pupils as one of the best experiences of being a new teacher:

The best experience I had was that what you do shows a direct effect. Well, in business you have, you perform a service, this gets paid at one point and that's it and then the next comes. And when I started teaching, I right away had the feeling – what you do makes a point. So, I realised, what works? What goes down well? What motivates them? What do they enjoy? I also instantly realised – what doesn't work at all? So, then there, it also happened, I had a good idea and thought that's

brilliant! To only then realise – it is a total no-go. So, they not only don't lie but also tell you when something is an utter stupidity! It doesn't work like that. And yes, then you realise that the feedback for what I am doing is very direct and honest at this age. That was quite an experience at the beginning, which has motivated me to keep going. And where I understood – okay, if you do it well, then something good comes out in return.

(Luigi: (I) 474-486)

Here Luigi described the direct pleasure he experienced due to the immediate response given by his pupils. This positive experience seemed to energise Luigi to not give up, perhaps because of the honesty of his pupils. It seemed that his keen interest in teaching in the best way sustained his motivation, despite any negative feedback that was presented to him, which he assumed was honest and well-intended. Pupils' feedback seemed to help him to become more confident due to its immediate nature. Similarly, Anna experienced the directness of pupils' feedback as a method for improving her teaching practice.

On the one hand, the children are very curious and expect a lot; on the other hand, I realise that the feedback you get from pupils, children, it is so direct. They do notice, and one must be sensitive to that and develop that. [...] What works less successfully in the teaching method? You then have to rethink your approach.

(Anna: (I) 132)

Anna also spoke about the subsequent reflection process for effectively learning from the feedback by stating that new teachers must reconsider their pedagogical approach. Furthermore, Thomas spoke about the upsides and downsides of direct feedback from pupils:

I have moments when I am doing something less well, and when my class walks, em, all over me, like that, then I must correct that immediately and at the same time, when I do things well, then I get instantaneous feedback. [...] Everything is very immediate. That is something amazing, when you get that direct feedback.

(Thomas: (I) 86; (I) 91)

In this excerpt, Thomas initially described the seemingly dark side of negative feedback. Like Anna, Thomas spoke about the necessity to promptly correct the pedagogical course when things take an unexpected turn. He went on to speak about the seemingly bright side of the feedback he received from his pupils, whereby he felt energised and encouraged by positive feedback, therefore, expressing his amazement at pupils' direct feedback, irrespectively of its direction (positive or negative).

Similarly, Beatrix vividly recalled a situation where pupils' feedback helped her to realise to pay more attention to the developmental needs of her pupils.

I was teaching a sixth-grade class. My children back then were in kindergarten and first grade. Thus, there, erm, and I basically didn't handle them properly, so I said, "Wow, you have painted an amazing arrow!" We were painting graffiti. And then this adolescent said, "Excuse me are you feeling all right? This is just an arrow!" Me then: "Oh, yes of course! That's right!" That experience still stays with me and I thought to myself: Oh my god! I really must not forget to tune in, considering who is my counterpart? And that changes with pupils every year, right? The children are changing so quickly, they develop so fast. That stuck with me.

(Beatrix: 631-633 (II))

In this excerpt, Beatrix shared a memorable experience, where she received feedback from a pupil. She mentioned her own children's younger age compared to her pupils' age and described her insight based on the pupil's feedback. It seems that she mistakenly treated her older pupils as if they were her children's age and admitted that she forgot to pay attention to the developmental stage her pupils were in. This suggested that instead of attributing the situation to the age difference between her own children and the pupils, she had come to realise that she insufficiently considered the pupils' needs. Possibly Beatrix had also come to realise to differentiate better between her role as a mother of younger children and her role as a professional teacher of children of various ages, requiring her quickly to adjust there and then. Nevertheless, Beatrix shared this experience with a big smile on her face and very jokingly even though the situation held the potential to cause feelings of shame or embarrassment. On the contrary, she shared her amazement at the speed of the children's development. This valuable experience appeared to amuse Beatrix to the

very day of sharing the experience, perhaps because of the comical situation she caused herself. Through this experience, not only did she realise the need to pay attention to the developmental stage of the pupils to adjust her behaviour accordingly but also the power of feedback from pupils to her development as a new teacher.

The accounts of learning from practitioners and pupils' feedback demonstrated that participants accentuated social support to learn from others. Learning from others was experienced as vital, after which participants experienced pleasant feelings such as trust, amazement, energy, and increased confidence.

4.5.2 Step-change learning from practitioners

Five participants expressed that social support had helped them to make a step-change towards solving complex situations when they accepted clear advice. Anna, Bernard, Thomas, Frank, and Sven received advice that enabled them to advance in their competency development. This advice was of such a nature that it seemed to have left a strong imprint on participants' recollections of events since they were able to repeat what they heard back then.

For example, Anna recalled an episode when she was confronted with a class full of difficult pupils. She described their behaviour as disruptive and aggressive. She initially assumed that these difficulties were due to her lack of experience as a teacher. On that basis, she looked for ways to solve the problems and handle the situation better. Hoping for good advice that would quickly fix the situation, Anna had many conversations and tried out various things, yet felt that she was going in circles without making progress.

It was going on for quite some time with this class, until a mentor came in for an observation, who then in the reflection conversation said to me: "You have a special class!" Aha, aha, special class, okay, what does it mean? "You do have so many difficult pupils in you class." [...] And I thought, that is so nice that someone openly tells it like it is. That has cut the knot loose that I had. It meant for me, ah, I know it is difficult, and it will be difficult right until the end. And now I have to look, what way works well for me? And of course, where do I have to act? [...] There was enough work with this class where I had to also get external help in. [...] And not always

doubt myself or turn in circles why it is not working any better.

(Anna: (II) 397-399)

In the first part of this extract, Anna described her 'aha' moment. Although her mentor simply stated the obvious (and she cognitively knew as well), that she had been assigned a 'special' class (that is, a class of pupils who were segregated from others due to their low school performance and general attention and learning difficulties), this statement made her possibly realise that because this was her first 'special' class, she had no other point of reference and no practical experience what it means to have a 'special' class and, therefore, attributed the challenges to her performance as a teacher. Consequently, she was able to look at the situation from a new perspective, which resolved her doubts about her teaching skills. The second part of this extract described how Anna turned things around by thinking differently about what she could realistically achieve with the class and by letting go of the assumption that it was entirely in her power to have an easy class. Instead, she accepted that it would be difficult until the end of their interaction. She also described how this clear statement from her mentor helped her to regain confidence and control with this class. Anna used the 'knot' metaphor to indicate an intricate problem that is impossible to untie. Her mentor made solving the 'knot' easy by rendering the perceived constraints of the problem moot, as described in the metaphor of the Gordian knot. It seems that her mentor's comment defused her self-doubt, which then unlocked her teaching potential in such a way that she was able to focus on action.

Bernard's eye-opening advice came from his coach, which he was also able to quote from memory.

My coach then said, "yes, and you also get paid to draw a hard line. Even if you are a well-tempered and patient person but the class needs you to say – hey, not like that".

(Bernard: (I) 189)

Here, Bernard described how his coach made him realise that part of his role as a teacher was also to draw boundaries while recognising his personality traits of being good-natured and patient. Consequently, Bernard was able to be stricter in his

classroom management, although he realised that this was somewhat against his nature. Therefore, he later decided to change from a classroom group setting to a support programme with smaller groups as a talented teacher and IT supporter (as will be seen in the next theme).

Also related to classroom management, Thomas listened to advice from his mentor and realised that his pupils were motivated by achieving specific, practical outcomes.

The reflections with my mentor helped me tremendously; he is also intellectually interesting. He comes with insights and things. He observed me in class and then asserted that with my low performing class, that was the most important thing I have learned, “they don’t come because they come to you with the intention to learn something, they come to you because they want to create something.” [...] And this is what my mentor offered as feedback, he said, “you must give them the satisfaction that they can do things and master something and then they can get positive feedback and then someday over several steps, they get to where you want them to be already now.”

(Thomas: (II) 480)

In this excerpt, Thomas switched from talking about his mentor to talking in his mentor’s voice when he stated his pupils’ motivation as well as when he recalled his mentor’s advice about the ‘doing’ aspect of his pedagogy and the number of steps necessary to achieve a learning outcome. As a result of the advice received by Thomas’s mentor, he was able to make a big leap in his pedagogical approach, which considers the needs of those pupils who want to create something (‘doing’) to learn from that experience (experiential learning). Therefore, the mentor helped him to let go of some of his assumptions about teaching. Thomas’s gratitude was clear in his use of the word ‘tremendously’, demonstrating that this interaction with his mentor made a big difference to him.

Similarly, Frank recalled his job partner’s clear statement related to classroom discipline:

She already knew what matters. The first impression you will carry with you for the next three years. [...] She always said, “until the autumn holidays you have to be an arsehole with them! After that, you can loosen the screws. And in the end, you have them where you want them to be. If you are too nice, to begin with [...] the pupils have this frame of reference and will try to move it towards less strict.”

(Frank: (I) 286-298)

Initially, Frank agreed with this principle and applied it while he was teaching with his job partner. However, he later decided to pursue a different leadership style of discussing different opinions with his pupils for his own classroom, which better fitted his values and personality.

It is important to me to understand the critique. To discuss things is much needed for me. Including to sometimes take the opposite position, so that there is something to debate. [...] And I didn't manage to follow this again. It is more like it was warmly recommended. But now, with my own class, I didn't manage again. Well, let's see. For me, and that's the point, I, myself can handle an agitated class relatively well, a class that scrutinises. [...] And then I argue with them. And other teachers consider this a catastrophe. [...] I educate them to scrutinise, they are allowed to talk back. Not everybody in the team appreciates that. [...] I trust them, they are adolescents, that they can discuss with me at eye level. Certainly, in the end, I am responsible, because I have to stand up straight in front of the parents in case we didn't get through all the content or they haven't passed the grammar school exams. But I do want to discuss it with them. And not just because I say so. And you have to accept that.

(Frank: (I) 120-124; (I) 306-322)

In the first part of the excerpt, Frank talked about why he valued debate for achieving increased understanding. It seemed that this value and personal preference allowed him to operate differently when it came to disagreements with pupils. In the second part of this excerpt, he talked about how he could not stick to his first job partner's classroom principles. As he led his class, he cautiously disregarded his practice teachers' recommendation, possibly to reduce dissonance and justify his classroom principle, which allowed, invited, and even provoked debate. Frank eventually fully

dismissed this recommendation when he implied that his job partner's style was authoritarian and arbitrary by firmly saying that his pupils are 'allowed to talk back'. Nevertheless, initially applying his practice teacher's principle of being extremely strict when he started as a new teacher seemed to have helped him, resulting in increased awareness about his chosen leadership style. In his rationale, he considered his tolerance for dealing with turbulent classroom behaviour, implicitly assuming this is higher than that of other teachers. Henceforth, he was willing to debate his decisions, knowing that other teachers considered this to be the worst case, as the term 'catastrophe' powerfully suggested. Frank was aware that his peers disapproved of his approach yet resolved this dissonance by defending his style on the basis that he trusted pupils while responding to imagined critiques by asserting that he recognised his accountability towards their parents and the school mandate.

While the imperative statement sparked Frank's reflections about his preferred class leadership style, Sven remembered two imperative statements that helped him to feel cared for in a challenging situation, instilling hope about responding to the encountered challenges.

For two years now, I am working with a class that is very taxing and very strenuous. Where we called for an extraordinary parent-teacher conference, where even external companies tried to work on discipline and get rid of the disrespectfulness [...] And that was very straining. Where even the mentors said indeed, it is – they rarely experienced it. And once I pulled through this and mastered it, then come what may. [...] Where I then said: Yes, okay! And now we do it. During those difficult times when we were working with external partners, my job partner had burnout and my mentor said to me, "Well, you do have to take care of yourself". I knew that someone is available. The safety to know that there is a person you can contact if things somehow don't work. Something, that you initially perhaps don't want to discuss with your job partner or school management.

(Sven: (I) 256-262; (II) 709; (II) 715-717)

In the first part of this excerpt, Sven illustrated the severity of his class situation by pointing out that the challenges had been going on for two years and that auxiliary activities (parent-teacher conferences and external companies) had been undertaken

to address insufficient class performance. In the second part of this excerpt, he talked about how his mentor encouraged him by objectively recognising insufficient class performance and daring him to envision that, once he had overcome this challenge, he could master anything, insinuating that this would help him to achieve mastery. Sven then talked about how this comment gave him the energy to press on in this challenging situation. He was then able to see how this experience could strengthen his ability to deal with whatever came next, instil confidence that it couldn't get any worse or build confidence generally. In the final part of this excerpt, Sven corroborated how challenging the situation was by adding that his job partner had been signed off from work due to mental illness ('burnout') caused by the situation. Sven then quoted the clear guidance he received from his mentor, which encouraged him to engage in self-care before caring about others. Sven appreciated that his mentor offered psychological safety by signalling his accessibility as well as his care by reminding him to take care of himself. Although in this excerpt, the daring precedes the caring, it seemed that feeling cared for might have facilitated the daring to overcome the challenging situation. In addition, the experienced solidarity seemed important for Sven to know that his situation would have been hard for his mentors as well ('they rarely experienced it').

The account of cutting the step-change learning illustrated that the participants accentuated social support by trusting advice received from others. Step-change learning required participants to embrace clear advice to let go of assumptions and take a new perspective so they could solve a complex situation in their teaching practice, resulting in step-change in their own learning, facilitated by their practitioners as learning partners.

4.6 Superordinate theme 4: Implications of career transformation

The fourth and final superordinate theme captured implications of participants' approach to sustaining and growing their careers in teaching and implications for their personal and professional lives. The superordinate theme was split into three sub-themes: 'Achieving congruence in life' (4.6.1, p. 144), 'Developing mastery and exploring possibilities in teaching' (4.6.2, p. 147), and 'Combining teaching with previous professional experience' (4.6.3, p. 151).

4.6.1 Achieving congruence in life

All participants spoke about how they achieved congruency between their personal and professional lives leading to joy, contentment, and optimism, invigorated by a sense of accomplishment. This sub-theme includes accounts from three participants (Lynn, Beatrix and Luigi), as their accounts included the richest examples of how their experiences resulted in achieving congruence in their lives and what it meant to them.

Lynn talked about how working as a teacher meant she could bring her professional and personal goals into accord with each other.

I wanted to be concerned with learning and children that are developing, where it is about development, it's about motivation. I also learn, I mean I also don't know everything about Switzerland [...] and I also like, well I learn myself every day something new about topics, about people, about children, about learning, all about cultures, about conducting conversation [...] I am dedicated to learning and that's what I assumed, what I very much like today and what I expected. [...] The teaching occupation fits with my family life; it means I am much more flexible. School lasts until half-past three, sometimes half-past four and then I can go straight home if I need to. [...] And the school holidays, that is also important to me, that I am also off work like my children. [...] It is really the compatibility with my family that is so important to me.

(Lynn: (I) 40; (I) 152-154; (II) 189; (II) 192)

In the first part of the excerpt, Lynn reflected on her professional goal of learning and growing. She appreciated that her work met this goal. In the second part of the excerpt, she reflected on how her work as a teacher was compatible with her personal goal of flexibility, bringing her work and family life into agreement. Addressing the compatibility between work and family meant that Lynn experienced congruency in her professional and personal lives. It, therefore, seemed that Lynn felt content with this impact on her life, as well as felt a sense of achievement that she had gotten to this point in her career.

Like Lynn, Beatrix reflected on how she strove towards harmonising the professional and personal domains. Beatrix also talked about the personal aspect of family, adding the importance of a family-friendly occupation for a congruent life.

Something so inimical to the family, em, I can no longer support, although I stood in this occupation with maximum passion and built, over twelve years, a career in it. [...] It has enormously improved my quality of life. [...] I can now take care of my children almost as good as a 100% stay at home mom. [...] I think it's grand. I, it touches me every so often, when I think about it: "My God, I have, within the space of three years, learned an occupation from scratch" [...] I feel insanely comfortable in this occupation and this occupation fulfils me very much.

(Beatrix: (I) 18; (I) 222; (I) 26; (I) 226; (I) 240)

In this passage, Beatrix talked about the conflict between letting go of the nursing occupation she felt so passionately about and her reluctance to accept anti-family working conditions. Interestingly, when Beatrix stated, 'almost as good as a 100% stay at home mom', she was judging herself by assuming that a stay-at-home mom would do a better job than her. This could be the re-emergence of her underlying challenge of being a single mother with two young children. Then, Beatrix used the superlative 'enormously' to express how much her quality of life has improved – related to her professional values and personal values since she pointed out both (being a mother and being a teacher now). Next, she appeared overjoyed ('insanely') and deeply touched that she acquired a new occupation in three years and how much the occupation of teaching gave her comfort and satisfied her. Therefore, to Beatrix, the experience meant enjoying congruency and invigoration in her life, as well as a sense of accomplishment.

While Beatrix's reflection was characterised by highlighting the joy of improving her quality of life, Luigi emphasised that he felt relieved to have found the right occupation now that he feels responsible for providing a secure family income. As such, providing security for his family was necessary to achieve congruence between professional and personal life.

This has now led to where I am, just, over multiple detours, where I previously could not have imagined, kind of, doing such a thing. [...] It's a step towards a public position that is a bit more secure compared to a private enterprise. It is, of course, comforting because it is a public position. This is psychologically disburdening, and I can just focus on my work. You know, you get paid and you get paid fairly [...] That is a huge relief for me. And the other thing is just, em, a certain security. [...] Now, with a family in the background, that the position now is pretty secure, and it takes a lot to, em, to reduce. That is something I am really glad about. [...] Everything is now much more stable and calmer. I achieved a secure existence at long last. Because, previously I frequently, diligently changed jobs. [...] And now it is like, that I really, yeah, have an existence, where I can say "that is great". We can live like that. And we can live well. And from that, the entire family certainly benefits from that. Somewhat also a certain tranquillity commenced. [...] And now there is a bit more, well, the calmness has arrived. To know "yes, now I have found my occupation and now I have found a position and now I can plan a bit more for a longer horizon."

(Luigi: (I) 150; (I) 198; (I) 374; (I) 452, (II) 946; (I) 456-458)

In these excerpts, Luigi talked about how long it took him to find the right career for him and the importance to provide a secure income in response to his family responsibilities. Like Lynn and Beatrix, the impact of his career transformation resulted in achieving congruence in his life. For Luigi, this meant finding the right occupation for him as well as achieving security which was essential for him to achieve his professional and personal values. This was so much the case that he now felt optimistic about his future as his statement 'plan a bit more for a longer horizon' indicated. It appeared that Luigi was energised by his achievement and conveyed a sense of accomplishment. The full extent of what it meant to Luigi shined through to express the felt content, security, and serenity. Here, Luigi talked about feeling professionally amazed by the development of children:

To be allowed to accompany the process and to help shape the development of children until their adulthood is something that is very fascinating. [...] To be part of that and contribute to the development in collaboration with others involved, that is

the fascination of this occupation.

(Luigi: (I) 398-402)

Again, Luigi illustrated how important it was to achieve his professional values to narrate congruence in life, so much so that his values were congruent with each other because of his experience as a new teacher with prior professional experience.

Participants demonstrated their experience of achieving congruency in their professional and personal values. Their accounts included a wide range of positive feelings such as amazement, confidence, joy, pride, contentment, security, and serenity that were invigorated by a sense of accomplishment.

4.6.2 Developing mastery and exploring possibilities in teaching

While the first theme is about how participants' lives were impacted and how they felt about that impact at the time of the interviews, the second and third sub-themes are about participants' narratives about their future, where their teaching careers were further characterised by feelings of interest and loyalty to the occupation as well as the inclination to bring back previous experiences.

In this theme, all participants talked about their near-term future for developing as teachers and their thoughts about their career trajectory (deepening, broadening, progressing) within their vocation as a teacher. Notably, participants did not portray a sense of arrival or settling in to mark the end of a transition. Most participants responded quickly with further activities for developing mastery in teaching and also shared their thoughts on exploring possible next steps in their teaching careers.

Developing mastery in teaching was discussed by six participants (Bernard, Lynn, Frank, Anna, Sven, and Thomas). These participants demonstrated prominent levels of self-awareness related to their professional development needs. Participants cherished the available teacher qualification offerings (such as in media and IT) and based on their self-knowledge, most were quick to specify further development areas. For example, during the first interview, Lynn had just started to participate in a media and IT qualification for teachers which, at the time of the second interview (three and a half

months later), she had completed. Anna engaged in a further qualification as well, having started the same qualification just before the second interview.

While Lynn and Anna made use of teacher qualifications to broaden their teaching areas and responsibilities, Thomas committed to deepening his teaching practice. He thought carefully before describing his areas of development:

Certainly, the topic of classroom management. It has a strong correlation with your own satisfaction, that you have a good relationship, em, simply, erm, the relationship to the class. How do you organise it? How do you treat each other with respect? How, em, do you try to make it work for them, without currying favour? [...] The effect would be [...] that it would be much more relaxed [...]. The more you work on these topics, the faster you get into a modus operandi, where you simply become more satisfied with yourself to say – yes, that was good now. [...] With the knowledge I have now [...] I hope to become better and more efficient and just know how it works.

(Thomas: (I) 231-233; (II) 523-524)

Here, Thomas talked about his level of satisfaction with managing the classroom, which he considered to be an area of improvement. He expressed his hope to learn from mistakes as well as to get to a position where he might feel less tense.

Sven, Frank, and Lynn shared their thoughts as they had started to explore possibilities for progressing in their teaching careers. Sven considered possibilities to progress his career in teaching by becoming a class teacher. Remarkably, Sven talked about his near-term future without being prompted.

I currently work part-time (82%). And not 100%, erm. What will it be like in the future? Em, actually the plan would be that I, em, work with a class of my own as a class teacher. [...] That would be actually the next goal then. But you also have to consider: What are you giving up? [...] And there are many variables to the job of a teacher. So, the environment: What kind of school leadership do you have? What colleagues do you have? What kind of class? What kind of parents? Many, many, em, influences, that impact your workplace, many of which, erm, you cannot

influence yourself. And I believe, erm, you can be working at one school and say: I am completely satisfied and happy with the position, super happy, everything works well. And the exact same job in a different school can be, em, a catastrophe.

(Sven: (I) 280-306)

The next step is to be fully responsible for a class. Right now, it is, it is still written in the stars whether we find a solution or not, because I prefer to continue to work at 82%. [...] The goal is actually to be responsible for a class.

(Sven: (II) 957-969)

In this excerpt, Sven talked about the complications related to his desire to further progress his career in teaching to be responsible for a class as a class teacher. In the first part of the excerpt, he pointed out that he worked part-time but considered potentially increasing to working full-time in the future so that he could work as a class teacher (who typically work full-time). Next, he shared the anticipated implications of possibly changing the workplace, whereby his attention was focused on the anticipated loss of things that are outside his perceived control (colleagues, school leader, parents, pupils). Sven mentioned during the interview that he was discussing with his wife how to best handle the situation. Pursuing his career aspirations as a class teacher seemed to be a conflict between working part-time to honour his family commitments and the school expectation that a class teacher works full-time. Seeing that Sven was trying to resolve the conflict at that time, it was perhaps less surprising that he mentioned his near-term future career aspirations in teaching. Further to this, due to the pending nature of the conflict, it might be that Sven emphasised the negative aspects of changing his school. His loyalty to his current school likely stemmed from his recent experiences with a difficult class that he mentioned in the interview and where he felt fully supported by his school leader (see superordinate theme 2 – sub-theme 3 in this finding chapter). Given that Sven shared his thoughts on progressing his career in teaching appeared to reinforce his interest in teaching and express his commitment to the occupation of teaching.

While Sven aspired to progress in his teaching career, Frank saw coaching and practice teacher qualifications as areas that could broaden his career:

Becoming a better coach. I believe that this is something with a lot of potential for me, to individually accompany and in the individual support. [...] Really custom fit, em, help youth to progress. That's an area of development that I want to work on in the midterm. [...] There are many offerings. In the short term, there are several other things with, em, IT qualification, subjects that are new in the curriculum and becoming a practice teacher, whereby coaching surely will be a part of it.

(Frank: (II) 1112-1118)

Moreover, at the time of the second interview, Frank progressed with his intentions, signalling his interest to his line manager, who committed to the next step of qualifying his abilities for the practice teacher education at the teacher university. In contrast, Lynn considered vertical progress for her career:

The further education is called 'cooperative school leadership' and would start in March next year. [...] That would be a better fit for me since it only costs half of the other headteacher education. [...] They now have my application and are assessing it. I feel confident that it will work out well. [...] To be honest, slowly but surely, it has become a matter of pay for me. Because I don't earn that much right now. [...] But not only that but also because I actually enjoy teaching.

(Lynn: (II) 541-543; (II) 555; (II) 584)

Here, Lynn talked about exploring further qualifications to progress within the school hierarchy, with the prospect of higher compensation as a headteacher. She freely admitted her extrinsic motivation to progress her teaching career towards a higher-paid position, as well her intrinsic motivation to commit to further advance in teaching.

Similarly, Anna further explored her possibilities for a career in teaching, talking about her next step after qualifying as a practice teacher. She was considering either committing to work as a practice teacher in addition to her teaching role or to work as a part-time lecturer at the university of teacher education. Notably, while exploring these possibilities, she excluded the headteacher path for herself:

I don't aspire to become a headmaster, although I have been asked several times if I am interested. And time and again, I refuse. [...] I am currently considering

actually now working as a practice teacher to further develop myself [...] but it takes time. So, I would need to reduce my teaching quota [...] in order to dedicate myself more towards teacher education. I could see myself doing that. The other day I had the thought [...] now that I have been teaching for five years, [...] if I could put out my feelers, if I perhaps could do something in that area [...] to go into the education of teachers but that would be on a small scale, something like a lecturer. Even here, routine sets in, even in this occupation, although I experience something new every day. [...] But intellectually, it is no longer a challenge to me, that's what I am looking for now.

(Anna: (I) 324-326; (II) 459-461; (II) 465)

Anna spoke about the possible routes for her career in teaching. It seemed that her intellectual curiosity boosted her intention to engage with new experiences within teaching. She also discussed how carefully she examined her options before committing to the next step in her teaching career.

The accounts of developing mastery and exploring possibilities demonstrated participants' loyalty and interest in broadening and deepening their capabilities within the teaching profession. Most strikingly, the participants illustrated the ongoing nature of their career development by identifying immediate development activities and exploring possibilities to line up so they could further transform their careers.

4.6.3 Combining teaching with previous professional experience

In this sub-theme, five participants (Sven, Thomas, Beatrix, Bernard, and Luigi) talked about how they envisioned or established themselves in a career, that is, combining teaching with previous professional experience. Therefore, their previous experiences returned to the forefront of their career construction.

Three of the five participants (Sven, Thomas, and Beatrix) talked about their thoughts on creating a hybrid career, where teaching would be combined with their previous area of expertise. The remaining two (Bernard and Luigi) spoke about how they had recently used their previous professional experience. Interestingly, many participants mentioned their previous professional experience without being prompted. This is

interesting; it seems that new SCTs narrate their experiences by enfolding their past careers to create a coherent narrative.

Although some participants' intentions of furthering their career were vague, they demonstrated that they were exploring linking their teaching career with previously acquired professional skills. Sven considered more than one option for combining teaching with his previous experience as a banker:

A possibility could be to work forty per cent as a math teacher and, um, [...] perhaps work for perhaps three days in a bank, just to have the financials sorted. [...] What I could also imagine, to go a step further even towards teaching a vocational school. [...] Because I enjoy passing on knowledge, um, what I like less is, em, to do the upbringing part.

(Sven: (II) 1003-1013)

In this extract, Sven explored options that served his full range of abilities and better his financials. This could be seen as an escape from the unpleasant teaching element of taking care of children's upbringing, given that Sven experienced a turbulent first year in teaching, as previously noted (section 4.5.2, p. 138). However, it seemed that this consideration might serve the function of instilling the hope that comes with the possibility of persevering with the task at hand, similar to the utility of daydreaming to some extent. To some extent, it can be assumed that the tiring impact of the first year and the process of talking about putting his previous professional experience to use might have made Sven consider his options. However, when I asked the participant if he could think of a way to combine his previous profession and teaching, he promptly replied that he "honestly, actually already thought about this" (Sven: 999).

I asked Thomas if he had considered a combination of previous professional experience with his current occupation, followed by doubling up to validate whether he had thought of this before or if his response was led by me asking the question. He negated this firmly and offered some initial ideas for how his experience with IT platforms and workflows could improve teaching:

I could very well imagine, if my friend who works with publishers of schoolbooks, says let's lift any project, em, that then, I could come in with the knowledge of schools and the understanding for those platforms, eventually do something like that, that I could imagine. But for now, I am here at the school.

(Thomas: (II) 540)

Here, Thomas indicated that he was open to reconnecting with school outsiders to improve teachers' work, based on his previous professional experience with IT platforms and workflows. He also affirmed his commitment to his workplace as a teacher. It seems that Thomas's previous experience allowed him to see opportunities to enable teachers to be better technically supported with educational materials. However, his drive to actively seek this out seemed limited at this point, which is understandable given that he had only been in teaching for around two years.

Although Beatrix's possibilities were equally preliminary, she mentioned these considerations without prompt:

For sure, I want to continue to work for another four years full-time. And then I will think it over, em, because then my children are finishing with school and then I am considering, em, if I could combine both occupations somehow. [...] For example, in the pedagogical health consultation, or something like that. Or at the children's hospital in pedagogical work. Or, now there is, what now becomes more and more fashionable, occupational health in schools. And my school management already inquired if I would be interested but it can't be done next to everything else. You really have to invest in it but I think, there will be something, if not, I will invent an occupation.

(Beatrix: (I) 290-292)

In this passage, Beatrix explored the potential options open to her and appeared to feel somewhat torn between them, while being optimistic that she would find a way to combine her original occupation of nursing with her current occupation of teaching, even if she must invent a new occupation. At the time of the second interview, Beatrix talked about the options she had further explored in the meantime.

Currently, I have occupational health in my mind as something for me. I would need a qualification for it. It would focus on the psychological and physical well-being of employees. [...] It would be nice to work again with adults. I do miss that a bit. Last year when I was presenting a teaching tool, there I realised how I was totally fulfilled! When the teachers are there, when I can prepare something and pass on something to adults. [...] And remember well, I told my partner, that at some point I want to have more of that again!

(Beatrix: (II) 873-891)

In this passage, Beatrix talked about the moment that made her think about a possible next step. She recalled an episode when she was presenting to her peers. She enjoyed the adult context so much that she had narrowed it down from the several possibilities she mentioned during her first interview to one possibility – that of getting qualified in occupational health. In that role, she could combine her previous professional expertise as a nurse with teaching. Beatrix demonstrated how trying out something new, that is, presenting teaching tools to peers, created a pleasant experience that led her to reflect on her need and desire to work again with adults. She used the adverb ‘again’ twice, possibly in recognition of returning to a familiar work context or to indicate her expertise in working with adults.

Beatrix, like Sven and Thomas, considered bringing her previous professional expertise and interests to the teaching area. In contrast to the previous participants, Bernard and Luigi talked about how they were already combining their previous professional experience with their teaching work, after exploring possibilities and deciding on their way forward in teaching.

Bernard, who had a background in IT and engineering, agreed with his school’s suggestion of looking for a more suitable setting since he continued to struggle with managing classroom performance. During that time, he also looked for possibilities outside the school setting but in the end, he accepted an offer from the managers at his school, assuming that this was more suited to his preference for working in a smaller group setting, where pupils voluntarily attended classes to further foster their talent.

Eventually, I also felt that things didn't work out the way they were supposed to work with the children. And that I can't be a class teacher, not even a co-class teacher. Hence, they recommended that I look for a new setting, where I could have fresh start [...] And that was pretty comprehensible to me. [...] When they served me the preliminary employment termination, or whatever you want to call it, it was very clear – hey, you are absolutely okay but I cannot hire you for that role. So, it wasn't anything against me personally [...] She couldn't assign me teacher responsibilities if she knows that I can't do it. [...] I didn't see myself in that role either. [...] Later, I could understand that decision pretty well, while they also said, "we need you for the kids' IT support, where else could we fit you in? You have skills to advance our STEM talents, that's where your core area is. We'll see if we can offer you a contract." [...]

(Bernard: (II) 910; (II) 912; (II) 934)

Here, Bernard talked about how working as a teacher who does STEM (science, technology, engineering, and mathematics) talent support and IT support came about. It is important to recognise that Bernard was teaching the very same class when he came to his school as a student teacher and initially really struggled with being strict in his classroom management (see sections 4.4.3, p. 124 and 4.5.2, p. 138). It seemed that this somewhat hindered his professional development, possibly because his pupils saw him initially being less strict and, therefore, being stricter was perceived as non-authentic. Bernard's statement that he did not see himself in that role either suggested that it might have felt non-authentic to him. This must have been quite a struggle for Bernard, having invested himself in what he considered to be his career calling (see section 4.3.1, p. 101) while being confronted with the school management's decision to ask him to look for a new setting at a different school. Bernard stressed that 'later', he was able to understand the decision could be indicative of that struggle, which required him to accept the decision and find alternatives.

By the second interview, Bernard had started to work in a new setting, helping small groups to advance their talent in STEM subjects and supporting pupils to access the school system. By doing this, Bernard could foreground his technical expertise at a time when the school was much in need of his skills due to the 2020 global pandemic, which required teachers and school staff to quickly move to online teaching. As

mentioned in the second superordinate theme (4.4.3, p. 124), Bernard struggled immensely with his classroom management. With this new arrangement, Bernard seemed happy and more optimistic about his future as a teacher:

Currently, I could see myself very well retire as a teacher. Em, because I saw that the occupation itself varies by setting. And that I can also contribute something, let's say if the STEM support programme gets off to a good start, then I can also pass on my experiences. Then I could also contribute with STEM support in other institutions or work on a concept. [...] Ideas for materials, ideas for experiments, handling of documents, how to share knowledge, how can it be harmonised or documented for the 2021 curricula. Em, that's where I currently see a lot of things that can develop further.

(Bernard: (II) 1024)

In this passage, Bernard talked about his commitment to continue as a teacher once he had found a suitable setting. His commitment to teaching was also demonstrated by his intention to contribute in the way that any other teacher would. The emphasis that he could 'possibly' contribute indicated that there were times when he felt less confident about his contribution. Interestingly, Bernard continued to talk about future possibilities, as and when the STEM programme works well. Bernard demonstrated how new teachers with prior professional experience can also rely on their previous professional areas of expertise if there is a match with the needs of the school.

Notably, participants with a longer tenure in teaching were more advanced in bringing back their previous professional experience, whether they were considering this or acting on it. Bernard's experience deviated from this pattern since he had already brought in his previous professional expertise in IT. At the time he switched to smaller group settings and more IT support, when the school served a preliminary notice, he only had one year of teaching experience. With the shift towards home-schooling due to the 2020 global pandemic (the year the interview took place), the school realised they needed more teachers with IT skills and, therefore, offered him a role. Therefore, Bernard seemed to be excited about the opportunity to contribute with his IT skills to respond to the urgent need of the school. Bernard's experience can, therefore, be considered idiosyncratic.

Like Bernard, Luigi talked about how his previous professional area of expertise recently became more central to his work. Luigi discussed his new work assignment, where he could combine teaching with his previous expertise as a music teacher and his lifelong passion for music, with great joy.

Currently, it is super exciting for me, because for the school year 2021/2022, we are planning to open a special class with extended music lessons. [...] This was a long tradition at our school with a colleague who retired two or three years ago and since then this offering, no longer existed. And now that there is a musician here, they thought about starting it again. And now that is a very exciting process, so now it is all about developing a curriculum and to see – how could it be done? And getting all the official approvals and advertise the offering with the parents, that they send their kids. [...] And that will take the next ten years, until it is properly established. [...] There is a pleasant anticipation! [...] It is a pretty project, a large project.

(Luigi: (I) 628-640)

Here, Luigi expressed his inspiration over and anticipation for this new assignment, which meant he could combine his previous experience as a music teacher with school teaching. Interestingly, he referred to himself as a musician – ‘there is a musician here’. This implies two identities: musician and teacher. This development means Luigi could circle back to a previous area of expertise and reconcile with his past, where he thought he took a wrong turn in his career, as described in the superordinate theme 1 (4.3.1, p. 101), where he used the metaphor ‘odyssey’ to describe his career trajectory:

It’s really great that music is a topic for me again. [...] As of next year, it will become a core subject for me, everything will revolve around it. And that is really nice, yes, because it was never completely gone. As a hobby, I always continued it. And now it moves again to the centre. It means a lot to me, it is as if it had come full circle where the music I was involved in at the beginning, that I then left for several years. Well, and professionally I didn’t connect with music. And now I benefit from it. So, the education that I originally did, where I for a long time had the feeling that it was for nothing, it was nice that I did it but, em, it wasn’t really useful. [...] It feels like a delayed gratification, that eventually now it led to something. And at the same time

the joy, that is still there, that I almost forgot, [...] and now to rediscover that is joyful. And that is something that is personally for me very important. And now to combine it with this occupation. [...] Being able to bring in a part of my leisure time into the occupation is such a great fortune.

(Luigi: (I) 678-686; (II) 982)

In this passage, Luigi spoke about the meaning of recycling his expertise in music and how, for a long time, he viewed his previous education in music remorsefully, despite his passion for the subject. Therefore, being able to bring in his passion allowed him to reconcile his apprehension towards the early parts of his career as a music teacher. Moreover, for Luigi, the greater importance lay in combining his passion for music and his current occupation as a teacher. Like Bernard, who had combined his previous expertise with his work as a teacher, Luigi also benefitted from having two occupations that served him in a synergetic way as an additional source of power in his career.

As demonstrated in this sub-theme, participants either considered or combined their previous professional experience with their new careers, therefore, creating a cohesive narrative. This narrative connected their recent occupational experience with their past professional experience, therefore, suggesting that they had deliberately created a new association by combining careers. Those combined careers could be considered hybrid careers, which are characterised by having two sources that interact in combination, just as hybrid cars have two types of engines for greater versatility.

4.7 Summary of the findings

In this section, each of the four superordinate themes was summarised individually, followed by a consideration of the connections among the themes.

The first superordinate theme, 'Directing career transformation', set the scene for the rest of the superordinate themes, as the focus was on the transformation and behavioural characteristics participants embellished. With a narrative of constructing a new career in teaching, the first superordinate theme aimed to give the reader an introduction to how the participants narrated their career transformation and how they

adapted. In other words, the first superordinate theme serves as the context for the later experiences.

In the second superordinate theme, 'Making amendments to the self', participants looked back on their initial period as new teachers with prior experience and how they interpersonally adapted by contextualising their previous experience, assimilating to schools' work habits and aligning oneself with the new role as a teacher.

The third superordinate theme, 'Accentuating social professional support', included participants' explicit accounts of how they used practitioners' and pupils' feedback to incrementally improve their practice and, by letting go of assumptions, boost their experience as new teachers. In both themes, the interpersonal aspects of the adaptation required by new SCTs were emphasised. It could be said that these two superordinate themes present the core of the career transformation experience of new SCTs for the eight participants in the research.

Lastly, the fourth superordinate theme, 'Implications of career transformation', is about participants' accounts of achieving congruency in life and future activities for further settling into the teaching occupation. They did this by developing mastery in teaching practice and exploring possibilities, considering combining teaching with their previous professional experience and allowing career transformation to lead to congruency in their lives. While the second and third superordinate themes ('Making amendments to the self'; 'Accentuating social professional support') focused on the initial time as new SCTs, the fourth superordinate theme ('Implications of career transformation') is a turn towards the present and the future, illustrating what participants' transformation so far meant to them and how they envisioned their progression in teaching.

In summary, participants adapted to becoming teachers with prior professional experience by learning in four primary ways – about their new role; from their teaching experiences at the new workplace; from others (pupils, practitioners); and contextualising their previous professional experience. As a result of those learning experiences, participants were able to reflect on how they directed their careers, highlighting what it meant to them and further constructing their career narrative. Therefore, the four superordinate themes are connected by the notion of an epic – of

transforming the self by adapting to the role as teacher and teaching in a school, and by narrating the meaning thereof.

4.8 Addressing the research questions

In this section, all three research questions (section 1.5, p. 12) were linked to the research findings. The high-level mapping of the superordinate and sub-themes to the research questions can be found in Table 3 below.

Table 3: Linking superordinate and sub-themes to the research questions

Superordinate theme	Sub-theme	Research question: How do new teachers with prior professional experience (SCT) in Switzerland make sense of their transformation?		
		RQ1: What are the experiences of new teachers with prior professional experience?	RQ2: How do new teachers with prior professional experiences adapt?	RQ3: How do new teachers with prior professional experiences narrate their occupational identity?
1. Directing the career transformation	1) Tight or entangled - but never broken			●
	2) The power of self-reflectiveness and humility		●	
2. Making amendments to the self	1) Contextualising previous experiences	●	●	
	2) Assimilating to school's work habits	●	●	
	3) Aligning oneself with the new role as teacher	●	●	
3. Accentuating social professional support	1) Learning from practitioners' and pupils' feedback	●	●	
	2) Step-change learning	●	●	
4. Implications of career transformation	1) Achieving congruency in life			●
	2) Developing mastery and exploring possibilities in teaching	●	●	
	3) Combining teaching with previous professional experience			●

The first research question aimed to identify the experiences of new teachers with prior professional experience. The answer to this question is two-fold, as participants had both intrapersonal and interpersonal experiences. Regarding intrapersonal experiences, the participants in this research were challenged by the experienced workload, which included developing teaching materials, preparing the teaching sessions, managing the classroom performance, and accommodating their family responsibilities. They were also able to leverage their previous professional experience in sales and marketing, working techniques, consulting, and parenting. Additionally,

participants experienced annoyance and frustration with their new schools' work habits (that is, teacher staff meetings and procedures), meaning they had to revisit their understanding of the teacher role to more effectively manage classroom performance. Furthermore, participants experienced that teaching allowed them to achieve congruency in life to the extent that they further committed to their careers by developing mastery in teaching as well as demonstrating career concern by exploring the next possibilities in teaching. Participants also illustrated career concerns by considering or already combining teaching with their previous professional experience, leading to a hybrid career. Moreover, participants experienced a wide range of emotions, both pleasant (such as trust, amazement, energy, increased confidence, joy, pride, contentment, security, and serenity) and unpleasant (such as annoyance, frustration, and hesitance). Regarding interpersonal experiences, the participants pointed out that the support from learning partners (including practice teachers, colleagues, coaches, and mentors) was vital for improving their teaching practice. Furthermore, they reported feeling supported by pupils' feedback to better their teaching practice and were challenged by others in their assumptions about making step changes to solving their problems.

Building on the first research question, the second explored how new teachers with prior professional experience adapt to teaching. Participants adapted their behaviour at two levels. Firstly, at the intrapersonal level, they engaged in self-reflection, practised humility, contextualised previous professional experience, defused unpleasant feelings, turned insights into behavioural actions, and revisited their understanding of the teaching role. Participants also explored further possibilities in teaching, considered combining (or had already combined) their teaching with their previous professional experience, and felt concerned about creating a meaningful career to achieve congruence in their lives. When unpleasant emotions occurred, participants adopted coping strategies (Pearlin & Schooler, 1978): modifying the situation, controlling its meaning, or reframing their perspective to self-regulate their emotions (Barrett, 2017; Buhle et al., 2014; McRae et al., 2012; Pearlin & Schooler, 1978). Secondly, at the interpersonal level, participants adapted by learning from practitioners, addressing pupils' feedback, and adopting the advice they had received.

The final and third research question investigated how new teachers with prior professional experience narrated their occupational identities. Participants did this by creating coherent and connected narratives. For example, while contextualising their previous professional experience, they reflected on which previous experiences were still relevant and how previous skills were now used in teaching, such as during parent conversations and pedagogy. The act of contextualising previous professional experience helped to increase participants' self-confidence. Furthermore, when participants talked about their desire to combine teaching with previous professional experience, the future was revealed to be an important part of narrating the occupational identity of new teachers with prior professional experience. It became also apparent that SCTs narrate their occupational identities as an ongoing transformation.

In summary, the participants' accounts highlighted the synchronicity of learning from their experiences to adapt to their roles as new teachers with prior professional experience (such as making amendments to the self and accentuating social professional support) and narrating what the experience meant to them (such as reflecting on their career biography, essential resources (self-reflectiveness and humility), presenting achievements of congruence on professional and personal values, their ability to look ahead and express how they intended to further construct their career).

5 DISCUSSION

5.1 Introduction

In this fifth chapter, I discuss each of the four superordinate themes in the context of the existing literature (section 5.2, p. 164) followed by discussing the cross-case connections in the findings and how they were integrated (section 5.3, p. 188). Finally, I contextualise the findings in connection to the initially selected and additional theoretical frameworks to comprehend how suitable these frameworks are for fully understanding the SCT phenomenon (section 5.4, p. 190).

In this research, I aimed to explore how eight participants made sense of their transformation as new teachers with prior professional experience (SCT) in Switzerland. All participants were based in Switzerland, had completed their teacher education qualification for professionals with prior experience and, at the time of the interviews, had been teaching for between one and five years. The participants were interviewed twice in the space of three to four months. Notably, this approach generated rich and in-depth data from the two interviews per participant and the space between interviews for participants and me emerged reflections during the second interview. Given that some unanticipated experiences were identified through the interpretative analysis, I introduce new literature in this chapter that appeared relevant and can support the understanding of these different and novel findings.

The broad research question was:

“How do new teachers with prior professional experience (SCT) in Switzerland make sense of their transformation?”

I developed four superordinate themes from the interpretative analysis that helped facilitate understanding in relation to this question: 'Directing career transformation', 'Making amendments to the self', 'Accentuating social professional support', and 'Implications of career transformation'.

The identifying of these four superordinate themes can perhaps be attributed to two aspects. Firstly, to the underlying position (section 3.2, p. 64) of this research as social constructivism that aims to protect historical, social, ideational, and language-based contexts (Moses & Knutsen, 2019). Secondly, to the employed research methodology of IPA (section 3.3, p. 70), in which individuals' subjective experiences are foregrounded. Therefore, overall, this research provides a more nuanced perspective than previous research in terms of the experiences of SCTs and what these experiences mean to them.

5.2 Discussion of each superordinate theme

5.2.1 Directing career transformation

All participants spoke about why they directed their careers towards teaching. These new careers were consistently presented as coherent narratives that were powered by self-reflectiveness and humility. In addition, the narratives presented in this superordinate theme were characterised by participants looking back at their career trajectory.

The finding 'Tight or entangled – but never broken' (sub-theme 1) illustrated how participants made sense of their career transformation by creating a connected narrative that involved looking back over their career trajectory and past. Previous findings have demonstrated that SCT participants conceptualise their career trajectory as homecoming (Anthony & Ord, 2008; Castro & Bauml, 2009) or converting (Chambers, 2002; Evans, 2011; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003; Raggl & Troman, 2008; Schultz, 2013). This suggests a career trajectory that can be either categorised with the notion of homecoming (combination of longstanding desire to be a teacher and the appropriate timing to make the transition (Anthony & Ord, 2008; Castro & Bauml, 2009)); or the notion of converting to teaching. These trajectories encompassed a wide range of causal turning points. Such turning points include

historical and life events (Raggl & Troman, 2008) such as becoming a parent, being made redundant (Evans, 2011; Raggl & Troman, 2008), a dislike of the previous career (Raggl & Troman, 2008), and seeking to expand career opportunities (Raggl & Troman, 2008), as well as recognising the need to do socially relevant work and address inequities in society (Mayotte, 2003; Schultz, 2013).

In the current research, these two different career trajectories (homecoming and conversion) were only somewhat evident as distinct categories. For example, although two participants' career narratives accentuated the notion of homecoming by stating that teaching was always on their mind, their focus was on narrating a career transformation that is characterised by its cohesiveness and connectedness rather than focusing overly on the notion of actualising a long-held desire. Further to this, the notion of homecoming, as well as converting, was evident with participants in this research. However, their narration emphasised sense-making as they perceived it rather than foregrounding and attributing single or multiple causalities. Therefore, considering participants' experiences within one of those two career trajectories would not have done their experiences justice.

For example, one participant experienced his career trajectory as a journey with multiple detours, which could be considered within the notion of conversion. However, this participant also narrated his career trajectory as a form of returning home to his original roots, which simultaneously suggested the notion of homecoming. Similarly, in another example, the experience of another participant related to his career trajectory could be considered as coming home to his roots in working with youth and as a conversion from working as an IT engineer to working as a teacher. However, participants did not categorise their experiences in such a reductionistic way. Moreover, participants portrayed their career trajectory with a sense of integrity and ownership.

Therefore, I argue that insufficient consideration has so far been given to the nuances of participants who are driving and owning their career trajectory. Findings like these add detail to the foundation laid by existing research (Anthony & Ord, 2008; Castro & Bauml, 2009; Chambers, 2002; Evans, 2011; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003; Raggl & Troman, 2008; Schultz, 2013) and show that more idiosyncratic, phenomenological research needs to be carried out to illuminate the

various ways in which teachers with prior professional experience direct their careers. Thus, the experiences presented in the current research offer a more nuanced career trajectory whereby, in many cases, both notions (homecoming and converting) were evident at the same time. I, therefore, posit that the experiences of participants in this research resemble an epic narrative characterised by transforming oneself in harmony with the emancipated imagination of a self-directed career (integrity and ownership) (Greene, 1961).

While this research identified different narratives to those found by other researchers ('homecoming' or 'converting'; e.g., Anthony & Ord, 2008; Castro & Bauml, 2009; Chambers, 2002; Schultz, 2013), there are similarities between this and other research when it comes to the narratability (Savickas et al., 2009) of the experiences as coherent and continuous. Since this research focused on contextualising the career experiences of new teachers with prior experiences, the finding that participants directed their career transformations by conceptualising their experiences as 'Tight or entangled – but never broken' offers a more nuanced narrative, whereby participants emphasised narratives of their career transformations that were both coherent and connected to the past. Likewise, regarding the remark on previous research, the SCTs did not use metaphors that related to chance or coincidence, and hence the notion of chance and coincidence was absent in participants' narratives. This suggests that participants narrated their career transformation experiences with agency, as conscious and self-directed endeavours. Yet, there is also an acceptance that context influenced their capacity to act as independent agents. This research, therefore, confirms previous research (Castro & Bauml, 2009; Gordon, 2019; Haim & Amdur, 2016) that asserted that SCTs narrate their vocational choice with agency and consider their decisions as conscious and self-directed.

Sub-theme 2 within this superordinate theme, 'The power of reflectiveness and humility', highlighted the importance of SCTs' ability to critically reflect on their actions so that they could learn effectively, coupled with a humble attitude as new teachers with prior experience. Both are characteristics that SCTs use to direct their careers. This finding is novel. As previously recognised (section 2.4.1, p. 26), previous research did not include other critical aspects, such as personality and ability. However, research on personality within the general population of teachers (Cramer & Binder, 2015; Mayr

et al., 2013; Mayr & Neuweg, 2006) indicates that three personality dimensions of the five-factor model (McCrae & Costa, 2008), as well as an interest in teaching, should be confirmed as part of the application phase preceding teacher programme participation, to assess the occupational aptitude of potential teachers. The three personality dimensions (extraversion, psychological stability, and conscientiousness) highlighted by researchers exploring teachers' vocational choices (Mayr et al., 2013; Mayr & Neuweg, 2006) predict a good fit for the teacher occupation. However, while agreeing with Mayr et al.'s (2006; 2013) argument based on longitudinal research about the link between these personality dimensions and occupational aptitude, the present research suggests the need to further explore relevant personality dimensions and facets at a more granular level. 'Self-reflectiveness' can be associated with the facet of 'self-consciousness' within the dimension 'psychological stability', while 'humility' can be linked to the 'modesty' facet within the dimension of 'agreeableness'. Building on this personality model, which originated from the positivist research tradition (McCrae, 1989), the findings in this research highlighted the importance of engaging in specific personality-driven behaviours as conducive to directing one's career transformation. More specifically, the dimensions 'agreeableness' (with its associated facet 'modesty') and 'psychological stability' (with its facet 'self-consciousness') were found in participants' accounts.

Furthermore, the research findings reveal an interesting pattern, whereby the personality facets 'modesty' and 'self-consciousness' are potentially more important for SCTs than for FCTs for successfully directing their career transformation, negotiating integration into a teacher community, and leveraging previous experience. I argue, therefore, that further research is needed to better understand how personality-driven behaviours influence an individual's ability to transform their career.

Notably, it is assumed that personality is to be understood as a preference for a particular behaviour (Mayr & Neuweg, 2006) and, therefore, it is possible to moderate one's behaviour to better fit a particular situation. Moreover, these assertions are not intended to only favour one single ideal SCT personality profile, which would be at the expense of diverse teacher staff personalities. Instead, I suggest that the purpose of self-assessment tools is to systematically identify areas where preferred behaviour is close to assumed teacher behaviour and where it is not. This is to facilitate

occupational choice and assess the occupational fit for prospective SCT candidates. Recognising the actual SCT personality in greater detail as part of the self-assessment during the application process for teacher education programmes could contribute towards an understanding of individual preferences and anticipation of areas that might require SCTs to make behavioural adjustments. Potential SCTs may even realise at this stage that their preferences might contraindicate the vocational choice of teaching.

Contemporary self-assessment tools (Mayr et al., 2013; Mayr & Neuweg, 2006) have been built to explore the occupational fit of prospective first career teachers aged between 18 and 20 (Mayr & Neuweg, 2006). Nevertheless, the same logic and underlying assumptions have been used for SCTs. Previous research confirms the many differences between FCTs and SCTs (Etherington, 2011; Tigchelaar et al., 2008; Unruh & Holt, 2010; Varadharajan et al., 2019), and yet SCT personality is insufficiently recognised in the literature. Thus, hypothetically, a prospective SCT with a strong preference for highlighting past achievements (self-promoting and perceived as arrogant by others as opposed to a preference for modesty and self-effacing) would receive no insights related to this personality dimension/facet ('agreeableness') through the contemporary self-assessments available and, therefore, might not realise that a greater behavioural adjustment would be required for this particular behavioural preference (assuming that higher preferences in modesty are closer to the assumed teacher profile). This means, that the occupational fit assessment tools used for SCTs, who are typically between 30 and 55 years of age, seem to not consider SCT personality and contextual factors (such as age, family and financial responsibilities, recognition of previous experiences, and an allowance for self-directedness in terms of goal-setting and learning) (Etherington, 2011; Tigchelaar et al., 2008; Unruh & Holt, 2010; Varadharajan et al., 2019).

In addition, a relatively recent literature review (Johnston, 2016) indicated that the construct of career adaptability (Savickas, 1997; Savickas & Porfeli, 2012) correlates with four of the five personality domains. Positive associations were found for the dimensions of conscientiousness, extraversion, agreeableness, and openness to experience but not for psychological stability (Johnston, 2016). Previous research on the vocational choices of teachers (Mayr et al., 2013; Mayr & Neuweg, 2006) seems to offer some agreement that the dimensions of conscientiousness and extraversion are

important for individuals' ability to transform their careers. However, there are differences in opinion regarding the importance of the dimensions of psychological stability, agreeableness, and openness to experience. Therefore, research on teachers' vocational choices could consider the personality of SCTs specifically, including all five dimensions and their related facets, to better understand how personality influences an individual's ability to transform their career.

Moreover, the finding on humility connects to the higher-order discipline of philosophy, with its consideration of virtues (Worthington et al., 2017). Various perspectives on humility as a virtue exist. For example, humility might be seen as a moral virtue, a religious virtue, an intellectual or personality aspect, a cultural or sociological function, or as a precursor to well-being (Worthington et al., 2017). It seemed that humility served participants in this research as a wellspring of strength and the foundation for their adaptability and adaptation responses, which could be associated with intellectual, personality, cultural, sociological, or well-being perspectives. As previously mentioned, the addition of humility is a new finding and, therefore, expands the body of knowledge on the SCT phenomenon.

5.2.2 Making amendments to the self

Participants in this research reported that, as new teachers, they had to make amendments to the self. More specifically, they contextualised their previous experiences (sub-theme 1), accommodating to their schools' work habits (sub-theme 2) and aligning themselves with their new roles as teachers (sub-theme 3).

The finding 'Contextualising previous experiences' (sub-theme 1) identified how SCTs translated their previous professional experience to the circumstances of their new occupational requirements (such as during parent conversations and pedagogy). Researchers (Anderson et al., 2014; Anthony & Ord, 2008; Powers, 2002; Priyadharshini & Robinson-Pant, 2003; Raggl & Troman, 2008; Wilkins, 2015) have previously reported on the experienced challenges of transferring prior professional experience and asserted that SCTs refer to previous occupations to develop their present teacher identities (Newman, 2010; Trent, 2018a; Trent & Gao, 2009; Williams, 2010). As in existing research (Anthony & Ord, 2008; Chambers, 2002), a wide range of transferable skills was identified as a result of the diversity of participants' previous

professional experience, which included careers in marketing, sales, and consulting. However, participants in this research did not foreground their previous occupations to explain their present teacher identities.

While previous research (Anderson et al., 2014; Anthony & Ord, 2008; Griffiths, 2011; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003; Tan, 2012; Williams, 2010) focused on negative challenges relating to prior experiences and approaches for overcoming these, the current research discovered how participants perceived prior experiences as an advantage in their development as new teachers. For example, previously acquired client communication skills were relevant in the new context of conducting conversations with parents, leading to increased feelings of confidence in the unfamiliar environment.

Previous research conceptualised the SCT phenomenon as a career transition by applying the Schlossberg transition framework (Anderson et al., 2012; Gullickson, 1996; Schlossberg, 1981; Schlossberg et al., 1995). This framework proposes ways in which individuals cope with the challenges of their new role and requirements, based on Pearlin and Schooler's concept of coping (Pearlin & Schooler, 1978). The coping mechanism of controlling the meaning of a situation (Pearlin & Schooler, 1978) was evident here, whereby participants in the current research demonstrated that they translated their previous experiences into the new context and could, therefore, control their level of confidence.

Further to this, existing research (Anthony & Ord, 2008; Griffiths, 2007; Mayotte, 2003; Williams, 2010) identified previous professional experience as a double-edged sword, resulting in SCTs being expected to teach before they were ready to do so or receiving less support due to being perceived as competent due to their age and experience. In this way, previous professional experience was paradoxical, as the advantage of experience then became a disadvantage. This has been termed the expert-novice paradox (e.g., Mayotte, 2003; Williams, 2010). Instances of where the advantage of previous professional experience became a disadvantage were not evident in this research.

Therefore, the finding of 'Contextualising previous experiences' (sub-theme 1) identified in this research adds to the understanding of SCT perspectives on the transferability of previous skills by shifting from a transferability to a meaning perspective since participants emphasised that those previous professional experience helped them with their confidence during challenging times as new teachers. This finding also offers a more critical perspective, as it considers individuals' in-depth, subjective experiences.

Moreover, it is a robust finding that the workplace of schools, including their culture, is seen as a challenge for SCTs (Anderson et al., 2014; Anthony & Ord, 2008; Crosswell & Beutel, 2017; Newman, 2010; Peter et al., 2011; Pierce, 2007; Powers, 2002; Priyadharshini & Robinson-Pant, 2003; Raggl & Troman, 2008; Tigchelaar et al., 2008; Trent & Gao, 2009; Wilkins, 2015). Similarly, participants in this research experienced accommodating the work habits of their new school workplaces as challenging, resulting in unpleasant feelings (sub-theme 2). Participants consequently worked towards defusing their unpleasant feelings about the school culture by revising their perspectives.

Accommodating unpleasant feelings about the schools' work habits can be considered a mechanism for controlling meaning as a result of reframing perspectives (Pearlin & Schooler, 1978). This is similar to cognitive reappraisal as an emotion regulation strategy that involves changing the way one thinks about a stimulus to change its affective impact (Barrett, 2017; Buhle et al., 2014; McRae et al., 2012). Participants' coping strategies of controlling the meaning led them to a meaningful interpretation of their emotional experiences. For instance, participants who experienced frustration and annoyance about inefficient teacher staff meetings as something they could not change updated their perspectives on the meetings' purpose to perceive them as a social activity to help them accept the situation. This then allowed them to shift from a task-orientation towards a people-orientation in terms of those meetings. As a result, their feelings of annoyance and frustration became less intense as they started to control the meaning.

This is recognised in the existing literature, where it is suggested that emotion-focused coping is best employed in situations where challenges are uncontrollable (Folkman & Lazarus, 1985; Nicholls et al., 2012). The work habits of the school seemed to be an

example of an uncontrollable challenge that required participants to employ the emotion-focused coping strategy to defuse their negative emotions. Similarly, previous research on the SCT phenomenon (Bauer & Troesch, 2019) identified accommodating as an intrapersonal coping strategy for controlling meaning.

Existing research has identified that SCTs experienced misalignment between expectations and reality, apparent as a gap between previous organisational culture and school culture (Gordon, 2019). In this research, participants experienced a similar gap since many participants expected efficient meetings (comparable to meeting practices experienced in previous organisational cultures) and were disappointed by the reality of the meeting practices in their school. As participants experienced this gap, they engaged in the emotion-focused coping strategy of controlling the meaning to defuse their negative emotions. Therefore, this finding builds on existing work by showing how some SCTs addressed that misalignment.

The previous research only implicitly acknowledged the challenge of many SCTs who changed from the private to the public sector by focusing on individuals' experiences of integrating with the occupational community (section 2.4.3, p. 40). This resulted in an argument to contextualise the experience of SCTs joining from the private sector as entering an organisation and an occupation. The finding on 'Accommodating to schools' work habits' confirmed that participants in this research did not attribute their experiences to sectorial change but to entering a new organisation and a new occupation, requiring them to culturally accommodate to the new setting. Therefore, conceptualising career transformation in the context of entering both an organisation and an occupation with cultural differences contributed to the understanding of how SCTs develop their organisational and occupational identity.

Similarly, research on organisational culture suggests a more nuanced perspective on culture, whereby a wide range of models exist to describe organisational cultures (Denison & Mishra, 1995; Sackmann, 1991; Serrat & Serrat, 2017) by examining components, levels, and so on. The frequently referenced iceberg model (Sackmann, 1991) differentiates between tacit and explicit components of cultures. In the current research, it became apparent that participants deciphered observable behaviours (Sackmann, 1991) to understand what was below the surface and so accommodate

and make sense of, to a greater or lesser extent, their unpleasant feelings about the work habits in their school. It is, therefore, assumed that the meeting culture participants experienced as unpleasant represents 'commonly held underlying beliefs and assumptions' (Sackmann, 1991) they had about the school culture. As the accounts in this research demonstrated, participants were able to make sense of their school's work habits (teacher staff meetings) through reflection and controlling meaning (Pearlin & Schooler, 1978). Participants' accounts illustrated how making amendments within themselves by revising their perspectives, rather than changing the subject of concern, lowered the intensity of their negative feelings enough that most could defuse their feelings of annoyance, frustration, or reluctance.

Additionally, this research identified how participants were able to align themselves with the new role as of teacher and revisit their teacher role understanding (sub-theme 3) to continuously improve their classroom performance management. For example, participants were stricter with pupils, consistent, assertive, and respectful, as well as remained connected and reconnected with the professional value of helping pupils. Participants attributed their challenges over managing classroom performance to the level of their abilities, which they recognised and consequently improved. Previous research has found that classroom performance management is a challenge for SCTs (Gordon, 2019; Haim & Amdur, 2016; Laming & Horne, 2013; Priyadharshini & Robinson-Pant, 2003; Tigchelaar et al., 2008). In addition, previous research found that SCTs experienced identity conflicts (Friedrichsen et al., 2008; Williams, 2010). Those identity conflicts were caused by incorrectly assessing pupils' motivation to study (Friedrichsen et al., 2008) and balancing an accomplished expert identity with a novice student teacher identity, leading to the expert-novice paradox (Williams, 2010).

The current research found that SCTs also experienced classroom performance management as challenging. Previous research attributes these challenges to the differences between SCTs' vision of what teaching should be like and the classroom reality (Gordon, 2019) or their having previously interacted primarily with adults (Haim & Amdur, 2016; Laming & Horne, 2013). In the current research, these two reasons (vision versus the reality gap and previously primarily interacting with adults) appeared only somewhat as distinct reasons. For example, participants described how they responded to the challenges of managing classroom performance by making

critical behavioural adjustments either towards the class and/or revisiting their perspective of what the role of a teacher entails. As they figured out how to achieve and sustain a productive learning environment for a group of children or adolescents, they emphasised their intrapersonal adjustments to the new work situation.

Therefore, the underlying reasons for the challenges possibly were less prominent since participants in this research seemed to view themselves as qualified teachers who were continuously learning about teaching. This view is supported by researchers (Keller-Schneider, 2020; Keller-Schneider et al., 2018, 2020) who have asserted that newly qualified teachers need to further develop their competency in managing the class. Therefore, it appears that insufficient attention has so far been given to the nuances of participants who are continuously accommodating insights and role understandings as new teachers. This finding adds details to the foundation established by existing research (Gordon, 2019; Haim & Amdur, 2016; Laming & Horne, 2013).

Furthermore, while previous research has found that SCTs experience identity conflicts, participants in this research did not report major identity conflicts. Although two participants reported experiencing how their incorrect assessment of pupils' motivation to study negatively impacted their classroom performance, this did not appear to cause an identity conflict. Instead, this experience seems to have ignited a reflection process, leading participants to align themselves by revising their role understanding. The differences in interpretation might stem from the preconceived conception of SCT identity development as a linear trajectory from novice to expert (Lave & Wenger, 1991; Wenger, 1998) or as a transition from stability to instability and back to stability (Schlossberg et al., 1995), as set out in previous research (Friedrichsen et al., 2008; Williams, 2010). As a result of such a preconceived conceptualisation, challenges might have been interpreted as identity conflicts at the expense of perceiving SCTs' agentic capability to learn how to appropriately leverage previous experiences. With this perspective on SCT experiences, this research assumes that those participants who made incorrect assessments of pupils' motivation to study would benefit from accommodating this insight by making behavioural adjustments and/or revisiting their understanding of the teacher role.

As in the previous two sub-themes, here, participants either controlled meaning (Pearlin & Schooler, 1978) so that they were able to revise their role understanding or modified their behaviour (Pearlin & Schooler, 1978) to accommodate insights on how to behave differently and so influence classroom performance.

While this research found similar classroom performance challenges to those found by others (Gordon, 2019; Haim & Amdur, 2016; Laming & Horne, 2013; Priyadharshini & Robinson-Pant, 2003; Tigchelaar et al., 2008), there are also similarities between this research and existing work when it comes to the adaptability (Savickas, 2012; Savickas et al., 2009) of SCT experiences as a coherent narrative for addressing required changes and so further improving SCT capability level. Therefore, this research reinforces the perspective of an individual's agency in today's career context (as mentioned in section 1.2, p. 1), characterising participants' experiences as self-directed by evidencing how SCTs make continuous adaptations to the self as a new teacher.

5.2.3 Accentuating social professional support

The third superordinate theme highlighted the importance of accentuating social professional support for new teachers with prior experience. Furthermore, these experiences influenced participants mainly at the interpersonal level.

The finding within this superordinate theme of 'learning from practitioners' and pupils' feedback' (sub-theme 1) demonstrated that it was vital for new teachers with prior experience to be supported by learning partners and that this support resulted in pleasant feelings such as trust, amazement, energy, and increased confidence. Similarly, previous research has emphasised the value of support from experienced colleagues for new teachers (Anderson et al., 2014; Bauer et al., 2021; Fry & Anderson, 2011; Gordon, 2019; Griffiths, 2011; Haim & Amdur, 2016; Ilmer et al., 2005; O'Connor et al., 2011). In addition, previous research demonstrated a tendency to prioritise negative emotions and experiences, such as rejecting mentors due to age differences (Mayotte, 2003) and problematic aspects of support relationships such as professional disagreements and expectations to accept role-modelling (Gordon, 2019; Griffiths, 2011; Haim & Amdur, 2016; Ilmer et al., 2005; Morton et al., 2006). Similarly, it was asserted in a recent literature review that SCTs perceive induction support as valuable and that they long for the recognition of their specific needs and the

experiences they can offer (Ruitenburg & Tigchelaar, 2021). Hence, the prevailing assumption has been that programmatic support is necessary to lessen negative experiences. In contrast, participants in this research prioritised positive emotions and experiences with social professional support. For example, participants expressed positive emotions such as trust and admiration relating to the support they received from practice teachers as learning partners. Moreover, participants expressed in detail what the support meant to them, reporting that it built confidence, helped them to make sense of their experiences, provided role-modelling and additional individual support, and allowed them to solve real cases and avoid mistakes. Since this research approached the experiences of participants from a perspective of individual agency (as mentioned in section 1.2, p. 1), participants in this research appeared to foreground their adaptive capabilities and meaning-making around interpersonal support. The differences found between negative and positive experiences relating to social professional support might be attributed to the independent, non-programmatic research perspective.

In this research, participants affirmed the importance of interpersonal support from a wide range of learning partners. However, in addition to previous research, this research found another group of learning partners – pupils – to be key for SCTs' development. SCTs experienced pupils who provided direct feedback as instrumental to their social professional support as new teachers. Participants spoke about the value of immediate feedback regarding adjusting their behaviours and pedagogy in support of their learning. In this research, participants highlighted the duality of pupils' direct feedback on their development. Negative feedback prompted reflections on how to adapt their behaviour and teaching competence, whereas positive feedback appeared to energise, encourage, and build SCTs' confidence. This demonstrated SCTs' agency (as mentioned in section 1.2, p. 1) in developing their competence as new teachers by learning from experience instead of just receiving programmatic support. Additionally, it seemed that the immediacy of pupils' feedback was important for SCT development. It is assumed that the ability to discover this specific aspect of social professional support can be attributed to the previously mentioned (section 2.5.3, p. 50) broader perspective of this research, which operated independently from teacher education programme evaluations. Therefore, this research reinforces an interpersonal perspective (as mentioned in section 2.5.1, p. 48) on SCT experiences to offer deeper understandings

of how the social influences of others (such as mentors, practice teachers, and pupils) support the professional development of SCTs.

Further to this, the current findings build on previous research (Gordon, 2019; Mayotte, 2003), which has also illustrated that SCTs continuously deepen their learning as new teachers. Therefore, the assertion of contemporary career researchers (Savickas et al., 2009) – that individuals are continually required to adjust and construct their career – allows the findings of this research to be contextualised as a constructivist career experience given the continuous adaptation and ongoing nature of sense-making.

Moreover, previous research has found that SCTs received less support than FCTs due to their assumed previous professional experience (Griffiths, 2011), which has been labelled the expert-novice paradox (e.g., Mayotte, 2003). In contrast, participants in this research experienced highly individualised support that helped them to achieve step-change in their learning (sub-theme 2). Therefore, participants were able to move positively towards resolving complex challenges by considering the direct advice they received. Participants used two coping mechanisms (Barrett, 2017; Buhle et al., 2014; McRae et al., 2012; Pearlin & Schooler, 1978) to respond to negative challenges for which they needed support. The first was to modify the situation (Pearlin & Schooler, 1978) by doing things differently, such as acting on advice from SCT-trusted learning partners (typically a mentor or practice teacher). The second coping mechanism was to control the meaning of a situation, similar to cognitive reappraisal (Barrett, 2017; Buhle et al., 2014; McRae et al., 2012; Pearlin & Schooler, 1978). This meant reframing the situation and adopting the new perspective of a trusted learning partner. Consequently, they were able to regain confidence and control over demanding situations.

5.2.4 Implications of career transformation

This fourth and final superordinate theme on the implications of career transformation was important as it covered participants' reflections on how career transformation resulted in achieving congruency in life (sub-theme 1), developing mastery and exploring possibilities in teaching (sub-theme 2), as well as combining teaching with previous professional experience (sub-theme 3). Findings highlighted the impact of participants' career transformation regarding their present and future aspirations,

demonstrating their commitment and dedication to teaching. Furthermore, these experiences influenced participants mainly at the intrapersonal level.

The finding 'Achieving congruency in life' (sub-theme 1) demonstrated how participants accomplished this and what that meant to them. Participants reported that achieving congruence between their professional and personal values resulted in pleasant feelings such as amazement, confidence, joy, pride, contentment, security, and serenity. Previous research (Anthony & Ord, 2008; C. Bauer et al., 2017; Bunn & Wake, 2015; Chong & Goh, 2007; Evans, 2011; Koç, 2019; Laming & Horne, 2013; Raggl & Troman, 2008; Williams & Forgasz, 2009) has consistently found that SCTs are motivated by intrinsic and/or extrinsic (including contextual) aspects when enacting their career transformation. Similarly, in this research, a wide range of both intrinsic and extrinsic motivations was evident. Therefore, this research confirms existing perspectives. Specifically, some participants valued the learning and growth inherent in the teaching occupation (intrinsic), whereas others valued the job security or family-friendliness of the occupation (extrinsic).

Additionally, participants in the current research prioritised expressing the purpose of their motivational drivers, which they saw as achieving congruency between their professional and personal values, rather than merely reflecting on what motivated them to enact their career transformation. As a result of expressing the meaning of their motivation, participants also expressed their present pleasant feelings of being able to achieve congruency by means of transforming their career for the better. Participants narrated their experiences as an epic to achieve both professional and personal values, assuming a retrospective in service of creating a connected, coherent narrative. Therefore, their adaptation as new teachers with prior professional experience was directed at bringing inner needs and outer opportunities into harmony (Tokar et al., 2020).

These similarities and differences between this research and previous findings can be attributed to the distinctions in research impetus. Previous research, in particular, traditional research into the SCT phenomenon as a vocational choice (section 2.4.1, p. 26), has sampled applicants for teacher education programmes or student teachers to identify motivational drivers for entering these courses to enhance the recruitment

and selection of future SCTs. This research, in contrast, focused on new teachers with previous professional experience. I operated independently from teacher education programmes and conducted the work from a career perspective. Therefore, this research allowed participants to accentuate the professional and personal meaning aspects of their career transformation, at a time when they were able to assess the impact of their motivational drivers retrospectively, rather than prospectively assuming what might motivate them to apply for, or participate in, a teacher education programme. In addition, it might be possible that participants' sense-making was less filtered in the current research than if they had been speaking to a researcher who was associated with a teacher education programme.

In addition, the experiences presented in this research offer a more nuanced understanding of how SCTs present their career narratives at the time of entering the teaching profession. It is assumed that the ability to identify this finding can be attributed to the approach of this research by foregrounding the subjective experience of participants by employing IPA as a research methodology that facilitates and privileges the idiographic (section 3.3, p. 70).

Furthermore, previous research has built on psychological theories of intrinsic and extrinsic motivation (Ryan & Deci, 2000; White, 1959) to understand the SCT phenomenon as a vocational choice. In contrast, the findings in this research can be more closely associated with career theories (Baruch, 2011; Hall, 1996, 2004; Hall et al., 2018; Sullivan & Arthur, 2006). For example, protean career theory (Briscoe et al., 2006; Driver, 1982; Hall, 1996, 2004; Hall et al., 2018) and kaleidoscope career theory (Baruch, 2011; Mainiero, 2005;) both offer a perspective on how individuals deal with career issues in a contemporary context. The protean career theory, which positions individuals' careers as flexible, adaptable, and versatile, posits that career issues are addressed by self-directing one's career and being value-driven in one's career choice (Hall, 2004; Hall et al., 2018). The findings in this research illustrate how SCTs direct their careers towards achieving congruency in their professional and personal values. Similarly, the kaleidoscope career theory (Baruch, 2011; Mainiero, 2005) proposes that career decisions are of an authentic, balanced, and challenging nature. The current research findings illustrated how participants considered the suitability of their new occupation (meaning this was an authentic choice), the family-friendly nature and job

security of the SCT job (meaning it was a balanced choice), and the need to be stimulated to learn and grow (meaning it was a challenging choice). Subsequently, this finding demonstrated how understanding the SCT phenomenon from a career perspective enables a more holistic understanding of how individuals respond to contemporary career issues. This research finding ('Achieving congruence in life') reinforces the notion of an individual's desire in today's career context (section 1.2, p. 1) to achieve congruence in their professional and personal lives. This was evident in participants' accounts of self-directed, value-driven career management, leading to authenticity, balance, and/or challenges.

The findings of the second sub-theme ('Developing mastery and exploring possibilities in teaching') identified participants' near-term future intentions to develop as teachers and their thoughts about their career trajectories (which might have been deepening, broadening, or progressing) within their occupation as teachers. This sub-theme emphasised participants' sense-making through committing themselves to their teaching career as part of their narrative. While the first sub-theme 'Achieving congruency in life' covered participants' present experiences, this sub-theme covered participants' future considerations on how to adapt to their new teaching careers.

Previous research (Crosswell & Beutel, 2017; Gordon, 2019; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003) has evidenced that continuous adjustment is a key feature of the SCT experience. Moreover, previous research has asserted that SCT identity development takes place over time by continuously improving practice (Schultz, 2013; Trent & Gao, 2009). In this research, both aspects (continuous learning and identity development over time) were demonstrated by all participants, who strongly committed to their careers in teaching by further improving their practice. For example, participants identified immediate, near-term areas of further development (such as media and IT or mastering classroom management), as well as expressions of loyalty and commitment towards their new occupation, as a proxy for their strong identification with the occupation. Notably, the participants engaged in continuous professional development that was governed by cantonal authorities (e.g., Canton Aargau, 2006), as well as self-directed professional development.

Moreover, previous research (Friedrichsen et al., 2009; Pierce, 2007; Schultz, 2013; Trent & Gao, 2009; Wilkins, 2015; Williams, 2010) has established that SCTs develop their teacher identities by engaging with more experienced peers, reflecting in journals and, for those who are parents, reframing complementary parent identities. Reframing has previously been referred to as (re-)building SCT occupational identities, in relation to previous identities, to connect past and present (Peter et al., 2011; Trent & Gao, 2009; Wilkins, 2015). Developing a professional identity as a teacher has, in previous research, been assumed to be a difficult task for new teachers because of the differences between old and new careers (Pierce, 2007; Wilkins, 2015).

In the current research, participants appeared not to perceive their identity development as a challenging task, nor was there the notion that parent identity (for those participants who are parents) overly influenced the development of their occupational identity. Not only did participants reflect on how they made amendments to themselves (superordinate theme 2) and how they accentuated social professional support (superordinate theme 3) to continuously improve as SCTs; they had also already identified immediate next steps within their occupation to broaden or deepen their capabilities (sub-theme 2 of superordinate theme 4).

Although developing capabilities and identity could be seen as different constructs, both are a process over time (Lawler, 2014; Mezirow, 2012). This view is in line with the concept of communities of practice (Lave & Wenger, 1991), whereby identity is a learning process that takes place over time to incorporate past and future into the meaning of the present. Moreover, identity is something that is produced through the narratives people use to explain and understand their lives (Lawler, 2014). It, therefore, appears that, with growing capabilities, occupational identity develops. Consequently, participants in this research narrated their identity development by further developing and exploring possibilities within teaching (sub-theme 2). Additionally, their narratives on making amendments to the self (superordinate theme 2) and accentuating social professional support to become better teachers (superordinate theme 3) contributed to their occupational identity development. Therefore, those intrapersonal and interpersonal adjustments in the past and near-term plans to further develop mastery in teaching and explore possibilities in teaching are framed as challenging tasks for SCTs.

However, unlike previous research, identity development itself was not perceived as overly challenging.

These differences might be attributed to the idiographic approach of this research, which prioritised the subjective experience to deeply understand the SCT phenomenon. There may be alternative explanations of the perception of identity development as a non-challenging task because previous research has conceptualised identity development as a linear trajectory from novice to expert (Lave & Wenger, 1991; Wenger, 1998), leading to a preconception of SCTs' learning processes as challenging for identity development (Newman, 2010; Williams, 2010).

Previous research has commonly conceptualised the development of SCT occupational identity as a trajectory from 'newcomer' to 'old-timer' within the community of practice (Lave & Wenger, 1991; Wenger-Trayner & Wenger-Trayner, 2014; Wenger, 1998). However, this finding of 'Developing mastery and exploring possibilities in teaching' can be more closely associated with contemporary career development theories. Specifically, the career construction theory (Savickas, 2005, 2012) seems suitable to help understand the behaviours of SCTs as a dynamic, continuous development task throughout their career in teaching as a process of becoming. For example, career construction theory defines career adaptability as readiness and resources for coping with career decisions and challenges (Savickas, 2005). The findings of this sub-theme illustrated how SCTs continuously considered their development needs to construct their career. Consequently, this finding demonstrates the value of understanding the SCT phenomenon from a career perspective, leading to a more holistic understanding of how individuals address development tasks. It also demonstrates the advantages of conceptualising the SCT phenomenon as an ongoing transformation (section 1.4, p. 11), rather than a time-bound transition towards stability. Therefore, this research was able to identify the ongoing nature of sense-making for new teachers with prior professional experience, which has led to a more detailed perspective of their experiences.

The finding within this superordinate theme of 'Combining teaching with previous professional experience' (sub-theme 3) disclosed participants' mid- to long-term future or actual activities and combined their previous professional experience with their new

career in teaching. This sub-theme emphasised participants' sense-making by bringing their past experiences/careers together with their future career aspirations as part of their prospective career narrative and occupational identity.

Earlier research (Pierce, 2007) has suggested that SCTs have permanently suspended their previous professional identities. Other prior research (Newman, 2010; Peter et al., 2011; Trent, 2018a; Trent & Gao, 2009; Williams, 2010) also asserted that SCTs bridge past and present roles to explain who they are and to connect with aspects of their previous career identities. In this research, neither the notion of suspending a past professional identity nor bridging the past with the present to narrate occupational identity were evident. Participants in this research focused not on a past identity but rather on constructing a future occupational identity that expanded the teacher identity space for them. Surprisingly, participants' previous professional identities were only mentioned (again) when they were prompted to share their thoughts on their career prospects. This might have been the case because of participants' concerns for creating a coherent narrative that integrated their professional past.

Although the findings in this research could be interpreted as the resurfacing of previous professional identities, participants in this research appeared to aspire to an assemblage of their previous professional identities and teacher identity through combining them. This is similar to previous research which has suggested that SCTs develop their occupational identities by articulating a different position to FCTs (Trent, 2018a). In this research, participants included their previously held professional identities when thinking about their occupational future, therefore, assuming a different position compared to FCTs, who do not have previous occupational identities.

Two aspects appeared particularly influential to this novel finding of participants who projected a desire to combine teaching with their previous professional experience. Firstly, participants who had already completed two to three years as teachers were more likely to have specific ideas about how to combine teaching with their previous occupations. Secondly, participants with a conceivable connection between the two occupations were able to paint a picture of how this connection would contribute to the teaching occupation. For example, one participant combined his first occupation as a university-educated musician with his new occupation as a teacher by leading a school-

wide music project in which various subjects (German, biology, and English) were, in part, taught through music. This participant (Luigi) had already worked for five years as a teacher, and the combination of his two occupations was a conceivable one. Therefore, if and when participants were able to make meaningful combinations between their previous and current occupations, this became a key component in their career narrative. This created a coherent, singular narrative. It also meant that their incoming or original identity (Zheng et al., 2020) was an important aspect in the process of developing a teacher identity, whereby participants who were able to identify a conceivable connection between occupations placed more importance on their original professional identity.

Furthermore, while previous research highlighted the challenges of identity development caused by differences between old and new careers (Pierce, 2007; Wilkins, 2015), this research found that participants developed their identities by contextualising previous experiences (superordinate theme 2, sub-theme 1). They also combined teaching with their previous professional experience, thereby emphasising the similarities and utility of previous experiences to the teaching occupation.

Previous research has not found an SCT narrative of combining previous professional experience with teaching. This finding is important as it demonstrates that, for participants in this research, their future teaching careers are an important, although yet unwritten, chapter in their occupational identity narrative. As Brunner (1990) suggested, people use 'organising principles' to make sense of their experiences. Participants in this research used time as an organising principle and, therefore, reflected on their past, present, and future to make sense of their career transformation. This finding can be also contextualised by research on the career paths of German teachers that highlighted vertical and horizontal pathways (Druschke & Seibt, 2016). A horizontal pathway corresponds to a change to another school and specialisation within the teaching occupation (such as fostering individuals with learning difficulties) and a vertical pathway matches hierarchical progression (for example, management of teachers or schools). The finding of combining teaching with previous professional experience seemed to resemble a mix of vertical and horizontal career progression since some SCTs reported vertical progression in the hierarchy (such as becoming a school headteacher or educator of teachers) while other SCTs reported

broader (horizontal) career progression (such as the music projects of the professional musician participant or starting work as a practice teacher).

This research identified different identity narratives (sub-theme three) to those found by other researchers (Newman, 2010; Peter et al., 2011; Trent, 2018a; Trent & Gao, 2009; Wilkins, 2015; Williams, 2010) (for example, transitional and perpetual liminality, challenges caused by differences between old and new careers, and bridging past and present roles). However, there are similarities between the current outcomes and existing work (Friedrichsen et al., 2008; Schultz, 2013; Trent & Gao, 2009; Williams, 2010) regarding practice teaching (superordinate theme 2), engaging with more experienced peers (superordinate theme 3), and reflecting and reframing (superordinate theme 1 – sub-theme 1; superordinate theme 2 and 3) to contribute towards the development of their teacher identities.

As previously suggested, prior research on SCT occupational identity development has frequently conceptualised their experiences as a social learning practice (Lave & Wenger, 1991; Wenger, 1998). This suggests a linear trajectory from teacher newcomer to old-timer. Yet, previous research has conceptualised SCT experiences as a career transition by applying the Schlossberg transition framework (Anderson et al., 2012; Gullickson, 1996; Schlossberg, 1981; Schlossberg et al., 1995). As stated previously (section 2.4.2, p. 31), this framework offers little insight on identity-related issues within the SCT transition. With those conceptualisations comes the notion of SCT experiences as a transition, which implies that this experience is timebound and that there is a period of stability once the transition is complete (section 2.5.2, p. 49). Either way, this conceptualisation in the existing literature on SCT tends to overlook the dynamic nature (Bright & Pryor, 2011b; McMahon, 2014; McMahon & Patton, 1995; Pryor & Bright, 2003; Savickas, 1995; Savickas et al., 2009; Sharf, 2013a) of today's careers context. Therefore, it appears that this research finding (sub-theme 3), which illustrated the ongoing nature of sense-making of the SCT phenomenon, indicates that a conceptualisation of the SCT phenomenon as a transformation, rather than a transition, is more beneficial. Thus, this research has contributed to a better understanding of the lived experiences of the SCT transformation.

Further to this, the finding of 'Combining teaching with previous professional experience' (sub-theme 3) can be contextualised as a contemporary phenomenon by leveraging psychological and sociological perspectives and recognising the continuous, dynamic nature of the phenomenon. More specifically, this finding can be associated with three complementary conceptualisations: learning behaviour, career behaviour, and identity development. In the following part, I discuss these three conceptualisations in relation to additional theoretical concepts.

Firstly, the finding can be connected with the psychological conceptualisation of learning behaviour in the shape of an s-curve (Brassey et al., 2019; Johnson, 2012), which was built on disruptive innovation models (Rogers, 1962). The career s-curve conceptualises personal career growth as a change of gear. Professionals enter the mastery stage to access the next curve of learning and so progress in their careers. Participants in this research, who had typically completed two to three years working as teachers, were either considering jumping or had already jumped to the next s-curve, further progressing their teaching careers.

Secondly, the finding can be related to the psychological conceptualisation of career behaviour, as asserted in the protean career theory (Briscoe et al., 2006; Driver, 1982; Hall, 1996, 2004; Hall et al., 2018). A key tenet of this theory is that individuals' career behaviour can be characterised as them taking charge of their career (Baruch & Rousseau, 2019; Hall, 2004; Hall et al., 2018). Specifically, an individual's career can be exemplified by a process of identity awareness, as well as sense-making, adaptability, and agency (that is, making choices and setting intentions) to exercise self-direction and intrinsic value-orientation and so achieve psychological success (Hall, 2004; Hall et al., 2018). The finding of 'Combining teaching with previous professional experience' (sub-theme 3) illustrated how SCTs continue to self-direct their careers by combining teaching with their previous professional experience, therefore, representing agency (Hall et al., 2018).

And thirdly, this research also suggests that participants demonstrated an intrinsic work value-orientation towards growth, representing an awareness of identity and sense-making by reconstructing their career narratives (Mezirow, 2012) as well as growing their professional identity by combining teaching with their previous professional

experience (Hall et al., 2018). Additionally, this finding can be linked to the sociological conceptualisation of social learning (Wenger, 1998), which includes identity development (Lave & Wenger, 1991; Wenger, 1998) and a connection with learning and meaning where individuals participate in a community of practitioners. Specifically, as stated in chapter 2 (section 2.4.3, p. 40), the process of identity development takes place by defining ourselves in relation to “where we have been and where we are going” (Wenger, 1998). This finding illustrated that participants could identify with whom they were by narrating their past and future (Wenger, 1998). However, since the unit of analysis is the community of practice, as previously mentioned (section 2.4.3, p. 40), the theory does not recognise participants as belonging to other communities of practice. Therefore, previous occupational community participants are not considered in their practices. Additionally, the concept of narrative identity work (Barbulescu & Ibarra, 2010) conceptualises SCT experiences as an agentic and coherent narrative that describes a career as a series of events that sequentially makes sense. This finding on ‘Combining teaching with previous professional experience’ (sub-theme 3) is in conjunction with ‘Tight or entangled – but never broken’ (superordinate theme 1 – sub-theme 1) illustrated by participants’ agency in narrating a goal-directed sequence of events by relating the past to the present and anticipating the future (Barbulescu & Ibarra, 2010; Gergen, 1994; Weick, 1995).

Consequently, the finding of ‘Combining teaching with previous professional experience’ demonstrated the value of understanding the SCT phenomenon from an interdisciplinary perspective, enabling a more holistic understanding of how teachers with prior professional experience develop their occupational identity. Therefore, this research was able to identify in more depth the nuances of the SCT identity development process, leading to a broader and deeper perspective of the experiences.

In summary, enlarging and expanding on participants’ teacher identities was a critical component for narrating the meaning of their career transformation and, with that, their future occupational identity. Therefore, the participants of this research connected their present identities as teachers with future identities that connected with the past (as the findings ‘Tight or entangled – but never broken’, first superordinate theme, and ‘Combining teaching with previous professional experience’, fourth superordinate theme have illustrated).

5.3 Connections across themes

In this research, the superordinate themes and sub-themes were connected by the notion of an epic of transforming the self by adapting to the role as teacher and teaching in a school and by narrating the meaning thereof (also see section 4.7, p. 158). It was striking that all eight participants touched on these two interrelated 'motions of learning' from their experiences (adapting) as new teachers (micro-level) and narrating the meaning of their transformation experiences (macro-level). The term 'motion of learning' was coined to express the continuous forward movement of participants' learning. Interestingly, the participants appeared inspired to continue furthering their teaching careers; so much so that they narrated themselves as continuously transforming rather than describing themselves as transformed or transitioned.

The two motions of participants' career transformation contributed to the presentation of an epic, coherent narrative experience. Firstly, at the micro-level, the motion of the second superordinate theme ('Making amendments to the self') illustrated how participants experienced many episodes where they had to continuously adapt to overcome the various challenging experiences faced by SCTs. A considerable amount of adaptation over a prolonged period was evidenced, making this an epic narrative with the participant as a heroic protagonist. More specifically, participants contextualised their previous experiences, accepted or accommodated schools' work habits, and aligned themselves with their new roles as teachers. Further to this, in the third superordinate theme ('Accentuating social professional support'), participants illustrated how they adapted by leaning on social interactions, realising that practitioners' and pupils' feedback enabled them to develop further as new teachers with prior professional experience. In this motion, participants accentuated their capabilities to continuously learn as a resource for their bravery in their epic.

Secondly, at the macro-level, in the first of the superordinate themes ('Directing career transformation'), participants narrated their epic experience by presenting their career trajectories before their occupational transformation into being teachers, as well as what propelled them into teaching. Additionally, participants described the characteristics that allowed them to overcome the challenges of their epic experience.

Participants accentuated two key behaviours – humility and self-reflectiveness – as tonality in their narratives to illustrate the heroic nature of transforming their careers.

In the first sub-theme of the fourth superordinate theme ('Achieving congruency in life'), participants narrated the congruency achieved in life as a teacher with prior professional experience. Finally, the remaining sub-themes of the fourth superordinate theme ('Developing mastery and exploring possibilities in teaching'; 'Combining teaching with previous professional experience') narrated participants' reflections on how to further their careers as new teachers with prior professional experience.

Together, these themes narrated how participants developed their occupational identities. Since I spaced the two interviews, it was possible that participants more deeply reflected on, and then narrated, what changing to a teaching career meant to them ('Achieving congruency in life') and how their epic would continue ('Developing mastery and exploring possibilities in teaching'; 'Combining teaching with their previous professional experience'). In this motion, participants narrated their sense of achievement based on overcoming various challenges, sustained by their humility and self-reflectiveness as superpowers, as well as considering how to continue their epic story.

The following figure is a visual representation of the two interrelated motions connected by the notion of an epic of self-transformation.

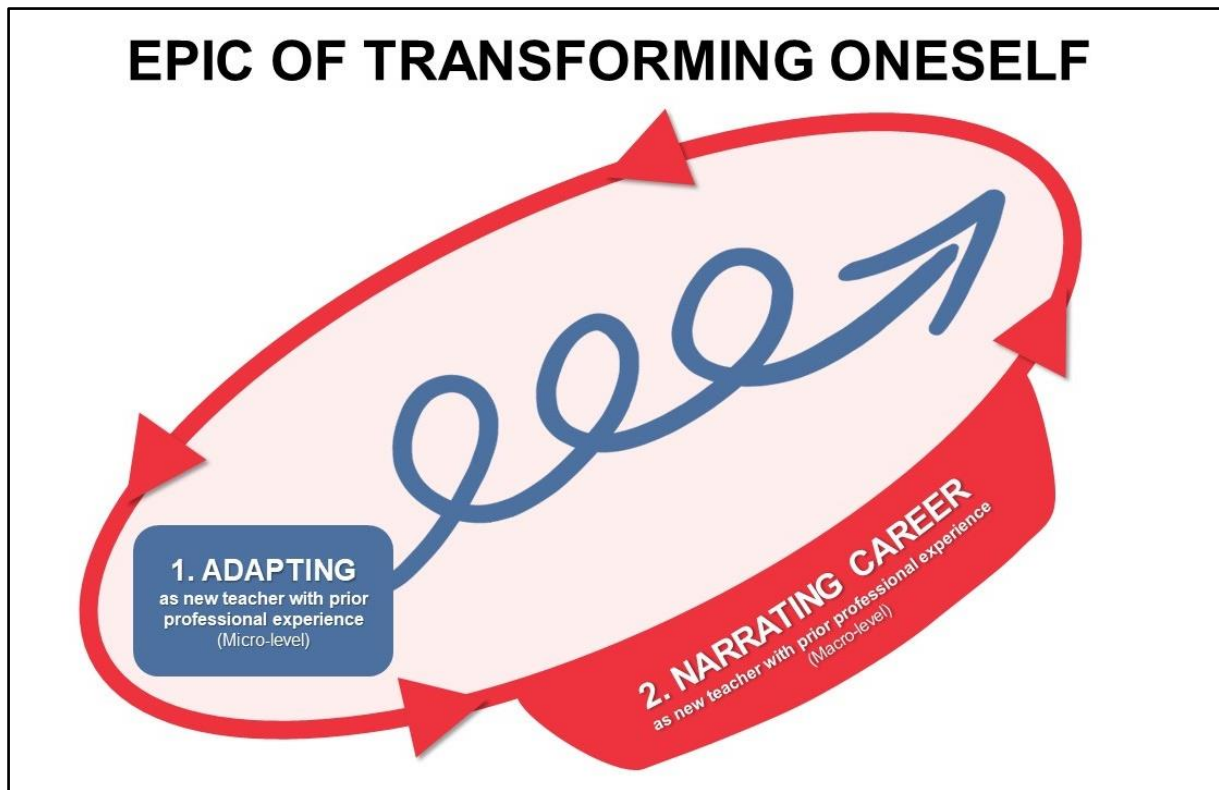


Figure 9: Epic of transforming oneself – two motions (own illustration)

Thus, the sequence of the four superordinate themes helped structure a narrative whereby the reader could understand the participants' learning journeys as new teachers with prior professional experience. However, although the four superordinate themes helped form a unique piece of research, this uniqueness was not as much in the structure of the narrative as in the idiographic approach to the lived experiences of new teachers with prior professional experience.

It is worth mentioning that although this perspective as epic self-transformation with two interrelated motions of the four superordinate themes might have been influenced by my own interpretative analysis of the participants' individual accounts, there was no prior intention to do so. There was nothing in the interview schedule that would seem to suggest these interrelated motions; the analysis was also not forced to fit those motions or match the different motions mentioned above.

5.4 Interdisciplinary, transformative perspective on the SCT phenomenon

In this last section, I discuss the theoretical conceptualisations of SCT experiences. I considered the researched phenomenon from an interdisciplinary and transformative

perspective to understand how the current research contributes to the field of career construction and organisational identity (section 2.5.3, p. 50). It also contributes to the field of learning theory based on the presented interpretation as the epic of transforming oneself (section 5.3, p 188). Therefore, in the following sections, I first conceptualise the findings of this research as career construction/transformation from a psychological perspective (Cardoso et al., 2020; McMahon et al., 2012; Savickas, 1995, 1997, 2011a, 2012, 2013; Savickas et al., 2009; Tokar et al., 2020) and from a sociological perspective, conceptualising the SCT phenomenon as organisational identity transformation (Ashforth & Schinoff, 2016). This includes a discussion of the extent to which both conceptualisations can explain the SCT phenomenon as transformation. The second section introduces the conceptualisation of the SCT phenomenon from an interdisciplinary learning perspective (Dyke, 2017; Jarvis, 2006, 2012, 2018; Jarvis & Watt, 2017) to more fully conceptualise the findings in this research as an epic transformation of the whole person through learning.

5.4.1 SCT phenomenon as career phenomenon

From a psychological perspective, the career transformations of the participants in this research can be conceptualised with the 4 Cs of career adaptability (Savickas, 2012). According to this model, career adaptability can be characterised by the behavioural aspects of concern, control, curiosity, and confidence (Savickas, 2012; Savickas & Porfeli, 2012; Tokar et al., 2020). Table 4 (p. 192) illustrates how career adaptability behaviours, including a contemporary definition of those behaviours (Savickas & Porfeli, 2012; Tokar et al., 2020), can be mapped to the findings in this research.

Table 4: Career Adaptability Behaviour Mapped to Research Findings

Career adaptability behaviours (Savickas, 2012)	Description of career adaptability behaviours	Research findings (themes)
Concern	<ul style="list-style-type: none"> Thinking about what the future will be like Preparing for the future Becoming aware of the educational and vocational choices that must be made 	<ul style="list-style-type: none"> 'Tight or entangled – but never broken' (superordinate theme 1 – sub-theme 1) 'Achieving congruency in life' (superordinate theme 4 – sub-theme 1)
Control	<ul style="list-style-type: none"> Making individual decisions Taking responsibility for actions Counting on oneself 	<ul style="list-style-type: none"> 'Directing career transformation' (superordinate theme 1) 'Making amendments to the self' (superordinate theme 2)
Curiosity	<ul style="list-style-type: none"> Looking for opportunities to grow as a person Investigating options before making a choice Observing different ways of doing things 	<ul style="list-style-type: none"> 'Developing mastery and exploring possibilities in teaching' (superordinate theme 4 – sub-theme 2) 'Combining teaching with previous professional experience' (superordinate theme 4 – sub-theme 3) 'Accommodating to school's work habits' (superordinate theme 2 – sub-theme 2)
Confidence	<ul style="list-style-type: none"> Taking care to do things well Learning new skills Working up to one's ability 	<ul style="list-style-type: none"> 'Contextualise previous experiences' (superordinate theme 2 – sub-theme 1) 'Accentuating social professional support' (superordinate theme 3)

The findings of 'Tight or entangled – but never broken' (superordinate theme 1 – sub-theme 1) and 'Achieving congruency in life' (superordinate theme 4 – sub-theme 1) can be associated with the career adaptability behaviour of concern (Savickas, 2012). As part of their career biographies, participants in the current research shared (in the finding 'Tight or entangled – but never broken') the concerns they had (such as the desire to work with children, teaching always being on their mind, detours taken before becoming a teacher) before committing to teaching. As a result of those concerns, they started to prepare for their future careers, making vocational and educational choices (Tokar et al., 2020) to change occupations. Given that this research aimed to illuminate the experiences of new teachers with previous professional experience by retrospectively examining their experience, it was also able to demonstrate how participants reduced their concerns. Therefore, participants highlighted how their career transformation had led to a greater congruency in their lives (in the finding 'Achieving congruency in life'), especially between their professional and personal values, meaning that their career concerns reduced after they became teachers.

The current research findings of 'Directing career transformation' (superordinate theme 1) and 'Making amendments to the self' (superordinate theme 2) evidenced participants' career adaptability behaviour of control (Savickas, 2012). Participants in this research demonstrated how they controlled the direction of their careers by sharing a connected and coherent narrative (superordinate theme 1 – sub-theme 1), as well as how they perceived self-reflectiveness and humility to be beneficial to control their career transformation (superordinate theme 1 – sub-theme 2). Specifically, all participants voluntarily took control of their careers. The finding of 'Making amendments to the self' (superordinate theme 2) illustrated how participants in this research took responsibility for their actions. For instance, participants had to accommodate insights related to their behaviours, as well as revisit their understanding of the teacher role. Researchers have acknowledged the intense workload for new teachers (Day & Gu, 2013; Price & McCallum, 2015). Notably, participants acknowledged the manifold workload challenges as new teachers (which included developing new teaching material or managing classroom performance) in a way that suggested that they felt it was their responsibility to deal with the challenges presented. Participants also reported that they had to continuously expand their capabilities as new teachers to better control the situation at hand.

The findings of 'Developing mastery and exploring possibilities in teaching' (superordinate theme 4 – sub-theme 2), 'Combining teaching with previous professional experience' (superordinate theme 4 – sub-theme 3), and 'Accommodating to school's work habits' (superordinate theme 2 – sub-theme 2) can be related to the career adaptability behaviour of curiosity (Savickas, 2012). The participants in this research reported that they had a continuous desire to expand their knowledge of teaching and its possibilities. They were also interested in understanding how they could combine their previous occupations with teaching, with some already doing this. Curiosity could also be found in participants' near- and long-term plans to broaden and deepen their capabilities within the teaching profession as well as their inquisitive thoughts about how to envision themselves in a hybrid career, in which they would combine teaching with their previous occupation. Participants described considering various possibilities before choosing their next career transformation (Tokar et al., 2020). The behaviour of 'growing as a person' was evident in the participants' accounts as they considered how to further grow in their roles as teachers and beyond. The finding of 'Accommodating to school's work habits' (superordinate theme 2 – sub-theme 2) showed how many participants observed that meetings in their new context were carried out differently from the meetings they had previously experienced. Although participants reported feelings of annoyance, frustration, and resistance, they also made a deliberate effort to resolve such unpleasant feelings by keeping an open mind, so that they could better understand the schools' work habits and adapt as much as possible. For example, by shifting from task-orientation to people-orientation and letting go of a frame of reference, they were able to make sense of their unpleasant experiences of schools' work habits.

In this research, the findings of 'Contextualising previous experiences' (superordinate theme 2 – sub-theme 1) and 'Accentuating social professional support' (superordinate theme 3) can be connected to the career adaptability behaviour of confidence (Savickas, 2012). Participants in this research reflected on how selectively contextualising their previous experiences helped their confidence. For example, participants' previous experiences were beneficial to their new occupational requirements (such as parent conversations and pedagogy) and so increased their self-confidence. Furthermore, participants were able to build their confidence through the social professional support in which they engaged. For instance, interactions with

learning partners (such as practice teachers, pupils, mentors, and coaches) allowed them to learn from others and so feel more confident as new teachers.

While similarities between this research and other research have been highlighted, there are also crucial differences in terms of contextualising the SCT phenomenon through the four career adaptability behaviours. These differences concern the extent and depth to which all four career adaptability behaviours were observed in this research. Firstly, related to the extent of the career adaptability behaviours, the behaviour of curiosity was less prominent in the reviewed literature. This was, as previously mentioned (section 2.5.3, p. 50), potentially attributed to the research's focus on exploring SCT motivation once they started their teacher education programme. The career adaptability behaviour of curiosity was more prominent in the current research, presumably because this research focused on the experiences of new teachers with prior professional experience at a later point. Participants in the current research had finished their teacher education programme and, therefore, their curiosity turned towards developing mastery and exploring possibilities in teaching (superordinate theme 4 – sub-theme 2), as well as how to combine teaching with previous professional experience (superordinate theme 4 – sub-theme 3).

The second difference concerns the depth of the four career adaptability behaviours in this current research, where it was described how participants achieved adaptation as new teachers with prior professional experience. The experiences presented in the current research offer a more nuanced picture of career adaptabilities behaviours. For example, participants' narratives about their future illustrated how their teaching careers were characterised by feelings of interest and loyalty to the occupation by committing to develop mastery in teaching, as well as the inclination to bring back previous professional experience (superordinate theme 4 – sub-theme 2 and 3). Therefore, I contend that insufficient consideration has so far been given to the nuances of participants who are adapting throughout their careers. Findings like these add detail to the groundwork established by existing career theories (Savickas, 2005, 2012). They also demonstrate that idiographic, phenomenological research is complementary to a growing body of knowledge on qualitative interpretation of career adaptability (Abkhezr et al., 2021; McMahon et al., 2012; Wehrle et al., 2019) to achieve greater depth on career adaptability behaviours.

Moving on to a sociological perspective, the career transformations of participants in this research can be conceptualised with the framework of identity construction in organisations (Ashforth & Schinoff, 2016). In chapter 2 (section 2.5.3, p. 50), it was proposed that ICOT complements the understanding of the SCT experience from a sociological perspective so that we can understand how SCTs identify with both the teaching occupation and the institution for which they work. The ICOT framework addresses identity motives, contextual aspects (such as sense-breaking and sense-giving), and social validation processes (that is, sense-making, enacting identity, and constructing identity narratives), resulting in a situated and validated identity in conjunction with workplace adjustment (Ashforth & Schinoff, 2016). The findings in this research are linked to the process of identity construction by discussing each of the four constructs within ICOT. The following diagram illustrates how the findings can be mapped to the ICOT.

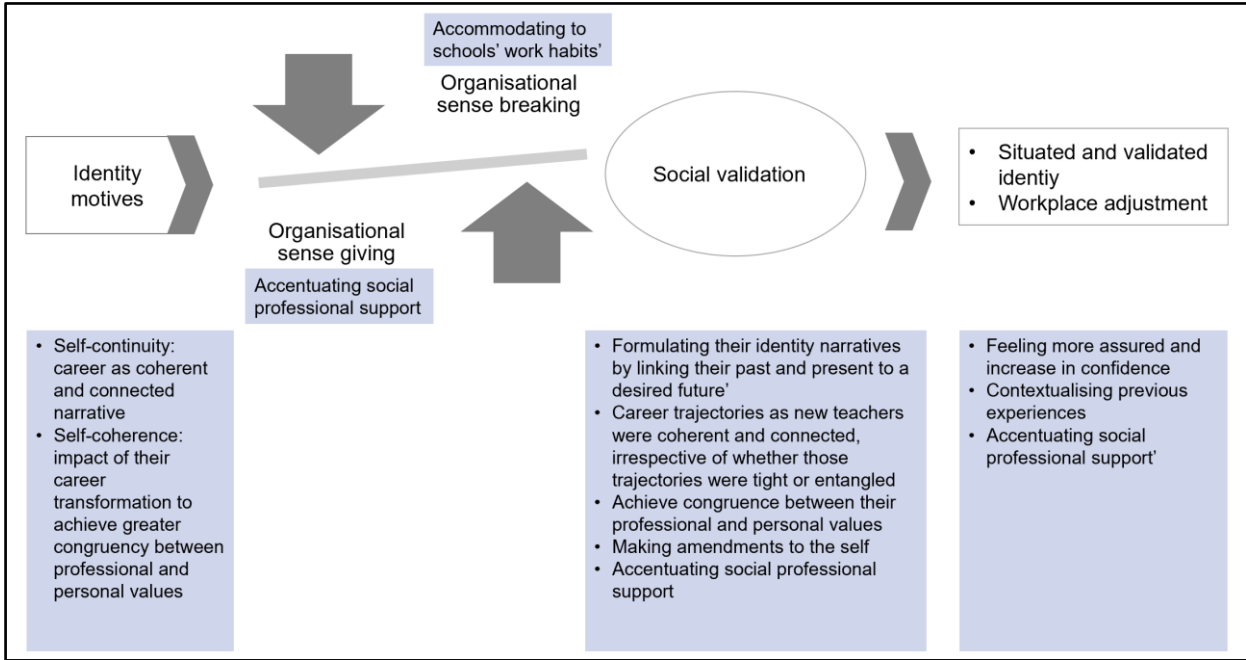


Figure 10: Linking ICOT (Ashforth & Schinoff, 2016) to research findings

The first element in the process of identity construction includes a wide range of identity motives as inputs to the process of identity construction (Ashforth & Schinoff, 2016). The findings in this research can be associated most closely with the identity motive of self-continuity, whereby individuals desire a consistent sense of self over time. For example, the findings in this research demonstrated that participants presented their careers as a coherent and connected narrative, in which they connected both the

present and the future to their past to narrate their career transformation (as described in section 4.7, p. 158). In addition, the identity motive of self-coherence emerged in the research findings; participants emphasised the impact of their career transformation to achieve greater congruency between professional and personal values (superordinate theme 4 – sub-theme 1). For instance, one participant shared his pleasant feelings after having achieved a better alignment between his family responsibility of providing a secure income (personal values) and finding the right occupation (professional values). The second element of the process of identity construction asserts that contextual aspects mediate the process, either positively or negatively (Ashforth & Schinoff, 2016). The findings in this research can be related to both sense-giving and sense-breaking. Specifically, the finding of ‘Accommodating to schools’ work habits’ illustrated participants’ sense-breaking experiences in the identity construction process. This was counterbalanced by participants’ experiences of feeling grateful for the social professional support (superordinate theme 3) they received. For example, participants experienced support from learning partners (such as practice teachers, pupils’ feedback, mentors, and coaches) as vital sense-giving during their time as new teachers.

The third element of the identity construction process proposes that social validation takes the form of sense-making, enacting identity and constructing identity narratives (Ashforth & Schinoff, 2016). The findings in this research illustrated how participants formulated their identity narratives by linking their past and present to a desired future (as described in section 4.6; p. 143 (Ashforth & Schinoff, 2016)). The findings of ‘Directing career transformation’ (superordinate theme 1) and ‘Implications of career transformation’ (superordinate theme 4) illustrated how participants made sense of their experiences. For instance, participants reported that their career trajectories as new teachers were coherent and connected, irrespective of whether those trajectories were tight or entangled (superordinate theme 1 – sub-theme 1). Moreover, their career trajectories were meaningful to them as they were able to achieve congruence between their professional and personal values (superordinate theme 4 – sub-theme 1). Additionally, they enacted their teacher identities by making amendments to the self (superordinate theme 2) and accentuating social professional support (superordinate theme 3). Specifically, enacting their identities was enabled by the support that participants received from their learning partners (practice teachers, pupils’ feedback,

coaches, and mentors) to become better teaching practitioners. Notably, the findings of 'Developing mastery and exploring possibilities in teaching' (superordinate theme 4 – sub-theme 1) and 'Combining teaching with previous professional experience' (superordinate theme 4 – sub-theme 2) were important for participants' construction of a coherent identity as they considered both their present and their desired future (Ashforth & Schinoff, 2016). As a result, participants received social validation in their role as teachers, which made them feel more assured (Ashforth & Schinoff, 2016). This was evident in the findings of 'Contextualising previous experiences' (superordinate theme 2 – sub-theme 1) and 'Accentuating social professional support' (superordinate theme 3), in which the participants shared their increases of confidence.

The fourth and final element of the identity construction process proposes a situated, validated identity and workplace adjustment (Ashforth et al., 2008). The findings of 'Achieving congruency in life' (superordinate theme 4 – sub-theme 1) emphasised participants' attainment of successfully adjusting to their new workplaces. For example, participants talked about their positive feelings of having accomplished a career transformation into teaching. Moreover, the finding of 'Accommodating to school's work habits' (superordinate theme 2 – sub-theme 2) illustrated how SCTs' workplace adjustment validated their teacher identities by allowing them to revise their perspectives, for example, by shifting from task-orientation to people-orientation, letting go of a frame of reference, valuing outsider perspectives, and accepting the meeting culture of the new workplace.

Similarities were found between this research and existing work in terms of identifying sense-breaking experiences and social validation (Newman, 2010; Pierce, 2007; Trent, 2018a; Trent & Gao, 2009; Wilkins, 2015; Williams, 2010). Specifically, previous research identified school culture, lack of teamwork, and a difference between the old and new careers as sense-breaking experiences (Pierce, 2007; Wilkins, 2015). Regarding social validation experience, mentors and pupils (Schultz, 2013) and teaching practice (Friedrichsen et al., 2008; Schultz, 2013; Trent & Gao, 2009; Williams, 2010) were essential to the development of the identity development of new teachers with prior professional experience. The current research evidenced similar sense-breaking experiences, except for the lack of teamwork. However, the findings in this research built on existing understandings by being more specific when describing

which aspects of school culture (most commonly teacher staff meetings) were experienced as sense-breaking and by elaborating on the overall organisational identity process.

While in previous research (Pierce, 2007; Schultz, 2013; Wilkins, 2015) the social validation experience covered how the teacher identity was developed and to whom it applied, this research provided greater depth on the process of SCT identity construction. For example, SCTs constructed their identities by describing their career trajectories in a way that was either tight or entangled, but never broken (superordinate theme 1 – sub-theme 1), which was meaningful to them since they could achieve congruence between their professional and personal values (superordinate theme 4 – sub-theme 1). Another example of constructing SCTs' identities was their narrations that connected the past, the present, and the desired future (Ashforth & Schinoff, 2016). It is, therefore, argued that this research offers a more nuanced understanding of the sense-breaking and social validation process of teachers with prior professional experience.

This discussion has so far demonstrated that the SCT phenomenon can be understood as a transformation through the lens of both psychological (Savickas, 2012) and sociological (Ashforth & Schinoff, 2016) conceptualisations. Particularly, the notion of transition as a period of instability compared to stable periods before and after the transition was not apparent in the current research. Possibly because participants considered their experience as part of an ongoing change to become a teacher, rather than a distinct episode in their life. Therefore, the findings in this research confirm that continuous adjustment and negotiations (section 2.5.2, p. 49) are a key feature of the SCT phenomenon (Crosswell & Beutel, 2017; Mayotte, 2003; Priyadharshini & Robinson-Pant, 2003). It also appears that the SCT phenomenon would be more appropriately conceptualised as a transformation rather than a transition.

Additionally, the notion of transformation was evident in the accounts of participants in this research. Specifically, the findings of 'Developing mastery and exploring possibilities in teaching' (superordinate theme 4 – sub-theme 2) and 'Combining teaching with previous professional experience' (superordinate theme 4 – sub-theme 3) demonstrate the ongoing nature of participants' sense-making. In both findings,

participants in this research continued to develop as teachers and evolve their identity narratives. I, therefore, argue that considering the SCT phenomenon as a transformation rather than a transition is more appropriate since this better recognises SCTs' continuous sense-making and identity construction.

Notably, it was possible to match each superordinate theme and its key findings with existing conceptualisations to explore the SCT phenomenon. Nevertheless, the findings on how participants managed their emotions and the importance of reflection and humility remain under-conceptualised. This was the case for the four sub-theme findings 'Contextualising previous experiences' (superordinate theme 2 – sub-theme 1), 'Accommodating to school's work habits' (superordinate theme 2 – sub-theme 2), 'Step-change learning (superordinate theme 3 – sub-theme 3), and 'The power of self-reflectiveness and humility' (superordinate theme 1 – sub-theme 2). In all four themes, participants reported unpleasant emotions, which they had to regulate, and discussed how their self-reflectiveness, combined with humility, led to success as SCTs.

While blending theories (Ashforth & Schinoff, 2016; Savickas, 2012) from two different yet compatible perspectives, as previously asserted (section 2.5.3, p. 50), led to a broader explanation of the SCT phenomenon, the explanation is insufficiently developed as the aforementioned sub-themes were not as closely conceptualised as they could be. For example, within the 4 Cs of career adaptability, the construct of control describes how an individual makes career decisions, takes responsibility for their actions, and advocates for oneself. It can be taken from these descriptions that they express the action orientation to direct one's career. However, the underlying mental processes of learning from experience (superordinate themes 2 and 3) and the aspect of self-reflection (superordinate theme 1 – sub-theme 2) need further conceptualisation.

Henceforth, instead of focusing on conceptualising these four insufficiently conceptualised themes (for example, regulating emotions could be conceptualised as coping strategies for controlling stressors (Pearlin & Schooler, 1978) respectively as cognitive reappraisal (Barrett, 2017; Buhle et al., 2014; McRae et al., 2012)), I posit that a broader conceptualisation of the findings in this research is needed. This is to avoid being confined within too narrow a perspective. It is also to avoid a fragmented

conceptualisation by using several theories, which seems counterproductive to achieving a detailed, integrative conceptualisation of the SCT phenomenon. In other words, an additional learning perspective on how SCTs transformed their careers might be a more promising avenue for this research, while being complementary to Savickas's notion of combining adaptability and narratability to provide individuals with the flexibility and trust in oneself to transform as an SCT (Savickas et al., 2009). Further to this, since the discussion on connections across themes (section 5.2, p. 164) showed the themes' connection in two interrelated motions of adapting and narrating as SCTs (see figure 9, p. 190), next, the SCT phenomenon is conceptualised from a learning perspective.

5.4.2 SCT phenomenon as learning phenomenon

The four aforementioned sub-themes closely relate to the notion of learning about oneself (for example, learning to manage emotions, reflecting on one's actions, acting with humility) in the new social context. The superordinate themes connected as much to the notion of learning as the two illustrated interrelated motions (see figure 9, p. 190) demonstrate. Therefore, I argue here that to more fully explain the SCT phenomenon, the findings and their interconnections are more appropriately conceptualised from an interdisciplinary learning perspective.

Although previous research on SCT experiences used learning perspectives (Cuddapah & Stanford, 2015; Friedrichsen et al., 2009; Griffiths, 2011; Haggard et al., 2006; Keck, 2020; Newman, 2010; Trent & Gao, 2009; Williams, 2010), they did so by applying a view rooted in either psychology or sociology, thus lacking interdisciplinarity. Therefore (as previously mentioned in section 2.5.1, p. 48), it can be contended that neither psychology nor sociology alone can sufficiently offer theoretical insights into the SCT phenomenon.

Importantly, participants in this research demonstrated how they not only learned from their experience but also how they were able to transform as people by changing their occupations within the social context (Jarvis, 2006). Since Jarvis's approach to lifelong learning (Dyke, 2017; Jarvis, 2006, 2012) operates at the intersection between psychology and sociology (Jarvis, 2018), this theory is deemed conducive to the epistemological stance of this research and its research objectives. In addition, the

model is deemed appropriate to conceptualise the findings of this research as it explicitly considers continuous learning and the reflectiveness of the person in their sense-making of their transformational experience, which is a central finding of this research. In the following paragraphs, I outline the basic tenets of Jarvis's learning process and then demonstrate how the conceptualisation as 'transforming the person through learning' (Jarvis, 2006) was evident in the findings of this research.

The experiential process of learning (Jarvis, 2018) describes how people learn from their experience in a certain practice. It outlines the process that takes place in parallel to the experiential learning process by describing how people change through the learning and are transformed in the way they experience the world (Jarvis, 2006). According to this model, the experiential learning process entails experiencing a disjuncture, or a sense of not knowing, which requires the transformation of the experienced sensation into language to make it meaningful (Jarvis, 2018). As the learning occurs, the disjuncture gets resolved in a way that considers the social context within which it takes place (Jarvis, 2018). Sustaining the learning practice is required, whereby the person receives feedback from the social world that either confirms learning or starts the process again, or the difference is accepted (Jarvis, 2018). As a result, the person returns to taking the world for granted again, provided the social world has not changed in some other way (Jarvis, 2018). This recognises that the social world is constantly changing, meaning that once a gap or not knowing is noticed, the cyclical process begins again (Jarvis, 2006, 2018).

The existential learning process takes place simultaneously as it complements the experiential learning process by concerning itself with the cultural and cognitive meaning of the experiences. Existential learning accentuates the importance of considering what we have become as a result of the learning (Jarvis, 2006). This part of the learning process in the model considers how the person has changed in the world (Jarvis, 2006). Jarvis's (Jarvis, 2006) model suggests that existential learning changes a person in three ways. Firstly, there are changes to one's identity, self-confidence, and self-esteem as the person considers a new meaning of the world and events. Secondly, the person is changed by acquiring a combination of new knowledge, skills, attitudes, emotions, values, beliefs, and appreciation. Thirdly, a person changes by having more experiences and, therefore, they can cope with similar

situations and problems in the future (Jarvis, 2006). The adapted visual representation highlights the notion of learning as episodes that lie at the heart of Jarvis’s model and dynamic notion to depict the ongoing nature of learning with its inherent complexities. Further to this, in figure 11 below, I consider Dyke’s recent proposition to add social interaction to the model to integrate the understanding of learning as a social process (Dyke, 2017).

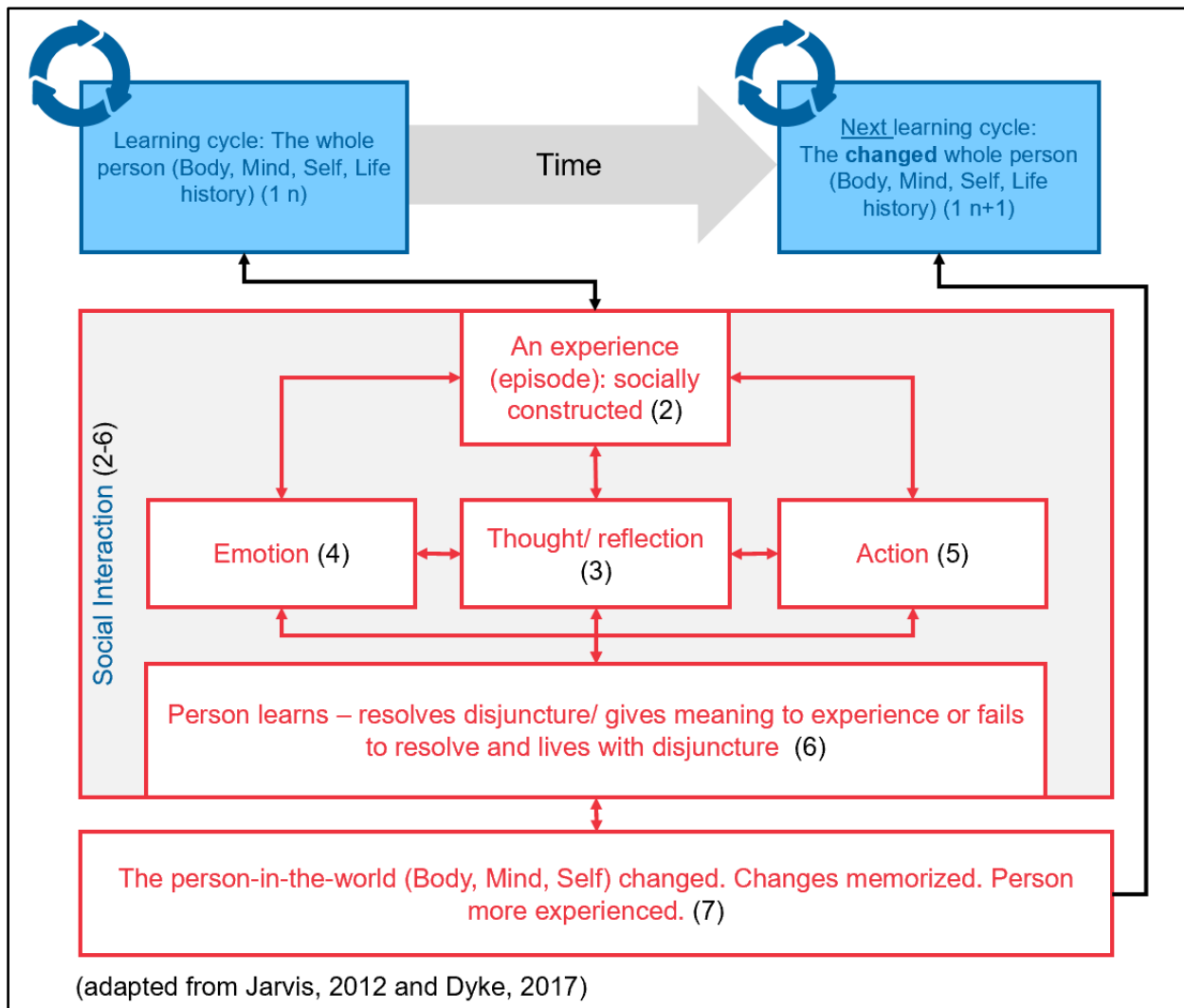


Figure 11: Transformation of the person through learning

This model (Dyke, 2017; Jarvis, 2006, 2012) seems suitable as it expresses that the person will transform themselves through new experiences through reflection, emotions, and actions influenced by their social interactions (Dyke, 2017; Jarvis, 2012). The transformation occurs over time and disjunctures are either resolved or the person continues to live with the disjunctures (that is, they fail to resolve them).

The findings of 'Making amendments to the self' (superordinate theme 2) and 'Accentuating social professional support' (superordinate theme 3) can be associated with the experiential and existential learning process outlined in Jarvis's model (Jarvis, 2018). As part of sharing their experience as SCTs, participants revealed what they had learned as new teachers both in relation to the learning they experienced (experiential learning) and what the learning experience meant to them (existential learning). Experiential learning was evident, for example, when participants shared how they learned to contextualise their previous professional experience in a way that made sense for their new occupation (superordinate theme 2 – sub-theme 1) or how they learned to adjust their teaching and understanding of their role (superordinate theme 2 – sub-theme 3). As Jarvis proposed, existential learning is about realising what we might become (Jarvis, 2006), which was evident in participants' accounts as they shared their experiences on whom they had become (being) and whom they strived to become (superordinate theme 1 and 4).

Further to this, the existential learning process was evident as outlined in figure 11 (p. 203). Examples of this are when participants conveyed how they had to learn how to manage their unpleasant feelings regarding their schools' work habits (superordinate theme 2 – sub-theme 2) and reflect on their understanding of their roles (superordinate theme 2 – sub-theme 3). Most participants were able to resolve any experienced disjuncture (box 6 in Jarvis' model) by giving meaning to an experience (superordinate theme 2 – sub-theme 2). However, there was also one instance where it was evident that the disjuncture was only partly resolved and, therefore, the participant continued to experience the disjuncture somewhat. Jarvis's model indicates a time dimension, meaning that this disjuncture may change given more time to learn.

Additionally, the participants' accounts evidenced the episodes they experienced as SCTs and, more importantly, the emotions experienced (for instance, superordinate theme 2 – sub-theme 2: annoyance, frustration, and confusion; superordinate theme 3 – sub-theme 1: trust, amazement, energy, and increased confidence; superordinate theme 4 – sub-theme 1: amazement, confidence, joy, pride, contentment, security, and serenity), reflections considered (for example, superordinate theme 1: reflections on career narratives and participants' career-directing behaviour of self-reflectiveness and humility; superordinate theme 4 – sub-theme 2: loyalty and interest in broadening and

deepening their capabilities within the teaching profession and exploring the possibilities of furthering their careers; superordinate theme 4 -sub-theme 3: considerations regarding combining teaching with their prior careers), and actions taken (for instance, superordinate theme 2 – sub-theme 3: being stricter with pupils and being more assertive; superordinate theme 4 – sub-theme 2: immediate development activities; superordinate theme 4 – sub-theme 3: combining teaching with prior careers).

In accordance with Jarvis, participants' learning did not occur in isolation as they received feedback from the social world, namely from teaching practitioners and pupils (superordinate theme 3- sub-theme 1), which helped them to learn more about teaching. Some feedback even allowed them to make positive step-changes in their own learning (superordinate theme 3 – sub-theme 2). Participants' accounts evidence how the feedback was experienced as vital in improving their confidence as new teachers and, therefore, the social validation helped them to resolve their disjunctures (Jarvis, 2006, 2018).

As a result of that, participants' accounts illustrated how they narrated their own career changes by creating a connected, coherent narrative of how they see themselves as changed in the world now working as SCTs (superordinate theme 1 and 4). More specifically, the findings of 'Directing career transformation' (superordinate theme 1) and 'Implications of career transformation' (superordinate theme 4) relate to the existential learning process outlined in figure 11 (p. 203), which illustrated the participants' transformation because of their learning and reflective experiences. It was evident from participants' accounts that through learning, they changed in three ways: changing themselves by changing their careers (superordinate theme 1 – sub-theme 1); how their purposeful learning (superordinate themes 2 and 3) created congruency in their lives (superordinate theme 4 – sub-theme 1); and how they now feel more experienced. This was the case to the extent that participants were able to articulate their considerations on how to build on their expertise, either by further mastering teaching, exploring other possibilities in teaching, or even combining teaching with previous professional experience (superordinate theme 4 – sub-themes 2 and 3).

Although the model depicts (figure 11, p. 203) the learning process as discrete episodes that lead to a changed person, it is important to recognise that, as Jarvis pointed out, a person remains unfinished as long as they continue to learn (Jarvis, 2018). The passing of time creates the paradox of people always becoming yet feeling they are already themselves (being) (Jarvis, 2018). Jarvis, therefore, argued that learning is also a process where being and becoming are inextricably intertwined (Jarvis, 2018). This also means that the conceptualisation as a series of episodes predominantly serves the purpose of breaking down such complexity. The participants' accounts demonstrated this paradox of becoming and being and its fluid, dynamic, and ongoing nature. For example, participants shared their experience of how they are now living a congruent life (superordinate theme 4 – sub-theme 1) – an expression of their being – while at the same time, they shared their thoughts on how they explore possibilities of further growth and learning (superordinate theme 4 – sub-themes 2 and 3) – a sign of their becoming. Similarly, the representation of the experience as an ascending spiral of adaptation intertwined with a macro-level motion of career narration (figure 9, p. 190) depicts the duality between being and becoming found in this research.

Taken as a whole, I argue that the SCT phenomenon is better understood as a transformational experience using Jarvis's interdisciplinary learning theory (Dyke, 2017; Jarvis, 2006, 2009, 2012). More specifically, it is valuable as this conceptualisation draws attention to how a disjuncture serves as a catalyst to learning, which was evident throughout the participants' accounts. In some instances, the disjuncture was resolved (for example, 'Aligning oneself with the new roles as teacher' (superordinate theme 2 – sub-theme 3)), whereas, in other instances, the disjuncture remained either unresolved or was only partially resolved (such as 'Accommodating to school's work habits' (superordinate theme 3 – sub-theme 2)). This conceptualisation is valuable as it integrates psychological and sociological processes to contextualise experiences. The findings of this research provided evidence that both processes are intertwined and, therefore, an integrative perspective allows a holistic understanding to be gained of SCT experiences.

In summary, the findings of this research add detail to the groundwork established by existing interdisciplinary learning theories (Dyke, 2017; Jarvis, 2006, 2012, 2018),

career adaptability research (Savickas, 2012), and the literature on organisational identity (Ashforth & Schinoff, 2016). Therefore, the findings of this research confirm (as suggested in chapter 2) that it is appropriate to research the SCT phenomenon from an interdisciplinary, transformative perspective. However, as this discussion demonstrated, instead of conceptualising the phenomenon from a career perspective (Ashforth & Schinoff, 2016; Savickas, 2012), adopting a learning conceptualisation (Dyke, 2017; Jarvis, 2006, 2012, 2018) led to a more detailed and deeper formulation of the experience of SCTs. Adopting a learning conceptualisation of the SCT phenomenon equally considers an interdisciplinary and transformative perspective (Jarvis, 2018).

Therefore, I contend that insufficient consideration has so far been given to understanding SCTs' career transformation from an interdisciplinary learning perspective. More specifically, insufficient consideration has so far been given to understanding the simultaneously occurring learning processes (experiential and existential) related to SCTs' careers and learning experiences as new teachers.

In summary, this discussion demonstrates how this research was able to expand the understanding of SCT experiences by conceptualising those experiences with an interdisciplinary, transformative learning perspective and more fully conceptualising the findings of this research.

6 CONCLUSION

6.1 Introduction

In this final chapter, I consider the main contributions of this research (section 6.2, p. 208) and highlight its limitations (section 6.3, p. 219). Next, I present its implications and proposed future research (section 6.4, p. 222) and provide, in keeping with IPA as a research philosophy and methodology, reflexivity as a researcher and reflections on my research journey (section 6.5, p. 229). This research closes with a summary and closing remarks related to the significance of this research (section 6.6, p. 246).

6.2 Contributions to knowledge

This research makes original contributions to three areas that are pertinent for understanding the SCT phenomenon. The first two address the previously outlined research opportunities by providing empirical evidence and theoretical conceptualisations (applying an interdisciplinary perspective, conceptualisation as transformation, and a constructivist philosophy). The third area relates to the methodological contributions made by including a meta-narrative analysis and employing IPA as a research philosophy and methodology. All three are presented in greater detail in the following material.

6.2.1 Empirical contributions

This research added empirical evidence to an international body of knowledge on the SCT phenomenon and, in particular, evidence of a growing phenomenon in Switzerland. In addition, this research presented empirical research for other German-

speaking countries, like Germany, where research on the SCT phenomenon is at an early stage (Dedering, 2020).

The empirical findings presented in this research enhanced understandings of the experiences of new teachers with prior professional experience in Switzerland as well as their occupational identity narratives. Specifically, this research confirmed and extended previous findings and identified new findings, which are summarised in the following paragraphs and as an overview in table 5 (p. 210).

Table 5: Overview of empirical findings

What has been confirmed	What has been extended	What is new
<p>This research has confirmed that participants experience their career transformation with agency as well as a conscious and self-directed endeavour.</p> <p>This research has confirmed continuous adaptation.</p> <p>This research has confirmed the findings of other studies related to</p> <ol style="list-style-type: none"> 1. Advantages of wide range of transferable skills 2. Challenging schools' work habits 3. Challenges with classroom performance management 4. Social professional support perceived as valuable 5. Motivated by intrinsic and extrinsic (incl. contextual) aspects 6. Adaptation and identity development take place over time by practicing teaching, engaging with more experienced peers, reflecting on and reframing of experiences 	<p>This research has extended our understanding of SCT experiences by conceptualizing the experience as interdisciplinary transformation and researching the phenomena by employing IPA as research philosophy and methodology resulting in findings that offer greater depth than previous research in the field.</p> <p>This research has extended our understanding of the SCT phenomena as continuous adaptation and ongoing nature of sense making leading to a more comprehensive perspective on the lived experience.</p> <p>This research sampled teachers with prior professional experiences in Switzerland, which has extended the evidence base for the SCT phenomena at an international and national level.</p> <p>In particular, this research extends previous research related to</p> <ol style="list-style-type: none"> 1. Prior professional experiences were perceived as advantage to the development as teacher leading to feeling more confident in the new environment 2. How the SCT accommodated the challenges of a new work environment by defusing unpleasant feelings 3. Classroom performance management attributed to still developing competence level 4. Social professional support from a range of learning partners (including pupils) experienced as essential to build confidence, making sense of experiences, sources of role modelling, additional individual support, solve real cases, and avoid mistakes 5. Purpose of motivational drivers to achieve congruency between professional and personal values and to create a connected, coherent narrative 6. Continuous adaptation and occupational identity development in line with growing capabilities (by further developing within teaching and exploring possibilities in teaching, making amendments to the self and by accentuating social professional support to become a better teacher) 7. Two interrelated motions of learning from their experiences as new teachers and narrating the meaning of their transformative experiences 	<p>Novelty findings</p> <ul style="list-style-type: none"> • Humility as virtue in career development • Narrating their future occupational identity was an important chapter to their career narrative to expands the teacher identity space for them by including their previous occupation and create a connected coherent narrative

This research was able to produce empirical findings that highlight what was confirmed in previous research, extensions to previous research, and new knowledge. This research confirmed some previous work that recognises that SCTs experience their career transformation with agency, as well as a conscious and self-directed endeavour. Previous research (Castro & Bauml, 2009; Gordon, 2019; Haim & Amdur, 2016) has found that SCTs adapt during the transition; that adaptation was confirmed. In addition, this research echoed the findings of other studies in relation to six aspects: the advantages of a wide range of transferable skills; the challenging experience of schools' work habits; the challenges of classroom performance management; the perception of social professional support as valuable; SCT motivation being linked to both intrinsic and extrinsic (including contextual) aspects; and SCT adjustment and identity development taking place over time by practising teaching, engaging with more experienced peers, and reflecting on and reframing experiences.

Moreover, this research has extended our understanding of SCT experiences by conceptualising the experience as an interdisciplinary transformation. Additionally, the use of the methodology and philosophy of IPA to research the phenomenon resulted in findings that offer greater depth than previous work in the field. As a result, this research has extended our understanding of the SCT phenomenon as continuous adaptation and ongoing sense-making, leading to a broader and deeper perspective on the lived experience. This research was carried out with teachers who had prior professional experience in Switzerland, thus extending the evidence base for the SCT phenomenon at the international and national levels.

This research extended the existing picture of the SCT phenomenon by adding seven aspects to understanding the phenomenon in greater detail. The first aspect relates to building on the perceived advantages of a wide range of transferable skills. This research not only expanded our understanding by contextualising the previous professional experience of SCTs as an important advantage for teachers' development; most importantly, but it also extended our understanding of the psychological function of transferable skills for SCTs. Here, professional experience allowed SCTs to feel more confident in their new environment. The findings also accentuated that, from the participants' perspectives, it seemed less important to have transferable skills per se or to consider the advantages or disadvantages of previous experience; instead, it was

what this experience meant to them during challenging times as new teachers that mattered.

The second aspect expands our understanding of the challenges experienced with the school culture by offering a more nuanced understanding of how the SCTs accommodated the challenges of a new work environment by defusing unpleasant feelings. This research demonstrated how SCTs used emotional self-regulating strategies such as revising their perspective on schools' work habits to overcome experienced challenges. The third aspect concerns SCT challenges in classroom management, which were further contextualised in this research. This allowed an understanding of these challenges to be gained in terms of developing the competence of new teachers with prior professional experience. This qualitative research extends existing quantitative research on developing newly qualified teachers' competence (Keller-Schneider, 2020) by offering a specific context and a nuanced account of the competency development of new teachers with prior professional experience.

The fourth aspect pertains to an increased understanding of the role of social professional support that goes beyond the perception of them as valuable. This research expands the understanding regarding which learning partners SCTs valued and how they appreciated this social support. In addition to known learning partners, such as practice teachers and peers, their pupils were another important learning partner, who, to date, have been overlooked as a source of social professional support. SCTs experienced support from a wide range of learning partners as essential to building their confidence, making sense of their experiences, and accepting sources for role-modelling. They also sought additional individual support (such as coaching and peer consultation), which was helpful to resolve issues and avoid mistakes. This extension offers a more holistic perspective on sources of social professional support.

Moreover, this extension can be considered particularly important due to a recent call for specific research on which induction elements are beneficial to SCTs (Ruitenburg & Tigchelaar, 2021). I, therefore, contend that the findings in this research on the mechanisms that support SCT induction form a useful basis for future researchers (Ruitenburg & Tigchelaar, 2021). Similarly, quantitative research in Switzerland on developing newly qualified teachers' competence (Keller-Schneider, 2020; Keller-

Schneider et al., 2020) is extended with nuanced accounts on the challenges for newly qualified SCTs.

The fifth extension of this research is that it clarified the purpose of SCT motivational drivers (both intrinsic and extrinsic) regarding what it means for SCTs to achieve congruency between their professional and personal values and so create a connected, coherent narrative. Hence this research more deeply illuminates the purpose of motivational drivers in addition to motivation itself.

The sixth extension is that this research crucially added nuance to our understanding of how teachers with prior professional experience narrated their career identity as continuously adapting and developing, as well as creating an occupational identity that was in line with their growing capabilities, such as by further developing and exploring possibilities in teaching, making amendments to the self, and accentuating social professional support to become a better teacher.

Finally, the seventh extension relates to conceptualising the experiences of SCTs. This research accentuated the two interrelated motions of learning from their experiences as new teachers and narrating the meaning of their transformative experiences.

In summary, this research identified two novel findings in this research. Firstly, new teachers asserted humility which allowed them to self-direct their transformation into teaching, suggesting, as previously argued (section 5.2.1, p. 164), that humility could be conceptualised as a career development virtue. The second novel finding was that, for an SCT, narrating future occupational identity was an important chapter in their career narrative, expanding the teacher identity space by including their previous occupation and creating a connected, coherent narrative.

These empirical findings are considered important since, as noted in section 1.2 (p. 1), SCTs are a growing population in Switzerland (PHZH, 2018, 2019a, 2021) and research in Switzerland to date is limited to programme evaluation. The current research created a deeper understanding of how new teachers with prior professional experience develop their occupational identities. This is important in the context of the occupational labour market in Switzerland (Sacchi et al., 2016) where the current

research is situated. Further to this, the current research offered a more balanced view of experiences as opportunities and challenges, thus leading to a deeper understanding of the SCT transformation. Specifically, this research presented underlying psychological mechanisms for understanding how SCTs adapt as new teachers with previous experience. While previous research assumed a problem-centric perspective, the findings of this research confirmed participants' agency in today's career context. The empirical evidence in this research positions the SCT experience as self-directed, continuous learning, whereby SCTs themselves view the experiences as being full of opportunities and challenges.

It, therefore, follows that the presented research offers empirical data for this population and should prove valuable to the previously mentioned three key audiences (section 1.2, p. 1): those who support SCT (such as career counsellors, spouses, teacher educators, headteachers, and so on), those considering SCT teaching, and those who shared their experiences as part of this research. More specifically, this research provides those who support SCTs with an in-depth understanding of the subjective experience. In addition, this research offers prospective SCTs insights into what they might experience and learn from others who transformed their career. This research also appeared beneficial to the eight SCT interviewed since it fostered a deeper reflection and sense-making of their career transformation.

6.2.2 Theoretical contributions

This research provided an interdisciplinary, transformative, and constructive perspective of the SCT phenomenon. Firstly, this research applied an interdisciplinary perspective, which achieved a broader and deeper perspective on new teachers with prior professional experience. Previous research conceptualised the SCT phenomenon either from a psychological or sociological perspective. This research contended that these theoretical insights remain insufficient (section 2.5.1, p. 48). The findings demonstrate both psychological (as in the superordinate theme 2: 'Making amendments to the self') and sociological (as in the superordinate theme 3: 'Accentuating social and professional support') aspects are present. This enables new insights into the intrapersonal and interpersonal adjustments of new teachers with prior professional experience, as well as the diverse ways in which they reflect on and make sense of their experiences. More specifically, the interdisciplinary conceptualisation,

leveraging a learning perspective (Dyke, 2017; Jarvis, 2006, 2009, 2012), demonstrates a more detailed, deeper interdisciplinary perspective on the SCT phenomenon compared to the application of a career perspective. Therefore, this research presented a broader and deeper understanding of the SCT phenomenon by building on rare, existing interdisciplinary research (Cuddapah & Stanford, 2015; Friedrichsen et al., 2009; Griffiths, 2011; Haggard et al., 2006; Newman, 2010; Trent & Gao, 2009; Wilkins, 2015; Williams, 2010).

Secondly, this research considers the SCT phenomenon as a transformation, which is characterised as an ongoing phenomenon. Existing research on the SCT phenomenon, as previously mentioned (section 2.5.2, p. 49), assumed a transition perspective, whereby the phenomenon is considered to be a period of disruption and unidirectional, linear movement (Anderson et al., 2012; Wenger, 1998), leading to the proposal that SCTs experience their new careers as a move from instability to stability. This view is contested by contemporary career researchers (Baruch & Rousseau, 2019; Hall, 2004; Hall et al., 2018; Savickas et al., 2009), who state that individuals are continuously required to adapt their careers. As the interpretation of this research has demonstrated, participants' experience resembles an ongoing, potentially epic, transformation of self, requiring adaptation and narration (as visualised in figure 9, p. 190). Therefore, this research echoes the view of contemporary career researchers (Baruch & Rousseau, 2019; Hall, 2004; Hall et al., 2018; Savickas et al., 2009) with its findings on how SCTs had previously continuously learned and intended to further transform their careers in the future – this also suggests some convergence from the learning perspective – and may see approaches to understanding careers move more overtly and fully to the use of this lens.

Thirdly, in this research, I considered and applied a contemporary constructivist conceptualisation of the SCT phenomenon as a transformation, which emphasised the dynamic structure of human experience (Mahoney & Granvold, 2005) as a self-directed, ongoing occupational career construction. Existing research, as previously asserted (section 2.4.1, p. 26), was insufficiently theoretically conceptualised to enable a rich understanding of the SCT experience, as contemporary theories were omitted from the field of vocational psychology and organisational identity (Ashforth, 2001; Savickas, 2012, 2019). Therefore, this research addresses this gap by conceptualising

the phenomenon with contemporary theories, leading to a better understanding of the constructive nature of the SCT phenomenon. Participants evidenced the dynamic nature of careers and their context, whereby individuals must continuously adapt to the context to construct their careers (Savickas, 2012). This confirms conceptualisations in contemporary career development theories at large by evidencing that SCTs respond to contextual changes with occupational mobility and flexibility (Bright & Pryor, 2011a; McMahon & Patton, 1995; Pryor & Bright, 2003; Savickas, 1995, 2012, 2013).

However, given the above argument (section 5.4.2, p. 201), the SCT phenomenon appears to be more fully conceptualised with a contemporary constructivist perspective that employs a learning (rather than a career) perspective to gain more in-depth understandings of the participants' experience. Interestingly, as in existing literature (section 2.4.1, p. 26), SCTs did not narrate their experiences as serendipity or coincidence. Rather, SCTs conceptualised their careers as self-directed transformation. This confirms the proposal that individuals continuously transform, construct, and develop both themselves and their relationships (section 2.5.3, p. 50), as well as the assumption of a self-directed occupational transformation in today's career context (section 1.2. p. 1). The notion of agency was evident in participants' accounts. Participants emphasised adaptability and narratability to direct their career transformations. This research supports the contemporary constructivist learning theory proposition of transforming persons through learning (Dyke, 2017; Jarvis, 2006, 2009, 2012). A key tenet of this theory proposes that people transform through new experiences and over time through reflection, emotions, personal actions, and social interactions to resolve their disjunctures, leading to a changed understanding of the world (Dyke, 2017; Jarvis, 2012). Therefore, this research also makes an original contribution to applying a constructivist learning theory (Dyke, 2017; Jarvis, 2006, 2009, 2012) to the context of career research. This research has identified what SCTs experience, as well as how they continuously learn as new teachers to narrate their own careers, become teachers, and 'be and become' more experienced teachers. Participants' experiences were found to resemble an ascending spiral of adaptation (experiential learning) intertwined with a macro-level motion of career narration (existential learning) (figure 9, p. 190), portraying the experiences as characterised by continuous learning and subjective progression.

In summary, previous research conceptualised the SCT phenomenon either from a psychological or sociological learning perspective (Cuddapah & Stanford, 2015; Friedrichsen et al., 2009; Griffiths, 2011; Haggard et al., 2006; Newman, 2010; Trent & Gao, 2009; Williams, 2010) rather than an interdisciplinary perspective. In contrast, this research offers a unique conceptualisation of the SCT phenomenon as a learning experience by using Jarvis's interdisciplinary model (Dyke, 2017; Jarvis, 2006, 2012) to describe SCT transformation through learning. Conceptualising the findings from a learning perspective allowed for a more detailed understanding of the SCT phenomenon than using a career conceptualisation. This research has shown that the SCT phenomenon can be more fully understood from an interdisciplinary learning perspective. It uniquely expands the body of knowledge on the SCT phenomenon by offering an alternative conceptualisation of SCT experiences as career learning, as well as demonstrating how Jarvis's interdisciplinary learning theory (Dyke, 2017; Jarvis, 2006, 2012) can not only conceptualise research on learning experiences but also contribute to understanding career transformation experiences.

6.2.3 Methodological contributions

This research is the first known research to examine SCT experiences with an idiographic, phenomenological methodology (IPA) that builds on a meta-narrative analysis literature review (Greenhalgh et al., 2004, 2009; Wong et al., 2013).

Firstly, the illustration of the application of meta-narrative analysis (Greenhalgh et al., 2005), with its ability to make sense of heterogeneous literature. The meta-narrative review not only expands a growing body of meta-narrative reviews; it is one of the first applications of this method in the SCT field. As a result, this review brought various research traditions together to consider SCT experiences from different perspectives. As a result of this meta-narrative analysis literature review, this research was informed by a more detailed, less biased synthesis and summary of relevant studies (Lockwood, 2017), which narrated how previous research conceptualised the phenomenon.

Secondly, this research employed IPA (Smith et al., 2009) as a research methodology and philosophy with a design that led to a pilot and two interviews with each participant in the main research. This allowed for in-depth accounts of individuals' experiences of transitioning into teaching following prior professional experience. Additionally, this

research considers the axiological perspective of the researcher, while previous qualitative research on the SCT phenomenon, with its insider perspective, failed to do so (97.8% section 2.3, p. 30). Therefore, this research recognises the validity criteria of qualitative research by acknowledging the impact of the researcher on the research.

Furthermore, this research responds to Smith et al.'s (Smith et al., 2009) encouragement to examine new topics with IPA and innovate research designs. As noted in the research design chapter, IPA is not commonly used by those working in the field of career or teacher education research. This research has gone some way towards illustrating the utility of the approach for those researching individuals' career experiences as well as arguing for IPA's inclusion in the repertoire of methods used to research career transformation and teacher education. Further to this, the research design of conducting two interviews for each participant provided important space for further reflections on their experiences. As a result, in-depth accounts of participants' experiences were obtained. This was particularly evident in the fourth superordinate theme where it was particularly beneficial that participants had the space to further reflect between interviews on the implications of their career transformations. As a method, IPA foregrounds the idiographic nature of individuals' experiences. Therefore, as noted by Smith et al. (2009), "when people are engaged with 'an experience' of something major in their lives", such as moving from one occupation to a new one, "they begin to reflect on the significance of what is happening" (p. 3). The accounts of participants revealed that a considerable amount of reflection had been prompted by participants' career transformation. Therefore, the spacing between the interviews contributed to much reflexivity by participants.

The idiographic nature of IPA permitted an in-depth analysis of SCT reflections and feelings as participants made sense of what it was to be a new teacher and narrated their career histories whilst considering their experiences. Additionally, because of applying IPA, this research presented new empirical findings (section 6.2.1, p. 208). This demonstrates the importance of designing research for depth while taking a broad perspective that considers the ongoing nature of people's experiences. In addition, this research expands a small, but growing, body of knowledge that employs idiographic, phenomenological research on the qualitative interpretations of career transformations

(Ahn et al., 2017; Guihen, 2019). It is also possibly one of the first IPA research of career learning (considering Jarvis's learning theory perspective).

Furthermore, most existing research has focused on descriptively reporting why SCTs choose to become teachers (that is, vocational choice) (Anthony & Ord, 2008; Chambers, 2002; Chong & Goh, 2007; Hunter-Johnson, 2015; Laming & Horne, 2013; Powers, 2002; Varadharajan et al., 2019; Wilkins, 2015). Additionally, SCTs' experiences have been somewhat coloured by the teacher educator perspective relating to programme evaluation (Haim & Amdur, 2016; O'Connor et al., 2011; Tigchelaar et al., 2008). However, previous research lacked an interpretation of the meaning of these experiences or the connection between them which would have allowed the production of a narrative that reflects the subjective experience of those following a career transformation into teaching. In contrast, this research linked experiences to meaning and identity to form a coherent, meaningful narrative. The four superordinate themes presented this narrative by reflecting on the subjective, career transformation experiences of new teachers with prior experience. Linking these experiences not only to meaning but also to identity is seen as a methodological contribution since IPA's level of analysis focuses typically on meaning. This research demonstrated that IPA is capable of also covering a higher, existential level of analysis and that it responds to questions like 'what does this mean for my identity?' (Smith, 2019).

Thirdly, synthesising research methodologies (Greenhalgh et al., 2005; Smith et al., 2009) allowed this research to offer a foundation to embark on the next meta-narrative of the SCT phenomenon. This fourth meta-narrative should conceptualise the phenomenon from an interdisciplinary, constructivist perspective that understands the SCT experience as both experiential and existential learning.

6.3 Limitations

This research attempted to increase knowledge concerning the career transformation experiences of new teachers with prior professional experience. Limitations of IPA as an approach have been considered and discussed in the methodology chapter (section 3.3.3, p. 75). This section extends that discussion to outline several potential limitations that appear pertinent to this research.

In IPA, a relatively small sample size is recommended to achieve the idiographic commitment. As a result of that one possible limitation is the small sample size of eight participants. Although eight is the recommended sample size for doctoral IPA studies (Hefferon & Gil-Rodriguez, 2011; Smith et al., 2009), I interviewed participants twice in the space of three to four months to ensure rich and in-depth data is generated to respect the idiographic commitment of IPA. Therefore, for this research not only a total of 16 interviews were conducted but also the space created between interviews (as mentioned in section 3.4.2, p. 83 and section 5.1, p. 163) contributed to the creation of in-depth data as participants' reflection between interviews often emerged in the second interviews to offset this potential limitation.

The researcher takes a dual role (Smith et al., 2009) in IPA, in both the research process and interpreting the findings. This 'double hermeneutic' (Smith & Osborn, 2003) requires researchers to bracket personal preconceptions. However, it needs to be recognised here that such bracketing "can only be partially achieved" (Smith et al., 2009, p. 25), even if a reflective and reflexive approach to the research is adopted. I aimed to achieve transparency by identifying my positionality, outlining the procedures, and presenting transcript extracts to allow the reader to reflect on my interpretations and consider possible alternatives.

The relationship between me as the interviewer and the interviewees must also be considered a potential limitation. As Brinkmann and Kvale (2005) have stated, researchers need to be aware of the power characteristics of an interview; specifically, the asymmetrical power difference in the interview that arises because the interviewer initiates the interview, determines the topics and leads the conversation with one-directional questioning (Brinkmann & Kvale, 2005). To at least, in part, overcome this, this research commenced with pilot interviews. Additionally, each participant was interviewed twice so that the language used could be adjusted and some familiarity developed. In this way, the perceived power barriers were lowered and sufficient time was allowed to engage in a dialogue about selectively sharing professional experiences with the research participants. Trust was gained without manipulating the dialogue. This is in response to the suggestion of more collaborative interviewing (Brinkmann & Kvale, 2015). In this context, the financial compensation for participating in this research could be considered a possible limitation, as it might contribute to

asymmetrical power relations and attract participants for the wrong reasons. To address this, at least partially, the approach was discussed and considered in advance (section 3.4.4, p. 92). Unexpectedly, three of the eight participants opted to donate their compensation to the non-for-profit organisation (ProSpecieRara) I proposed. Another limitation concerns the shortcomings in translating from German to English. The interview data was collected in German (the native language of the participants and my own), while the report was written in English. Therefore, the presented quotes in chapter 4 (findings) of this research documentation are translations. This can be seen as a concern in terms of preserving the meaning and interpretation of participants' accounts, especially in qualitative research like this (Larkin et al., 2007; Oxley et al., 2017; van Nes et al., 2010). The process of translating might have hindered the transfer of meaning and resulted in a loss of meaning, thus reducing the validity of this qualitative research (van Nes et al., 2010). However, I employed mitigating actions to prevent the loss of meaning throughout the data generation and analysis processes. Given the use of the participants' and my native language, there were limited language difficulties in the first step of the analysis, therefore, enabling it to stay close to the data. Language differences might have first occurred when the data was analysed by applying the outlined three levels of IPA (descriptive, linguistic, conceptual). Here, I blended the use of German and English. The sub-themes and superordinate themes were developed using an iterative process until I felt comfortable that the translated language had stayed close to the data. As I engaged with this, I was able to use my familiarity with the data's context and participants rather than rely on an external translator, therefore, I contend that the research validity was not overly compromised.

I made a conscious decision to translate the participants' excerpts in the findings section (chapter 4) to enable better control of the subtle nuances of translation. Also, those initial excerpt translations were deliberately carried out in a way that prioritised preserving the meaning. This meant that a proofreader could then formulate the translated excerpts more proficiently than I might as the non-native English speaking researcher but I was able to ensure that this did not alter the sense of the material. This enabled me to review and validate the revised excerpts one by one and to ensure that the proofreader's corrections preserved the participants' voices. This mitigation activity was deemed appropriate as my level of understanding of English is higher than my ability to express myself in English. Further to this, I selected a native English-speaking

proof-reader who was experienced in the use of IPA and who, therefore, shared the concern of staying close to the meaning of the experience and its interpretation. Most importantly, during the process of data analysis, I placed myself in dialogue with a participant, so that it was possible to understand the participants' world (Smith et al., 2009). This meant that significant words in the dialogue hinted and beckoned (Heidegger, 1982), helping me to understand beyond language limitations. Therefore, although I am a non-native English speaker, I hold that my awareness of possible language limitations helped me to actively search for meanings through the hermeneutic circle. However, as IPA relies intensively on language (Smith, 2011b), unavoidable limitations relating to language differences must be recognised.

And finally, the fact that no research team was in place to validate the research further needs to be considered as a potential limitation. This limitation is due to the nature of PhD research, which requires the researcher to individually conduct research.

6.4 Implications and future research

Participants in this research narrated their career transformations as self-directed, coherent, and connected. They described their career trajectories as tight or entangled but never as broken. This allowed them to achieve congruency between their professional and personal values. As new teachers with prior professional experience, they made amendments to their selves and accentuated social professional support. As they considered their professional futures, they were committed to taking immediate steps to develop mastery and exploring possibilities in teaching. They believed in combining teaching with their previous professional experience, as and when they could envision a reasonable fit. Participants needed to personalise their teaching careers in a way that included their previous professional experience.

This is related to the finding that once these new teachers with previous professional experience had settled into teaching (that is, typically two to three years into teaching), they started to explore future teaching possibilities that included their occupational pasts. As a result, many of the participants were likely to progress in their teaching careers, by, for instance, lecturing at the pedagogical university, offering pedagogical IT support, becoming headteachers or practice teachers, or by teaching outside public school. Indeed, some participants were already less involved, or no longer involved, in

directly teaching pupils. Although the participants considered these to be desirable teaching pathways, and these are roles that need to be filled, this career trajectory might create further challenges in addressing the prolonged and projected teacher shortage (BFS, 2016, 2017, 2018; PHZH, 2019b; SECO, 2016; SKBF, 2018; SRF news, 2019, 2020, 2021) if it goes unnoticed and unaccounted for.

Given this novel finding, it is necessary that those who are involved in SCT career pathways (including SCT themselves) are aware of the personalised career needs of teachers with prior professional experience, so that they can support and inform the thinking and designing of these career paths. Proactively capitalising on SCTs' need for a personalised career holds the potential of securing long-term, sustainable careers and well-being for this population (Chudzikowski et al., 2020; De Vos et al., 2020).

Further to this, the novel finding related to humility and self-reflectiveness of SCT suggest expanding the dimensions of the CCT (Career Counselling for Teachers) self-assessment tool to include all five personality dimensions (Mayr, 2013) and broadening the use of personality assessment tools from self-selection to self-development for SCT. This recommendation is relevant to personnel in charge of selecting SCT.

Both novel findings can be linked to career counselling theories (Savickas, 2021) and previously mentioned (section 5.2.1, p. 164) SCT counselling practice (Mayr, 2013). More specifically, practitioners might consider Savickas' career adaptability behaviours (Savickas, 2012) to support prospect SCT and SCT in their career construction. For example, prospect SCT could be encouraged to explore in-depth their career concern to prepare their future. Similar, SCT's curiosity could be encouraged to continue looking for opportunities to grow in the teaching career.

Moreover, the empirical findings of this research suggest that the SCT phenomenon can be more comprehensively conceptualised with a contemporary constructivist perspective that employs a learning (rather than a career) perspective to gain more in-depth understanding of the participants' experience. Therefore, it is recommended that SCT researchers consider learning theories in SCT research to provide an interdisciplinary, transformative perspective on career learning.

Overall, this research shed light on the experiences of new teachers with prior professional experience, which should prove useful for building further research. Therefore, five areas are proposed for further research. Table 6 below summarises these five proposed areas.

Table 6: Five areas of proposed future research

Proposed areas for future research
1. Transforming personality-driven behaviours: Consider including all five personality dimensions and facets to provide a more relevant self-assessment and increase SCT self-awareness and consider humility as a career development virtue to understand SCT’s career transformation more deeply
2. Research population: Consider investigating other occupational transformations that are key to developing an understanding from a labour market perspective (such as nurses and police officers) and include areas in Switzerland with other languages (such as French, Italian or Rhaeto-Romance)
3. Research philosophy: Larger, quantitative pieces of work focusing on the occupational development of new teachers with prior professional experience to offer generalisations related to the experiences, especially related to career pathways of SCT
4. Research methodology: Consider using IPA as a research philosophy and method for researching SCT and other complex career phenomena
5. Research paradigm: Consider a paradigmatic shift towards an interdisciplinary, constructivist perspective of research on SCT phenomena

Regarding the first area for future research, this research identified participants’ personality-driven behaviours that were key in their career transformations. In this research, specific personality-driven behaviours (humility, self-reflectiveness) were identified. As current occupational fit assessment tools focus on a limited number of other personality-driven behaviours, I suggest further research to consider all five personality dimensions and facets (McCrae, 1989; McCrae & Costa, 2008) specifically for SCT assessment tools. This could increase both the relevance of these

assessments and SCT self-awareness. This research could also provide a foundation for coaching SCTs throughout their transformations, based on increased personality awareness and strengthening their adaptation resources. Moreover, the novel finding of humility as a virtue in SCT career transformation (section 4.3.2, p. 107; section 5.2.1, p. 164) was identified. As previously mentioned, this is seen as an initial contribution to the call for pursuing further research on humility as a career development virtue (Dik et al., 2017) as a way to more deeply understand SCTs' career transformation. In agreement with the recent call by researchers (Dik et al., 2017) to consider the virtue of humility in career development research, it is, therefore, recommended that humility is conceptualised as a career development virtue for SCTs and career development models. Humility as a career development virtue is currently absent from the literature (Dik et al., 2017). Therefore, further research on humility as a career development virtue could be pursued as it seems a fruitful path for understanding career transformations (Dik et al., 2017). In that context, an important question may be whether humility can be developed and in what context it can be cultivated to support individuals in their career development. More could potentially be learned from contrasting seemingly less successful and more successful career transformations. One of many possible avenues could be to connect this research with research on teacher retention as a foundation for a deeper understanding of humility as a career development virtue. Further to this, it might be interesting to investigate the impact of this virtue from a perspective that considers the low self-focus and high other-focus that comes with humility (Nadelhoffer & Wright, 2017). As part of such an investigation, the virtue of humility could be conceptualised as a career development asset and a way to understand contemporary career development and practices more deeply.

The second area for future research is particular to the research population. The findings in this research come from a German-speaking population living in Switzerland. Due to my language capabilities, this excluded other Swiss languages. Therefore, future research should include areas of Switzerland where people speak other languages, such as French, Italian, or Rhaeto-Romance. Including teachers from all parts of the country where different languages are spoken would provide a more holistic perspective for the occupational labour market of Switzerland on the SCT phenomenon. In light of the prevailing shortage of teachers in Switzerland (SRF news, 2021), I recommend researching entire SCT cohorts to more **fully** understand the SCT

experience from a retention perspective. Furthermore, prospective research might investigate other occupational transformations that are key to understanding from a labour market perspective. This might be especially advantageous for occupations that need many workers and where people with prior occupation experience will be recruited (such as nursing or police work) as it will lead to a better understanding of the phenomenon of people with multiple occupations (Dia, 2019; SECO, 2016; Weyermann, 2017).

The third area of future research alludes to the research philosophy of creating knowledge. This research approached the phenomenon qualitatively. The choice of IPA as a research philosophy and method had implications for “theoretical generalisability” (Smith et al., 2009, p. 4). It must, therefore, be recognised that immediate claims are bound to the small, homogeneous sample studied, which honoured the idiographic principles of IPA. However, the findings presented in chapter 4 may be a useful springboard for a larger, quantitative piece of work focusing on the occupational development of new teachers with prior professional experience. For instance, a survey instrument might be developed based on the findings of this research and, ideally, translated into all four national languages in Switzerland. This sort of research could paint a more complete picture of SCTs in Switzerland and, potentially, in other countries where this is a growing population. Work of this kind would be of use to researchers, teacher education professionals, and those tasked with identifying and supporting future new teachers with prior professional experience (such as practice teachers and school mentors).

Another example could be to consider the SCT population at large and so identify career patterns in a similar way to recent research on the career patterns of FCTs in Switzerland (Gubler et al., 2017). In addition, researchers advocate a plurality of qualitative research philosophy (Frost et al., 2014; Willig, 2017) and a fruitful combination of quantitative and qualitative methods (Yardley & Bishop, 2017) to achieve a richer and more complete understanding of a phenomenon in comparison to using only one research philosophy. Similarly, I encourage pluralism of research methods within this field to generate a wider spectrum of insights and, therefore, possibly achieve a more complete understanding of the SCT phenomenon, including approaches that aim to contribute insights for policymakers.

Moreover, the conclusion that participants needed to personalise their teaching careers in a way that included their previous professional experience could have implications at large. Therefore, I advocate further quantitatively research on participants' needs to personalise their teaching careers as it holds the potential to further contribute to the prolonged and projected teacher shortage (BFS, 2019; SRF news, 2021).

The fourth area of future research relates to IPA, the philosophy and the method used in this research. Future research could build on the current work within this framework to include drawings, multi-perspective, and/or longitudinal designs (Oxley, 2016). It could be interesting to include drawings that capture how participants picture their experiences. This would capture aspects of hard-to-verbalise experience (Boden et al., 2019), resulting in further nuanced visual and verbal accounts of participants' experiences, potentially expanding hermeneutic phenomenology within the IPA framework.

Since this research was dedicated to individuals' subjective experiences, it did not include the multiple perspectives of those who support the entry of new teachers with prior professional experience (such as practice teachers or school mentors). It would, however, be interesting to employ a multi-perspective design (Larkin et al., 2019). Exploring the perspectives of both new teachers with prior professional experience and the individuals who support their professional development may be highly insightful.

Furthermore, this research employed a research design whereby each participant was interviewed twice at an interval of three to four months. This allowed a bond with the participants to form more effectively than if a single interview had been conducted, as there was enough time to get to know the participants, build trust, and deepen the conversation during the second interview. This design also permitted an investigation across all participants by identifying initial convergence and divergence and, to some extent, exploring what had happened and how thinking had evolved since the first interview (such as how plans had been actioned). In accordance with longitudinal IPA (Flowers, 2008), which either aims for greater depth or examines a change over time, the design of this current research aimed to generate greater depth rather than providing insights into how participants' perspectives evolved through the interplay of sense-making and time (Nizza, 2019). Therefore, future research could employ a

design that investigates how participants experience changes over time to understand the phenomenon from a longitudinal perspective. The above suggestions for future research are in response to Smith et al.'s (2009) encouragement for creative research designs. Further to this, contemporary career research asserts a dynamic perspective, whereby individuals revise and reconstruct their narratives throughout their work role transformation, thus cultivating a sense of coherence over time (Ashforth & Schinoff, 2016; Barbulescu & Ibarra, 2010).

In summary, this research included two interviews that were three to four months apart to predominately deepen the conversation. Therefore, for future research, it would be appealing to employ a longitudinal design that explores new teachers' experiences closer to the time and over the course of years rather than months. This would achieve a dynamic narrative of the experience. It would also minimise the distortion and memory effects by following the new teachers with prior professional experience closer to those experiences. A longitudinal design could also consider an autoethnographic approach to further build on recent autoethnographic research (Kolde & Meristo, 2020). Further to this, a longitudinal design could examine whether and how teachers with prior professional experience who had considered combining teaching with their previous professional experience continued in their careers, providing valuable research on teachers' career patterns (Druschke & Seibt, 2016). More importantly, future career research could further expand a growing body of IPA career research (Ahn et al., 2017; Guihen, 2019) and career learning by also using IPA to investigate experiences of complexity and importance to people's working lives. This would further expand IPA, which originated in health psychology, towards career and learning research. It is argued here that, as with health psychology, understanding psychological aspects of subjective experiences is important in career research for understanding individuals' important and complex life experiences.

More importantly, the fifth area for future research relates to the research paradigm. Future research could consider a paradigmatic shift from a single discipline conceptualising the phenomenon as a psychological transition towards a multidisciplinary (psychological and sociological) phenomenon that is of an ongoing nature constructed by SCTs to further research complex career transformations (such as the SCT phenomenon). In addition, a multidisciplinary perspective (such as using a

transdisciplinary learning perspective) would allow more interaction between disciplines for further research of complex career phenomena. Future research could build on this research to make further advancements in contributing to a new, fourth meta-narrative on SCT research by adopting an interdisciplinary, constructivist research perspective. This research demonstrated that SCTs continuously learn about teaching and what transforming means to their careers. Therefore, future research should consider the SCT phenomenon as ongoing transformative learning experiences. Moreover, this research illustrated that the use of an interdisciplinary learning perspective seemed suitable for understanding the complex SCT phenomenon. Contributing to developing a new research tradition might be of advantage for the community of researchers in teacher education to understand in more depth the complex SCT phenomenon as dynamic, ongoing individual learning experiences. Possible future research could shift from a programmatic support perspective towards a learning perspective to more fully examine individuals' agency. This shift might offer a broader perspective than existing research traditions for more deeply understanding the experiences (pleasant and unpleasant) and their existential meaning.

Therefore, this research has demonstrated its impact and importance, which is an important principle for valid, high-quality qualitative research (as introduced in section 3.5, p. 93; Yardley, 2000). According to this principle, important research must help us to understand a topic in a new way and enable a wider impact through further research (Yardley, 2000). This research explored new experiential perspectives on the meaning of new teachers with prior professional experience. This research is important as it offers rich experiential data that compliments, enhances, and adds to existing literature. It also encourages future researchers to explore issues relevant to this topic considering the current outcomes.

6.5 Reflexivity and reflections

In this section, I first present my personal reflexivity as a researcher (section 6.5.1, p. 230) followed by reflecting on the research process (section 6.5.2, p. 232) covering the literature review (chapter 2), research design and methodology (chapter 3) (generating data and analysis), research findings (chapter 4), and research discussion (chapter 5). As previously mentioned (section 3.5, p. 93), reflexivity is important in qualitative research and was practised throughout the research (as evidenced with

examples in appendix 5, 11, and 13) to acknowledge the beliefs, biases, values, and knowledge of the researcher (Berger, 2015) and so enhance the transparency (Yardley, 2000) of the research and contribute to achieving excellence in IPA (Nizza et al., 2021). In addition to this continuous reflexivity, the researcher needs to share reflections, in keeping with IPA. Therefore, the following sections cover reflections related to this research and me as a researcher.

6.5.1 Reflexivity as researcher

In this IPA research, I practised double hermeneutics, therefore it is essential to acknowledge the influence I have on the research to enhance its transparency (Smith et. al, 2009; Finlay, 2002). I demonstrate reflexivity by transparently presenting an autobiographical account (section 6.5.2, p. 232) to position myself in relation to the research topic. Throughout the research, I kept a reflexive practice journal to capture the influence I have on this research (a sample can be found in appendix 11).

Throughout my doctoral journey, I found myself having to adapt and cultivate a new strand of my professional identity. I found that my 'research student self' required different qualities and characteristics to those that had defined my 'professional self' as Learning Manager and Executive Coach. As a result of that, I systematically developed my skills as a researcher and documented my personal development as a researcher, including my personal skills, research capabilities, approach, and practices. This reflection of professional development allowed me to complete the research journey to the presented standard. I utilised the UK's Vitae Researcher Development Framework (Vitae, 2010). The framework describes the knowledge, behaviour, and attributes of successful researchers and explicitly aims to support doctoral-level researchers to systematically identify a researcher's strengths and gaps in development and then prioritise development needs and consequently monitor progress towards being a successful researcher (Vitae, 2010). This framework was chosen not only due to its largely positive evaluation for supporting researchers in their development (Bray & Boon, 2011) but also due to my positive experience in using the framework during a doctoral development programme, as well as the robustness of the framework that is grounded in research. Embracing the development framework was helpful because it guided my development, as well as provided the psychological safety that its committed application would lead to my becoming a professional researcher with the possibility of pursuing an academic career. Consequently, I was able to create insights from the

reflections, identify development areas, devise an action plan, and track progress against this plan. An example of how I managed my professional development can be found in appendix 13.

I saw the power of reflection as a key skill for successfully achieving the substantial challenge of conducting research at the PhD level. I, therefore, assert that I have come to deeply appreciate the transformative potential of reflection. I benefited from considering the process of my learning, strengthening my capabilities in critically reviewing both my own behaviour and existing literature, leading to more effective self-development (Moon, 1999). Further to this, as asserted by van Manen (1990), engaging in phenomenological research impacted me in a way that meant my learning was intensified (in relation to the research method and the participants' experiences), my perceptiveness heightened, and my thoughtfulness increased.

More specifically, engaging in this research made me realize that working toward a doctoral degree as a means to change my career towards an academic career bears similarities to the career transformation of SCT. For example, I also experienced the synchronicity between adapting to my role as a PhD research student, which required me to be humble and self-reflect, while narrating to others my motivations, my progress and hopes. My experiences as PhD research student can be conceptualized through Jarvis' transformation of the person through learning theory (2006, 20218). At the heart of Jarvis' theory sits reflection, which allows the conceptualising of my research degree experiences in a similar way to the SCT of this research. As a result of my experiences I have changed in three ways: (1) I now see myself as a confident researcher, (2) changed my approach to knowledge creation due to new skills, knowledge, attitude, research beliefs (ontological and epistemological position), and (3) and consider myself as more experienced in research compared to before starting my doctoral research.

The engaged nature of my research required me to have a high level of self-awareness and reflect on the meta-level of self-reflection to reconcile the criticism of self-indulgence of qualitative research (Doyle, 2013). Therefore, I aimed towards balancing self-knowledge without becoming "overemotional or self-absorbed" (Holloway& Biley, 2000, p. 968) by practising reflexivity throughout the research. The selected research methodology (IPA) helped me to practice reflexivity to partially transcend the

perceptions of my ego and with its commitment to idiography directed the research attention towards the participant and their experiences with an open mind. However, I am recognizing that there might be unresolved tensions that apply to qualitative research (as mentioned in section 6.3, p. 219).

6.5.2 Autobiographical reflection

In this section, I present an autobiographical reflection that specifically relates to the research topic. Reflexivity is an important component of qualitative research and has been described as a way of being aware of the role of the researcher in the construction of knowledge in service of enhancing trustworthiness, transparency, and accountability to evaluate the entire research process, methods, and outcomes (Finlay, 2002). Therefore, scholars recommend undertaking an autobiographical reflection to understand how a researcher's background, attitudes, values, behaviours, and experiences influence the research process and findings (Finlay, 2011b; Malterud, 2001). The primary purpose of this reflection is to critically review my career behaviour and how it relates to researching the SCT phenomenon (Moon, 1999). It also allows the reader to identify potential researcher biases, thus adding transparency. The process of reflective practice can be seen as a movement caused by cues (questions asked to facilitate the inner dialogue) in the shape of a spiral to reach insights and as a journey to find new meaning (Johns, 2013). Thus, I asked myself how my personal background and career history might have influenced this research and what parallels and differences I can see between myself and the researched SCT population.

I have structured this autobiographical reflection as follows. Firstly, I reflect on my personal background; then on my career history, focusing on major turning points. Finally, I highlight parallels and differences between myself and the SCT population. Within each subsection, I describe my perception of critical events or influences and then evaluate and analyse the event or influence in relation to the research topic before sharing my insights and conclusions.

6.5.2.1 Reflections on my personal background

I am a woman in my early fifties from southern Germany, born into a family of artisans and clerks who had undergone secondary education. Growing up, my father was a

painter and decorator and my mother was a stay-at-home parent. It was not until I was at secondary school that my mother resumed her part-time career as a human resources administration specialist. She worked for 24 years in the same department for the same employer until her early retirement. My father worked for 52 years in the same occupation, with the same small enterprise, starting as an apprentice and finishing as the managing director of operations. Similarly, other members of my family were in long-standing employment. This shaped my outlook and expectations regarding valuing loyalty to a career and employer. However, my career deviated from that pattern, meaning I experienced dissonance. From this feeling of differing from my parents' and family's career trajectory, I seem to have developed a greater empathy towards those who are also engaged in a career trajectory perceived as different. Therefore, I have come to understand that affiliating with SCTs responds to my felt need to reconcile the dissonance of feeling different by engaging with a community of other career changers. From this, I conclude that I, as a researcher, must pay attention to in-group bias, which influences fair judgement and interpretation due to favouritism (Brewer, 1979).

6.5.2.2 Reflections on my career history

When I entered the labour market after finishing secondary school at almost 17 (1985), I found that securing vocational training was difficult due to a weak economy and high unemployment rates. I had little interest in manual labour (such as artisan work as an optician) but a great interest in researching all available occupations. I was so interested in this that I read the entire occupational guide (around 300 pages) published by the federal employment agency. Unsure which vocation to pursue, I followed my parents' advice to do vocational training in administration, which they thought would be a good foundation to later explore other vocations. Retrospectively, I have come to realise that my interest in occupations could have resulted in a vocation in career consultancy. Thirty years later, I now coach executives in career matters and have researched the vocation of the second-career teacher, which means I am now able to actualise my initial vocational interest in vocations.

Despite good school grades, my parents did not encourage further schooling to enter the path of tertiary education. From what I recall, they did not value this path, to the point of dismissing, per se, the work of tertiary-educated individuals, claiming that

people who studied do not know how to “actually work”. In addition to my family’s professional background in manual and administrative labour, this position might have further formed my initial outlook on tertiary education as socially undesirable. Up to that point, no one in my family, even extended family, had gone to university. At the age of 17, I considered myself lucky to have secured a vocational education as a social insurance specialist. My parents provided a secure base by acknowledging that I did not have to do this for the rest of my life. Presumably, by then, they had recognised that I had many interests and the ability to quickly learn. At around the age of 21, I surrounded myself with friends – all of whom had tertiary educations and university degrees. Suddenly, tertiary education had come closer to me. This changed my outlook to the extent that I wanted to go to university. I attended evening classes for two years to obtain a qualification that would admit me to a higher education institution. My interest in technical production processes developed through work at a printers’ shop. Immediately after I successfully finished evening school, I resigned from my full-time employment and was accepted to a degree programme in industrial engineering.

As much as I was happy to begin a new chapter in my life, I felt anxious having fewer financial resources available. My parents made it clear that they were obliged and willing to fund my initial vocational training as a social security specialist (1985-1988). Thereafter, however, they were not able to finance further education, so I had to self-fund. Happily, I received federal repayable funds because my parents had funded my initial vocational training. I also worked in various student jobs to remain financially independent. While I was at university (1993-1997), I enjoyed process technology and material sciences, as well as work and organisational psychology. It was during this time that I was introduced to the natural and human sciences within the context of industrial engineering and started to identify myself as a bridge-builder by bringing together various disciplines and departments with a strong belief in the power of community. Indeed, following my studies, I feel that my work over the course of 20 years in multinational organisations (1998-2018) was continuously characterised by building bridges within and across organisations. I held various roles (IT consultant, marketing manager, learning and development manager, service manager, talent and development manager) in the information technology and services industry.

Back in 2003, I considered leaving full-time employment to take up full-time studies in psychology but instead chose to follow the path of an intra-company transfer/promotion, which brought me to the UK for four years. During those years and even before, I felt I had lost my way because I was expecting, based on my family background, that by my mid-thirties, I should know what I wanted to do for a living. Instead, I found myself changing roles almost every two years, which I believed was because I hadn't yet found what I wanted to do. My frame of reference was the career trajectory of my parents, brother, other relatives, and close friends, who had all been in the same role for a long time with the same employer. This made me feel inadequate, insecure, and confused, with a strong urge to find out what I want to commit to as a profession. I confided this feeling to a more senior person I worked with. To this day, I have vivid memories of that conversation as it was so revealing. It was a professional turning point where I recognised and accepted that due to my wide range of interests and capabilities, I will continue to change roles, departments, and organisations. I realised also that this is of value for employers. This was a great relief for me and helped to discharge my feelings of doubt. Since then, I have been able to accept that my path is different from the template I held. Thus, my narrative when attempting to move into different departments and roles changed from explaining why I think I am not this but the other, to a narrative of spanning boundaries, fuelled by my many interests. Within this new narrative, I saw myself in a new light and felt more confident in my path.

Over the course of my years in large international organisations, I have spanned boundaries between regional and country offices, between departments, between countries and European headquarters, between European and global headquarters. In 2007, I moved from the UK to Switzerland continuing the path of intra-company promotion. However, in 2009 I had to come to terms with being made redundant for the first of three times. Until then, my worldview has been that if one performs well, one will retain a job. In hindsight, this was rather naïve but this had led me to believe while working for an American multinational corporation that promoted a high-performance culture, that performance was the all-consuming criterion. When I was made redundant in 2009 due to the economic downturn, I initially assumed I hadn't performed well enough to keep my job, so I took the redundancy very personally. I had assumed that high performance equals employment security. However, this was no longer the case in the context of the economic downturn. Although I lost that job, I quickly found another

role within the same company. However, my fear of job loss influenced my further career behaviour so much that ever since I have been constantly looking for signs of organisational restructuring to be ready to change roles before redundancy occurs. I also started to proactively promote my own work to demonstrate my added value to the organisation as a second avoidance/risk mitigation strategy.

Being made redundant was a stark reminder that my career was not entirely self-managed and that adaptability was required. This and subsequent redundancy experiences made me humble and more compassionate towards those who are displaced involuntarily or are looking for a new work path. It also made me realise that redundancy is a constant risk in today's international organisations, with some departments more affected than others. Finally, I reflected that although I had no prolonged periods of unemployment, the fear of job loss shaped my career behaviours. While I have ventured away from familiar career patterns, I share a preference for security.

I have come to appreciate that my career behaviour is based on my family value system, the uncertainties of employment at the beginning of my work life, my personality preference of openness to new experiences, and episodes of organisational restructuring, leading to being made redundant three times (2009, 2014, 2017). This also led me to the insight that my personality preference of openness to new experiences plays a key role in frequently changing roles/occupation/countries/organisations and continuously engaging in higher education. On this basis, it was important to recognise that research participants might have different career behaviours driving their adaptability as well as considering the labour market context. Furthermore, I needed to be careful to not project my preferences and experiences onto others by viewing their experiences through my lens. I needed to be mindful not to generalise experiences but to carefully attend to individual experiences with an open mind, thus understanding participants' preferences and experiences. Therefore, I concluded that the chosen research methods must include the option for me to bracket my preferences from those of the participants as well as to be able to contextualise experiences.

More recently, in 2018, I moved from working for many years in large multinational organisations (Canon, Hewlett Packard, Johnson & Johnson, Takeda Pharmaceuticals, and Lafarge Holcim) (companies of approximately 25,000-300,000 employees) to a small not-for-profit academic institution with international clients in executive education (around 350 employees). Unlike my previous work-related changes, I was more aware of how my personal preference for security and openness for new experiences influenced my career. This awareness also came from my studies in business psychology (a master's degree which I completed in 2014) and my work as an executive coach, where I leverage personality diagnostic tools to support executives in their personal development by increasing self-awareness of personal preferences.

At the time of writing this autobiographical reflection (June 2021), it is evident to me again that even with this recent career move, I am spanning boundaries. This is because it is not common for an academic institution to recruit individuals from large multi-national organisations, nor to consider former client contacts in their workforce. In comparison to peers in my current role, I initially felt like a welcomed outsider who can help insiders better connect with clients and identify the needs of their clients. Now that I have been in this role for more than three years and have researched SCT careers, I find myself considering other possibilities within the organisation to combine my experiences as an industrial engineer and business psychologist with newly acquired research skills and expertise (such as career consulting, teaching on career development, and career coaching). In addition to this, I regularly reflect on my career to assess if the work feels authentic to me, creates opportunities to further develop and grow, and plan new goals to further develop my career.

Another important observation I made was that my career narration has changed over the years, especially after I completed my master's degree in business psychology. Business psychologists are employed in a wide range of organisational areas (such as marketing, human resources, and research). I was used to labelling myself with the title of the job description of a current role and the employer with the addition of my initial field of study (for example, Senior Service Manager at Hewlett-Packard with a background in industrial engineering). With an additional degree in my pocket, I sometimes cautiously added during introductions that I have also studied business psychology. I remembered that I did not feel like I was a business psychologist, I had

just studied the subject. This suggests that I believed that only practical experiences in an occupation qualify as valid to identify with a particular occupation. In hindsight, I realised that I was subject to what is known as the imposter effect whereby individuals, in particular, high-achieving women, experience a sense of intellectual phoniness (Clance & Imes, 1978). Even two years after graduating, I still labelled myself in interviews as “an industrial engineer, but also a business psychologist”, as if there was a contradiction between those two occupations. Three years later, I was referring to myself in interviews as “a business psychologist, but also an industrial engineer at heart”. I started to question my integrity as I kept changing the labels I attached to myself. Only by engaging in this research have I come to realise that altering my narrative was a way to develop my occupational identity. I now tend to refer to myself as “a business psychologist and industrial engineer”. In some situations, I only refer to myself as “a business psychologist” but then I feel that something is missing to adequately describe my experience and occupational identity. To my surprise, I came to realise that this labelling or social validation (Ashforth & Schinoff, 2016) is, at times, incoherent and contradictory and that it takes time to become more coherent and authentic. Consequently, given my surprise at how complex, contradictory, and incoherent it is to identify with both new and existing occupations, I started to wonder how others experience their occupational transformation.

It was on this basis that I developed my PhD proposal. In addition to my altering narratives over time, I have learned from my career that the questions of how to socially validate my occupational identity and how to explain my career trajectory following a major occupational transformation are especially salient when entering a new role and/or new organisation as new contacts (such as peers or clients) want to know about one’s professional background and experiences. This also made me realise that my career story remains incomplete, subject to revision, and tailored towards various audiences. Moreover, I have recognised that ambiguities and surprises provoke the need to make sense of a major career turn (Ashforth & Schinoff, 2016). Following my major career turns, it took several years to revise my career story, discharge ambiguities, and come to terms with the surprises I experienced. I, therefore, conclude that making sense of a major career turn takes time and is enacted as an evolving career narrative. Therefore, when researching the SCT phenomenon, which constitutes a major career turn, I must consider that the career narrative is temporal

and remains tentative. I must also be careful to consider the timing of data generation to ensure participants have sufficient time to make sense of their experiences while being close enough to the experience to minimise recall issues.

6.5.2.3 Parallels and differences with the SCT phenomenon

I now turn to the assumed parallels and differences in my experiences to those of the SCT population. Parallels include entering a significantly different institution. In the case of SCTs, this is typically a move from a private organisation to a small national public sector institution. In my case, it was changing from a large multinational shareholder-owned organisation to a small national privately-owned institution. Further parallels are bringing multiple years of professional experience in another occupation to the new occupation and being much older than other beginners in the occupation. SCTs are required, as mentioned in section 1.3 (p. 6), to have a minimum of three years of professional experience and be a minimum of 30 years of age. This means that many SCTs are typically at least 10 to 15 years older than their FCT counterparts. Where SCTs have at least three years of professional experience before the new occupation, FCTs typically have limited professional experiences. When I finished studying business psychology, I was 46 years old and had more than 20 years of professional work experience, which meant that I was much older compared to most other newly qualified business psychologists. I also had extensive professional experience in another occupation.

A difference between myself and SCTs are that I undertook my occupational education as a business psychologist part-time while being in full-time employment, meaning I had no negative fiscal impact to deal with. The occupation of a business psychologist is limited in terms of public interest compared to teaching, especially in times of teacher shortages (Kellaway, 2019; NZZ, 2019; SRF news, 2021). Reflecting on these parallels and differences, I argue that the similarities between myself and SCTs can be seen as an advantage due to the empathy I have for this population. The differences can also be useful as they allow a degree of separation from the participants. This means that due to my openness to novelty, I was genuinely curious to understand participants' perspectives. However, a potential disadvantage could be that I unconsciously attended more to the experiences I shared with them compared to unfamiliar, dissonant experiences. This led me to be mindful of potential confirmation bias. Therefore, I

conclude that engaging in reflective practice throughout the research process by using a learning journal somewhat mitigated my potential confirmation bias. It is from this position and my reflective stance that this research has been undertaken.

6.5.3 Reflecting on the research process

6.5.3.1 Literature review

This section reflects on how challenges related to the literature review and methodology were addressed. While Smith et al. (2009) suggested IPA researchers should inform their studies with a relatively short, evaluative literature review to create an argument for why their research will make a useful contribution, this research went further by employing a meta-narrative analysis. Therefore, I extensively examined the empirical evidence on the phenomenon as well as relevant theories for contextualising the experiences of SCTs. As a consequence, this introduced the risks of foreclosure and limiting open-mindedness (Smith et al., 2009). Therefore, I specifically committed to keeping an open mind as well as suspending preconceptions during data generation and, most importantly, during data analysis. By being aware of these risks and actively suspending foreshadowing, it was possible to mitigate at least some of those risks (Smith et al., 2009). In this way, the dilemma between preconceptions related to theories and the aim for an important original contribution related to the literature review was hopefully sufficiently balanced. I critically questioned my thinking to ensure that the data analysis was not overly impacted by having extensively engaged in theory beforehand. I also sought to avoid force-fitting participants' experiences into theoretical frameworks. For example, during analysis, I tried to position any conversation with theory into the background or, more accurately, the future, by annotating any theoretical notes as something to come back to later in the write-up of the findings and the discussion. Similarly, I tried to avoid theoretically loaded terms (such as adaptability) in a bid to stay open to other possibilities and close to participant experiences (such as making amendments). In addition, the part-time nature of this research positively contributed to suspending preconceptions since there was an extended period of almost six months between reviewing theories and conceptualisations and analysing the data. This meant that the effect of fading memory helped to not foreground theories and yet make important original theoretical contributions. Reflecting on this dilemma is important for ensuring that I have

demonstrated how I engaged in hermeneutic and interpretative processes when examining participants' experiences.

6.5.3.2 Research methodology – data generation

This section presents my four reflections related to the methodology specifically as it pertains to data generation (that is, pilot interviews and two interviews per participant, participant sample, financial incentive, and impact of the global pandemic).

The first reflection relates to the design of this research. In this research, pilot interviews were conducted. I considered these valuable for adjusting the semi-structured interview guide and, most importantly, adjusting my vocabulary for the audience. For example, teachers referred to themselves as a 'teaching person', using a German gender-neutral term. Therefore, I updated the interview guide and used this term consistently during the interviews. As a result, I was confident that the questions resonated well with the participants. In addition, conducting pilot interviews increased my confidence in my ability to capture relevant, meaningful data before interviewing other participants.

Furthermore, the research participants were interviewed twice, three to four months apart. This approach helped me on two fronts. Firstly, after the initial set of interviews, it was possible to identify initial differences and ensure these were covered in the second interviews. I could clarify and explore areas more fully after the initial analysis and reflection. Secondly, this design helped to ease my concerns about overlooking critical areas of the experience and so having such areas unanswered or having to go back to the participants. Conducting two interviews meant I was less anxious and was able to capture a greater understanding of the participants' experiences. In addition, all participants agreed to be available should I have further questions. More importantly, I was able to develop a strong bond with the participants, enabling in-depth exploration of their experiences and ensuring social desirability was kept at bay.

The second reflection relates to the researched sample of graduates from a dedicated teacher education programme. All participants had been educated at a dedicated teacher education programme for people with prior occupational experience, which could make their retrospective accounts unique to alumni of such programmes.

Potential participants who followed the generic teacher education programme (with FCT) and had previous professional experience were deliberately excluded from the sample. However, while participants were recruited from dedicated teacher education programmes to maintain homogeneity of the sample, the commitment to idiography in this research allowed for the capture of individual views and experiences of new teachers with prior professional experience in the data, thereby contributing to the validity of the research.

The third consideration pertains to the financial incentive for participants to take part in this research. Participants received monetary compensation for their invested time. The financial incentive could be considered as a non-significant amount and symbolic in nature, amounting to the average cost of a family dinner. It could be argued that this might have attracted participants who were mainly interested in the financial incentive and, therefore, might not fully participate in the research. However, the participants in this research appeared to all be genuinely interested in sharing their experiences. Some even expressed how much they enjoyed the opportunity to reflect on their career transformation. Furthermore, three out of the eight participants took up the offer to donate the money to a charity, either in full or in part.

The fourth reflection concerns the impact of the global pandemic in 2020 when data generation took place. The planned in-person interviews were not possible due to the social distancing regulations imposed by the Swiss authorities. The initial research design was to capture audio data during in-person interviews outside the school building (to minimise disturbances). The revised research design employed online video conferencing tools (such as Zoom) to conduct and record the interviews. The possible disadvantages of this design (such as access, connection problems, or poor video quality) were not encountered (Archibald et al., 2019). A downside of the video conferencing interviews was that body language cues could have been missed, as only participants' upper bodies were visible to me. However, this seemed to be outweighed by the upsides of having video data, in addition to audio data, available for the analysis and seeing the participants in situ (that is, in their classrooms or home offices). Moreover, it became possible to review participants' facial expressions during analysis. Additionally, seeing the participants in their environment, including any disturbances (such as pupils entering the classroom or SCTs' own children asking questions), gave

me a better sense of the lived experiences of new teachers than I would have gained interviewing participants in-person outside the school building with only audio recording.

Future research designs might also be informed by this experience; perhaps video recorded interviews (online or in-person) are an even better option for capturing rich data than audio-only recorded interviews. This echoes other researchers' perspectives on employing technology as a positive interviewing experience. At times, such techniques are even more convenient (access, time effectiveness, and cost-effectiveness) than in-person interviews for research participants and researchers alike (Archibald et al., 2019; Gray et al., 2020).

Finally, the fifth reflection is in connection with the influence of the research on participants' reflectiveness. Participants in this research were able to share their experiences. As a result of the interview, it should be assumed that the participants' level of reflexivity was propelled as some stated that it was the first time they had reflected on a particular question. This reflection is important as a researcher I need to be aware of the influence of my research on participants and, consequently, on how the research influences the data generation and analysis.

6.5.3.3 Research methodology – data analysis

This section presents my reflections related to the methodology, specifically as it pertains to data analysis.

Using IPA (Smith, 2011c, 2017, 2019; Smith et al., 2009; Tuffour, 2017; Yardley, 2015) as a research methodology that was new to me. Thus, the analysis followed closely the proposed steps (Smith et al., 2009) so that I felt reassured that I had proficiently analysed the data. Once I generated the data, I was confronted with the messiness that is inherent in carrying out social research. The process of bringing together the super-ordinate themes was more difficult and much more time-consuming than I had anticipated. The analysis was experienced as non-linear and iterative, often requiring a great deal of rethinking and redoing. For example, at times it felt to me that I was going around in frustrating circles, although I enjoyed exploring the data. Further to this, I organised myself by using familiar software tools (Microsoft Excel[®] and Mind

Manager[®] (a mind mapping tool)) to identify similarities and differences and track how the themes developed over time. Intentionally combining a tabular tool with a creative tool proved to help feel less restricted and more freely able to develop the interconnections that could have not been represented using a tabular tool. The process of oscillation between convergence and divergence (Smith et al., 2009) taught me to engage and trust in the process, accepting that it takes as long as it takes. This, in turn, rewarded me with feelings of contentment and serenity.

Furthermore, during the data analysis process, I realised that IPA's methodology is far from being a rigid recipe. Smith et al.'s (2009) guidelines offered the freedom to navigate the research process in a unique way which, should the data or research require it, is adaptable within the proposed principles. As I came to terms with the overwhelming, yet rich data generated, my confidence in the method, process, and interpretation grew. This included accepting the adaptable, cyclical, and 'messy' nature of the methodological experience. As a result, I was able to go through the data to amend and confirm understanding, as well as evaluate the strengths of interpretations. Further to this, it helped me to stay close to participants' experiences along the way by considering whether the participants would fully, or only somewhat, agree with the presented themes if they were to read them. My internal dialogue with the data was seen as useful for validating the superordinate and sub-themes. I was surprised to realise that the sub-themes started to connect within superordinate themes in a meaningful way that was close to participants' experience and not influenced by preconceptions or assumptions. Therefore, I experienced the data analysis overall as a rewarding process that led to great insights. For example, I recognised that IPA is not a series of ordered and strict steps but a methodology that allows for a combination of thinking and feeling about the data. Or, as Smith et al. (2009) pointed out, "IPA is an approach and sensibility" (p. 81). Thus, I would consider using IPA as a methodology again for future research as and when it is suitable.

6.5.3.4 Research findings and discussion

In this section, reflections relating to the findings and discussion of this research are demonstrated. In this research, two novel findings emerged. The findings of humility in career development and participants' desire to include their previous occupational identities in their new careers were astonishing for me. Reflecting further, I realise that

there are parallels between these two novel findings and my own career transformation and occupational identity development. Since I have a third occupation (business psychology), my experiences parallel those of the SCT experience of devoting oneself for the first one to two years to the new occupation as a teacher, as a result of which, previous occupation(s) are, for some time, less at the centre of the career narrative. However, at varying points in time, previous occupations are invited (again) to centre stage to combine with the new career narrative. Notably, I labelled myself as a business psychologist with a past as an industrial engineer for three years. Only more recently has my narrative evolved to the point that, similar to the SCTs in this research, my previous occupational identity has been included by self-labelling as 'business psychologist and industrial engineer'. Therefore, my self-presentation today encompasses both occupational identities, highlighting the interdisciplinary capabilities that characterise my work by highlighting my unique value proposition and 'connecting the dots' across disciplines. Most importantly, such labelling highlights the influence of context and time in narrating a dynamic career narrative.

I would like to appeal to the SCT research community to engage in a dialogue on the labelling of the phenomenon of new teachers with prior professional experience (SCT). Until the day this research was finalised, the literature (Ruitenburg & Tigchelaar, 2021) continued to label teachers with prior professional experience as second-career teachers (SCT; (Gordon, 2019; Hunter-Johnson, 2015; Koç, 2019) or similar (Varadharajan et al., 2018, 2019; Williams & Forgasz, 2009; Wilson, 2010). While this is understandable, it has unintended consequences. The SCT label helps to identify relevant research and means that researchers in the field can use a shared term for the phenomenon. However, it is argued here that linguistics should matter more than convenience and that they should respond to contemporary developments. Most teachers with prior professional experience do not self-label as SCTs. This might be because the label comes with the connotation that they are 'less than' and/or have taken a detour to become a teacher, and so are outside the norm. Moreover, this is in contrast to the ever-growing evidence that careers are becoming more individualised and flexible, leading to increased occupational mobility (Arthur, 2014; Baruch & Rousseau, 2019; Baruch & Vardi, 2016; Defillippi & Arthur, 1994; McKinsey Global Institute, 2017; SECO, 2017; Tomlinson et al., 2018). On this basis, it is argued that language and terminology should also evolve to reflect the occupational

transformations in contemporary careers as the new normal. Henceforth, this research advocates that we should reconsider the labels used for this growing phenomenon.

This is also the case for SCTs in Switzerland who attended teacher certification programmes and became labelled “Quereinsteiger” (meaning lateral entrance; (PHZH, 2019b, 2019a). Participants defined themselves as “Quereinsteiger”, perhaps because they lacked a better term. In conjunction with the novel finding in this research that participants combined teaching with their previous professional experience, the term “person with two occupations” might be a better description as it incorporates both roles. To include those for whom teaching is a third or later occupation, the phrase “person with multiple occupations” could be used. Since acronyms are memorable when they have three letters, the phenomenon could be labelled as “PxO” (person with multiple occupations – whereby x represents the number of occupations). An advantage of this more contemporary, inclusive labelling could also be to foreground multiple occupations, instead of negating past occupations. This is more in line with what the participants in this research appeared to do. Throughout this research, the term “teacher with prior professional experience” was used frequently to avoid the SCT label. Nevertheless, because of the findings, I concluded that this terminology might represent how individuals would label themselves. Therefore, I argue that any academic publications from this research should pave the way to a more inclusive description of the phenomenon that is concerned with representing participants in a favourable way in today’s career context.

6.6 Summary and closing remarks

In this research, the lived experiences of new teachers with prior professional experience were investigated. By adopting a hermeneutic, phenomenological approach, this research described, interpreted, and developed an experiential and existential understanding of participants’ lived experiences. In this way, the research evidenced the meaning of becoming and being a new teacher with prior professional experience for each of the eight participants. Consequently, the research has provided a greater understanding of those experiences, how the eight participants adapted as new teachers, and how they narrated their occupational identities. The analysis led to four superordinate themes, each with two to three sub-themes. In the discussion chapter, the findings were contextualised.

This research has enabled new knowledge to be gained concerning SCT experiences from an interdisciplinary and transformative perspective. The qualitative approach taken in this research has allowed for the complex and ongoing nature of the experiences of new teachers with prior professional experience to be studied in-depth, leading to rich insights and enabling new knowledge about SCT personalities, virtues, and the desire to combine teaching with previous professional experience. This research has contributed to knowledge theoretically and empirically, as well as provided practical insights.

This research was deemed important because of an increasing demand for teachers in Switzerland that will, in large part, be addressed by teachers coming from other qualified occupations (SKBF, 2018; Troesch & Bauer, 2017). As a result, and as suggested by researchers exploring contemporary careers (Arthur, 2014; Baruch & Vardi, 2016; Defillippi & Arthur, 1994; Tomlinson et al., 2018), a shift towards individualised, flexible careers and increased occupational mobility are evident in the Swiss labour market. The SCT phenomenon is, relative to other work-related changes (such as job or employer changes), more complex due to the requirement for educational attainment, perceptions of non-normative career trajectories, and the influence of previous experiences on fundamentally revisiting one's career story to make sense of the transformation.

In summary, this research has presented a detailed meta-narrative analysis of the SCT phenomenon and presented an interpretative phenomenological analysis of the experiences of new teachers with prior professional experience. The focus was on capturing experiences directly from the individual "voice" of each participant (Smith et al., 2009, p. 38) and listening to and remaining curious about each individual's unique meaning. Essentially, IPA offered the opportunity for participants' experiences to be examined in detail from a first-person perspective by valuing the subjective knowledge for psychological understanding (Eatough & Smith, 2017). As expected, the initial time as a new teacher with prior professional experience was experienced by all participants as challenging. Specifically, challenging tasks included the development of new teaching materials, preparing teaching sessions, managing classroom performance, and accommodating family responsibilities (section 4.4, p. 113). More surprisingly, this

research produced insights related to humility, self-reflexivity and forward thinking of SCT enabling to go beyond pre-existing theoretical and personal preconceptions (Smith & Osborn, 2015). To fully understand the experience, this research assumed an interdisciplinary perspective for exploring how those individuals ongoingly construct their career transformation. The aim of this research was to explore individuals' unique experiences as new teachers with prior professional experience, with a view to addressing complexity and expanding our understanding and awareness of this career phenomenon.

Therefore, using IPA as a methodology allowed a focus on the process of transformation rather than its outcome (as in transitions) by being phenomenologically orientated to understanding the meaning of the experience by pursuing sense-making about that experience (Smith et al., 2009). Additionally, since IPA considers each individual to be a "self-reflexive, sense-making agent, who is interpreting his or her engagement with the world" (Smith, 2019, p.19), it provided a valuable counterpoint to the prevalence of research in this area, which has assumed a problem-centric perspective and aimed to improve teacher education programmes. Through in-depth analysis of participants' transcripts, space has been created to talk about and understand the experiences of new teachers with professional experience in more diverse ways. The findings demonstrated that the complexity of working as new teachers with previous professional experience cannot be understood from a purely psychological perspective. Instead, this research actively encouraged participants to think about their career transformation experiences as multidimensional. This allowed participants to explore how, in addition to the intrapersonal experiences, they navigated their careers in a social context.

I intend to make the findings of this research accessible to the wider research community by publishing an article related to its theoretical contribution to interpretative career research (perhaps in the *Journal of Vocational Behaviour*) as well as an article related to the empirical contribution to research in teacher education (perhaps in the *Teaching and Teacher Education* journal). As interpretative, qualitative research in career research (Ahn et al., 2017; Guihen, 2019) and empirical qualitative work in Switzerland (Bauer & Troesch, 2019; Troesch & Bauer, 2017) remain limited, it is

hoped that this research has provided a novel contribution to the evidence base which can be also transferred to other career phenomena.

The research objectives, as outlined in chapter 1 (p. 12), were achieved by completing four underpinning research steps. Firstly, I critically reviewed the literature as well as relevant concepts and theories (chapter 2). Secondly, I examined and justified the methodology used to explore the SCT phenomenon (chapter 3). Thirdly, I critically analysed the experiences of new teachers with prior professional experience and presented how four super-ordinate themes were developed through data analysis (chapter 4). The main findings were discussed, thus addressing the research questions (chapter 5). Fourth and finally, I highlighted the original contribution of this research to the existing knowledge, presenting its limitations, implications, and potential future research, as well as reflections on the process and development of myself as a researcher, thus positioning this research in a context (chapter 6).

The following points offer a summary of the important insights and key messages to arise from this research:

- New teachers with prior professional experience (SCT) experience specific challenges (such as workload and unpleasant feelings about their schools' work habits) and demonstrate high levels of agency to adapt.
- New teachers with prior professional experience narrate their experiences as an ongoing, evolving career construction, whereby being and becoming are inextricably intertwined.
- The career narratives of individual second-career teachers provided an alternative perspective on the narratability of their adaptability and the development of their occupational identity. The transformation experiences of teachers with prior professional experience deserve a prominent place in our ongoing investigations into this growing phenomenon in today's career context.
- Interpretative phenomenological analysis (IPA) facilitated the exploration of the idiosyncrasies, nuances, and complexities of individual second-career teachers' lived experiences in the teaching profession. The field of teacher education and career research may benefit from the addition of IPA to its existing methodological toolkit.

- SCTs in this research asserted that they could self-direct their careers by being self-reflective. They were also found to exemplify humility when successfully working as new teachers with prior professional experience.
- SCT experiences showed intra- and interpersonal dimensions, thus requiring an interdisciplinary conceptualisation of the phenomenon. Further, this research led to the in-depth investigation of the wide range of both pleasant and unpleasant emotions experienced by participants.
- SCTs developed, with growing capabilities, their occupational identities by progressing and exploring possibilities within teaching, making amendments to the self, and accentuating social professional support to become better teachers.
- Narrating SCT future occupational identity was an important chapter for participants' career narratives, allowing them to expand their teacher identity space by including their previous occupations and creating connected coherent narratives and implying the need for personalised career paths in teaching.

In closing, participants shared with me that they found the interviews to be an enjoyable and reflective experience. This was the first opportunity for many of the participants to tell their full occupational story to date, as well as where they wanted to go next, outside of a job interview context. This research's preeminent contribution is, therefore, that participants (that is, new teachers with prior professional experience) were empowered to share their stories and were given a voice in career research.

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APPENDIX 1 – SEARCH STRATEGY, SEARCH TERMS AND SELECTION PROCESS

The identification of qualitative empirical research papers for this review comprised a systematic search of five electronic databases: Google Scholar, ProQuest, Business Source Complete (EBSCO), and Web of Science (ISI). This was intended to cover the relevant fields of sociology, psychology, and business management. This search was conducted between 1 March 2019 and 31 May 2020 and on 19 January 2022 (update of literature review) using the search terms and strategy documented in the table below.

The search yielded 430 potentially relevant papers. The initial screening of titles and abstracts of these papers resulted in the exclusion of 342 papers either because they were not relevant, for example, if they included different populations, or they were comparative studies (167 papers) or duplicates (175).

This search was complemented by a hand search of the literature and snowballing of references, which led to the inclusion of five more papers. A total of 86 papers were read in full and considered for eligibility. After reading the articles in full, 37 papers were excluded because they were not relevant to the SCT phenomenon. On this basis, 49 papers with dates ranging from 2002 to 2021 were included in the final meta-narrative review. The full list of papers included in this review can be found in appendix 3.

A three-step search strategy was utilised. The initial search was undertaken with the EBSCO database, searching in the 'title' and 'abstract' fields, followed by an analysis of relevant articles to identify relevant keywords and search terms. A revised search was applied to all identified search terms across all included databases. Thirdly, the reference lists of all selected articles were searched for additional studies. Reasons for inclusion or exclusion are recorded in appendix 2.

Initial search: It was important to conduct a focused search given that there was ample literature on teacher education and career change. Initial search terms were chosen to target the concepts of second-career teacher, transition experience, and meaning. The initial search established appropriate Boolean phrases including root words as appropriate. To capture relevant research from a different perspective, secondary

terms were added to each primary term's fields. For example, the primary search field of second-career teacher was expanded to include educator, alternative certification programme, and other terms in combination with teacher. See appendix 3 for a list of selected studies.

Second search terms: The following table illustrates title and abstract searches that were conducted on all selected databases. In addition, search terms in German were created to retrieve research in German.

Search clusters	Boolean operator	Search terms
Search cluster 1		
Primary term		Second-career teacher
Secondary terms	OR	Second-career teach* Educat* Alternative certification program* Mid-career entrance teach* Fast-track program* teach* Career chang* teach* Mature aged professionals teach* Career switch* teach* Non-traditional aged beginning teach*
Search cluster 2		
Primary term		Phenomen*
Secondary terms	OR	Transition Experience* Transition* Chang* Experience* Process* Adaptat*
Search cluster 3		
Primary term		Meaning*
Secondary terms	OR	Identit* Motivat*

Combinations of search clusters 1 + 2 and search clusters 1 + 3 were used to retrieve empirical evidence. With these terms and Boolean operators, 430 articles were retrieved.

APPENDIX 2 – INCLUSION, EXCLUSION, AND QUALITY CRITERIA

Non-English language publications (except German-language publications) were excluded due to a lack of translation resources. Papers published before 2000 were initially included but it became clear after the initial screening that major changes in teacher education policy at the turn of the millennium and the introduction of dedicated teacher education programmes for individuals with prior professional experience meant that much of their content was not relevant to the current day. Furthermore, many papers published post-2000 effectively summarised historically important issues. Therefore, all papers published pre-2000 were excluded. Additionally, studies from before the year 2000 were excluded due to the emergence of dedicated teacher education programmes for SCTs in the early 2000s. Pre-2000, SCT transitions were typically influenced by teachers being in the same education cohort as first-career teachers, meaning they often felt othered or ignored (Crow, Levine, & Nager, 1990; George & Maguire, 1998). In contrast, dedicated second-career education programmes post-2000 represent contemporary second-career transitions and are more attuned to the current SCT phenomenon.

Therefore, researcher perspectives on the second-career teacher phenomenon that were published within academic literature from the year 2000 onwards were included. This incorporated any papers broadly discussing the second-career teacher phenomenon or its specific aspects. Papers where the SCT phenomenon was mentioned but not discussed further, were not included. Papers with a perspective from supervisor or mentor were not included. Comparisons of first- and second-career teachers or teaching capabilities were excluded. Papers were included irrespectively of research methodology to achieve a detailed review of this field.

Studies about STEM (science, technology, engineering, and mathematics) or VET (vocational education teaching) subjects were excluded as those transitions are not comparable for three reasons. Firstly, the transition of scientists (STEM) or vocational experts (VET) into teaching can be seen as evolving rather than changing careers. Secondly, the transition path differs substantially as these individuals often do not need to attend teacher education before teaching or need less education due to their expertise. Thirdly, the use of evidence on identity formation strongly suggests that VET/STEM teachers are more influenced by their prior industry experiences and

vocational attitudes than by teacher education programmes and experiences in schools (Green, 2015). Equally, studies with teachers who completed alternative qualifications (such as Teach for America) that do not require a previous qualification were excluded. Therefore, only studies with SCTs who qualified to teach in primary or secondary schools at a teacher education institution were included.

To ensure the review was of high quality, only peer-reviewed papers were included. Peer review is deemed an appropriate mechanism to ensure high quality (that is, congruence between methodology and method, reducing biases within studies, and adherence to ethical conduct), hence it is assumed that this criterion would produce valid and reliable insights. Moreover, given the high number of papers, this was seen as a feasible approach to create a review of high quality.

APPENDIX 3 – TABLE OF THE 49 INCLUDED STUDIES

List of 49 included studies

First author	Year	Title
Alharbi, A.	2020	Transitioning into teaching as a second career: skill carry-over, professional experience, and classroom performance
Anderson, H.	2014	Career changers as first-year high school teachers
Anthony, G.	2008	Change-of-career secondary teachers: motivations, expectations, and intentions
Bar-Tal, S.	2020	First steps in a second career: Characteristics of the transition to the teaching profession among novice teachers
Bauer, C.	2017	Mature age professionals: Factors influencing their decision to make a career change into teaching
Bunn, G.	2015	Motivating factors of non-traditional post-baccalaureate students pursuing initial teacher licensure
Castro, A.	2009	Why now? Factors associated with choosing teaching as a second career and their implications for teacher education programmes
Chambers, D.	2002	The real world and the classroom: Second-career teachers
Chong, S.	2007	Choosing teaching as a second career in Singapore
Crosswell, L.	2017	21st century teachers: How non-traditional pre-service teachers navigate their initial experiences of contemporary classrooms
Cuddapah, J.	2015	Career-changers' ideal teacher images and grounded classroom perspectives
Evans, L.	2011	The motivations to enter teaching by age-related career stage and certification path

Frey, S.	2011	Career changers as first-year teachers in rural schools
Friedrichsen, P.	2008	Examining incoming identities in an alternative certification programme in mathematics and science
Gordon, S.	2019	Transitioning from the military to teaching: Two veterans' journeys through the entry year
Griffiths, V.	2007	Experiences of training on an employment-based route into teaching in England
Griffiths, V.	2011	Career changers and fast-track induction: Teacher perspectives on their early professional development
Haagard, C.	2006	Transition to the school as workplace: Challenges of second-career teachers
Haim, O.	2016	Teacher perspectives on their alternative fast-track induction
Hunter-Johnson, Y.	2015	Demystifying the mystery of second career teachers' motivation to teach
Ilmer, S.	2005	Analysis of urban teachers' first-year experiences in an alternative certification programme
Keck, A.	2020	Second-career teachers' workplace learning and learning at university
Knell, P.	2014	Why people choose to teach in urban schools: The case for a push–pull factor analysis
Koc, M.	2019	Second career teachers: Reasons for career change and adaptation
Laming, M.	2013	Career change teachers – pragmatic choice or a vocation postponed
Mayotte, G.	2003	Stepping stones to success: Previously developed career competencies and their benefits to career switchers transitioning to teaching
Morton, M.	2006	Colliding cultures: Career switchers transition to elementary school classroom

Newman, E.	2007	'I'm being measured as an NQT, that isn't who I am': An exploration of the experiences of career changer primary teachers in their first year of teaching
Nielsen, A.	2016	Second career teachers and (mis)recognitions of professional identities
O'Connor, E.	2011	Mentorship and instruction received during training: Views of alternatively certified teachers
Peter, L.	2011	How career changers make sense of teaching through professional metaphors
Pierce, K. M.	2007	Betwixt and between: Liminality in beginning teaching
Powers, F.	2002	Second career teachers: Perceptions and missions in their new careers
Price, M.	2019	From troops to teachers: Changing careers and narrative identities
Priyadharshini, E.	2003	The attractions of teaching: An investigation into why people change careers to teach
Raggl, A.	2008	Turning to teaching: Gender and career choice
Richardson, P. W.	2005	'I've decided to become a teacher': Influences on career change.
Schultz, K.	2013	Narratives of learning to teach: Taking on professional identities
Tan, P. I. J.	2012	Second career teachers: Perceptions of self-efficacy in the first year of teaching
Tigchelaar, A.	2008	Crossing horizons: Continuity and change during second-career teachers' entry into teaching
Trent, J.	2009	'At least I'm the type of teacher I want to be': Second-career English language teachers' identity formation in Hong Kong secondary schools
Trent, J.	2018	It's like starting all over again
Varadharajan, M.	2019	Navigating and negotiating: Career changers in teacher education programmes

Watt, B.	2016	Skilled trades to university student: Luck or courage?
Wilcox, D.	2009	Examining our career switching teachers' first year of teaching: Implications for alternative teacher education programme design
Wilkins, C.	2015	'Elite' career-changers in the teaching profession
Williams, J.	2009	The motivations of career change students in teacher education
Williams, J.	2010	Constructing a new professional identity: Career change into teaching
Wilson, E.	2010	Changing career and changing identity: How do teacher career changers exercise agency in identity construction?

APPENDIX 4 – INTERVIEW GUIDE

Semi-structured interview prompt: Investigation on new teacher with prior occupational experience

This research aims to investigate the experiences of new teachers with prior occupational experience in Switzerland. I will be asking questions about your background, your experiences during your teacher education, and questions on the first years working as a teacher, your occupational identity, the impact of the transformation, and how you make sense of it all. Please feel free to ask if you would like a question repeated or whether you would like to skip a question and return to it at the end.

The interview will last for around two to three hours and will be recorded. Feel free to let me know if you want to have a break in between. In any case, we will have a short break every 45 minutes.

Do you have any questions about the interview before we begin?

(Remember to be mindful that if something distresses the participants, propose to pause the interviews and ask if the participant wants to continue with the interview)

Date:

Participant name:

Start time:

Finish time:

Area of exploration	Interview questions incl. probes
Experiences as teacher with prior professional experiences	Today I would like to hear from you about your experiences as new teacher. (comment: purposefully not asking a question, just signposting the conversation topic to capture how participants start the sharing of their experiences)
Occupational biography	1. Could you give me a brief history of your career prior to becoming a teacher?

	Probes: How did you experience your career back then? What were your experiences just before you decided to become a teacher? What did you think, feel, say to yourself and others?
Experiences prior to and during teacher education	2. Could you describe your work experience prior to starting teacher education?
	Probes: How did you experience your workday? What were the things you liked most about your previous occupation/work situation? What were the things you disliked about your previous occupation/work situation?
	3. Could you describe your experiences in becoming a teacher?
	Probes: What were you thinking, feeling, and seeing when you first joined the teacher education programme? How did your close relatives relate to you in that time? How did your previous colleagues/friends react to this? What surprised you? What story were you telling your partner, your friends, your former colleagues? What story did you tell your new peers? What would you recommend joining the teacher education programme to others? If it was a more positive experience: Do you remember experiencing negative situations? What happened? And vice versa?
Experiences as a new teacher	4. Could you describe your current work experiences as a teacher?
	Probes: What do you enjoy most in your work as a teacher? What do you find most challenging? What keeps you awake at night? What are you most grateful for? Which adaptation strategies have helped you most? What else?
	5. How has your change into teaching affected you?
	Probes: Which areas of your life do you feel have been most affected by becoming a teacher?
Occupational identity as a teacher with prior	6. What does it now mean for you to be a teacher?
	Probes: What do you value most about being a teacher? What purpose does 'being a teacher' have for you? How did you go about sharing with others what your (new) occupation is? What

occupational experience	role did/does your previous occupation play in this story? How has this changed with time?
	7. How did becoming a teacher affect your relationships?
	Probes: How did it affect your close partner/relatives? How did it affect your relationship with former colleagues/friends?
Impact of transformation	8. What does it mean to you to have changed from one occupation to another?
	Probes: What does it mean to have a prior occupation as 'x' (previous occupation of participant)? What does it mean to you to be a teacher with 'x' experiences? How do you describe your career? How did the transition impact your career?
Sense-making of transformation	9. What do you think it means to others to interact with you as a teacher with a prior occupation?
	Probes: What reactions have you noticed when interacting with other teachers? Or with your headteacher? Or with former colleagues? Or with close friends and acquaintances? Did you experience reactions in your professional environment or personal environment related to your occupation as a teacher? What was the most interesting response you can remember when announcing that you were becoming a teacher or that you are a teacher? How has your network changed?
	10. How do you see yourself as a teacher? Now and in the future?
	Probes: How do you identify yourself in relation to your occupation? What story do you tell others about your occupational change? What parts of your story do you feel comfortable with? Which parts do you feel less comfortable with?

Closing:

- What else do you like to share about your experiences as a teacher with prior occupational experience?

APPENDIX 5 – SAMPLE RESEARCH PROCESS REFLECTION

To support the reflective process, Gibbs' reflective cycle (1988) was used to reflect on events (Gibbs, 1988, pp. 49-50). To draw a more detailed conclusion, I added the question "Why did it happen?" to unearth assumptions and better facilitate learning that could lead to an action plan. To plan actions effectively, I have reworded the action plan question from "If it arose again what would you do?" to "What have I learned? What will I be doing differently?", ensuring there is a clear plan in place as I progress with my PhD journey. All prompts were changed to the first person to speak more directly to my agency in learning and challenging myself.

The following reflection was written during the data generation phase of this research. The purpose of this reflection was to examine my researcher position during the data generation and analysis of this research.

Participant name	Bernard	
Date	30/06/2020	17/07/2020
Interview number (first/second)	First Interview	Second Interview
Format of interview	Online (Jitsi)	Online (Jitsi)
What were the main experiences or themes that this participant that captivated me?	Passion for working with young people. Challenges with classroom management. Very open to share his experiences.	That he was almost on his way out of the profession. He was forced to look for "a setting that suits" him. Only due to Corona, which revealed the need of the school to have someone with technical expertise, was his employment reconsidered and he received an offer. His girlfriend did play a role in planning the path for his move into teaching. The metaphor that emerged from this

		<p>participant was "hiking through life" (look up exact words). That it was good to look for the missing voice (his girlfriend). Strong dedication to the profession, re-bonding, almost was out the door due to a lack of classroom management skills.</p>
<p>What additional information was collected? (e.g., presentation of self, items on display, clothing style)</p>	<p>IT affinity, participant choose preferred online tool (Jitsi), connected before interview start time, home office</p>	<p>His new workplace – the auditorium (Aula) with his cupboards for his materials. He looked content to settle into his new assignment as Talent Coach/Teacher. Clothing casual/outdoor style. Very savvy in using technology, stays calm even when connection is poor. Interview took place in his new work setting: Aula. No pupils around due to vacation.</p>
<p>Anything else that I notice as salient, interesting, illuminating, or important in this context?</p>	<p>That I don't fully yet understand the process of placement in schools. Different models. Bernard stayed with the same class, which might be hampering his personal development.</p>	<p>That for me as a researcher, it would be good to see their actual work and workplace. I haven't seen a school from the inside for 35 years, nor followed how teaching has potentially changed. Will make an effort to shadow a teacher (not a participant) to get more familiar with the occupation in today's context. Realising that I haven't seen 21st century teaching for</p>

		<p>myself, and sometimes don't understand how they are trained and how things work exactly.</p>
<p>How did I feel during the interview? How do I feel now?</p>	<p>I felt quite relaxed since he patiently and diligently answered all my questions. Time went by swiftly since it was very interesting what he had to share. He was quite personal.</p>	<p>Nervous before but very at ease during. Feeling satisfied with the outcome. Also, a bit sad because the interaction is coming to an end. But he expressed his interest in my data analysis. Also feeling pride that although I felt that the first interview wasn't that great, I have turned this around and now feel I have a full picture and a very detailed account with depth. Relaxed, happy that so much depth was covered. Helped to have his last interview read for 4-5 hours, felt really intimate, knowing what he said last time. Feels like there was no break in between, because he's been on my mind for quite some time, trying to empathise what is it like to be Bernard.</p>

APPENDIX 6 – PARTICIPANT DEBRIEF



Participant Debrief (3)

June 9, 2020 (English version 1.0)

Research Title	<i>Experiences of teachers with prior occupational experiences in Switzerland</i>
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I would like to thank you for taking part in the above-mentioned research, which aimed at exploring your experiences as teacher with prior occupational experiences.

The findings of this research will help inform a) other potential teacher with previous occupations, b) other individuals who intend to or already have transitioned from one occupation, and c) those you support individuals to navigate the changing landscape of contemporary occupations.

If you feel that you have been psychologically affected by taking part in the research or by the content of the interview, you may find the following sources useful in seeking support and counselling:

Source	Type of service	Contact details
ASP – Association of Swiss Psychotherapists	Identify psychotherapists near your location via member section	https://psychotherapie.ch/wsp/
Community advocating male teachers to enter the profession	Community to exchange experiences	https://umstieg-lehrberuf.ch/
Über Umwege zum Lehrberuf – Berufliche Entwicklung und Berufsverbleib von Lehrpersonen auf dem zweiten Bildungsweg (C. Bauer, L. Troesch, & Aksoy, D., 2017; Verlag: PHBem)	Reading related to other teachers with prior occupations in Switzerland	https://www.hep-verlag.ch/umwege-e-book

Again, thank you very much for your participation in this research. On a separate note I will contact you to release the monetary compensation for your time invested.

Should you wish to receive a summary or full research details, please send me an email, so that I can share with you the research upon completion.

Kind regards,

A handwritten signature in blue ink, appearing to read "Christine Weinmann".


Christine Weinmann, M.Sc.
PhD Research Student

APPENDIX 7 – EXAMPLE OF ANALYSIS PROCESS OF LUIGI’S ACCOUNT


Emergent themes	Transcript: Lukas Interview 1 (05.08.20) and 2 (06.11.2020)	
Frustrations with school culture	312. I: Do you recall what it was like starting in this new school culture? #00:31:34-3#	<p>L Linguistic First generalizing, then relativizes</p>
	313. L: Well, it is always, ever so often, there are moments, where I must say: Well, if we would have conducted our meetings like that, like we do them here, it would have not ended well. When we had meetings, then we had to report out after that to management how much time we needed and what was the result of client orders. And when that wasn't in proportion, you had to have good arguments. And that's what I really notice, time is not a problem. You simply have it. One can discuss two hours about something without any specific outcomes, and it doesn't matter, nobody is interested in it. One just had a good talk. (laughs) #00:32:31-7#	<p>L Linguistic Stresses what he noticed</p> <p>D Descriptive Describes his frustrations with school culture</p> <p>L Linguistic generalizes</p>
	314. I: Okay. #00:32:32-1#	<p>L Linguistic uses superlative</p>
	315. L: The understanding that time is money is totally missing. And that is what, at the beginning was difficult. That really annoyed me at the beginning. #00:32:42-9#	<p>L Linguistic uses superlative</p>
	316. I: Mhm (affirming). #00:32:43-1#	<p>C Conceptual experienced emotion: annoyance</p>
	317. L: I was saying to myself - it could be much more efficient! 00:32:44-7#	<p>C Conceptual accepting/accommodating?</p>
Coping Strategies	318. It can't be like that and anyhow! 00:32:44-7#	
	319. But then I realised - that this is simply part of it. That is the industry, and it works like that. #00:32:53-6#	<p>C Conceptual Value of efficiency</p>
	320. And then I started to come to terms with it. It still troubles me today. I find it still terrible in parts. How can you waste so much time for nothing? And that things could be organised much more efficiently, but I then at one point accepted it, that it's just like that and that it belongs to the state-run educational sector. But at the beginning it was very difficult, and it surprised me. #00:32:59-8#	<p>C Conceptual rationalizing</p>

APPENDIX 8 – PARTICIPANT INVITATION

Invitation letter for participants in the first and main research (translated from German into English). The term *second-career teacher* or *new* was not used so as not to impose a particular labelling of participants' experiences.



UNIVERSITY OF
GLOUCESTERSHIRE
at Cheltenham and Gloucester



University of Gloucestershire

Research Project Invitation

Research Title	<i>Experiences of teachers with prior occupational experience in Switzerland</i>
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Dear (name of participant),


I am inviting you to take part in a research project under the title 'Experiences of teacher with prior occupational experience in Switzerland'. This would involve participating in two one-to-one interviews, as per your preference either conducted in person or via online video call, to explore your personal perspectives and reflections on the experience as teacher with prior occupational experience.

Please read the information sheet enclosed to learn more about this research project that is conducted under the supervision of Senior Lecturer/Tutor P. Adshead and Dr. Ward (University of Gloucestershire). Feel free to reach out to me with further questions before you decide whether you would like to take part in my research project or not.

In recognition of the time you will be investing in taking part in this research I am offering you a monetary compensation of 300 CHF once both interviews are completed. The first interview will last approximately 120 – 180 minutes and the second interview about 30-60 min.

Thank you for taking the time to read this material.

Yours sincerely,



Christine Weinmann, M.Sc.
PhD Research Student

Attachments

- *Participant Information Sheet (1)*
- *Participant Consent Form (2)*

APPENDIX 9 – PARTICIPANT INFORMATION SHEET



Participant Information Sheet (1)

Dear (name of participant).

I would like to invite you to take part in a research that aims to understand your experiences as teacher with prior occupational experience.

The research is being done as part of a Doctorate in Philosophy (PhD) degree in the School of Business and Technology, University of Gloucestershire. The research has received all necessary ethical approvals.

Before you make this decision, I would like you to understand why this research is being done and what it would involve for you. Please take time to read the following information. Feel free to talk to other people about being involved if you wish.

What is the purpose of the research?

Research into employment as teacher following an occupational transformation is typically done in the context of teacher education programs, therefore little research exists on a holistic exploration of the experiences of an occupational transformation into teaching. It is important to know more about the experience and the impact so that other potential teacher with previous occupations can be informed, and other individuals who intend to or already have transitioned from one occupation to another can benefit from an increased understanding of the experience, since in our contemporary employment landscape occupational transformations will become more common in Switzerland.

I, as the researcher of this research, aim to recruit approximately 8 participants currently employed as teacher with a prior occupation other than teaching to explore your personal views and perspectives on the experience of occupational transformation into teaching.

The findings of this research will help inform occupational consultants, prospect teacher with prior occupations about the experiences of transitioning into teaching from a different occupation to facilitate the exchange of experiences in the context of the Swiss vocational eco-system.

Do I have to take part?

No, it will be up to you if you would like to take part. I am providing this information sheet to describe the research for you to consider taking part. If you would like to take part, I will ask you to sign a consent form to show you have agreed to be interviewed by me, the researcher of this research, and to the terms and conditions of participating in this research.

Participating in this research is entirely voluntary. You can withdraw from this research at any time before or during the interview. If you wish to withdraw after the interview, please email the researcher within two weeks (the researcher's email address is provided at the bottom of this information sheet). If you withdraw

from the research, your data you provided will not be used in the research and they will be destroyed. You do not have to give a reason why you want to withdraw. Withdrawal will not adversely affect you in any way.

What will happen if I take part?

If you have read and understood the information in this sheet and agreed to take part in this research, you will need to sign the attached consent form and return it to me, the researcher, ideally within a week of the receipt of this information sheet.

I, the researcher, will then contact you to arrange a time that is most convenient to you. You will be invited for an interview which should last between 120 and 180 minutes and should take place at your preferred choice or via video conferencing facilities. This will be followed by a second, much shorter interview, which will only last between 30 and 60 minutes.

I, the researcher, will interview you to ask you questions about experiences throughout your transformation from your previous occupation to your current occupation as teacher. Furthermore, I will ask you questions on what the transformation means to you as well as the impact it had on you. The questions will be open and allow for you to give as much detail as you feel necessary to understand your thoughts. The interview will be audio recorded; your data will be treated confidentially and anonymously. Any identifying information, such as your name, occupation, place of residence or any other information that could lead to revealing who you are will be changed when transcribing the audio recording.

What are the possible benefits of taking part?

We cannot promise that being interviewed will help you personally, but from experience of the researcher as Executive Coach it can lead to greater self-awareness and deeper levels of reflection about your occupational transformation. To compensate invested time to contribute to this research, a monetary compensation of 300 CHF for completing both interviews will be offered. Alternatively, the compensation can be donated

to a charity of your choice. The information obtained will be used to improve future vocational services.

What will happen to the information I give?

The researcher will be interviewing you and will transcribe the audio-recorded interview to try to identify your experiences, how your occupational identity developed, and what the transformation means to. The researcher will use examples of what you said to illustrate your experiences. All the examples will be anonymous. The transcript of your interview will also be kept anonymous.

The audio recording from the interview will be transcribed and the generated data will be saved on a password protected computer in an access-controlled building. The audio recording and the generated data will only be stored for a period of three years or until the end of the research (when the researcher is granted a PhD degree) after which the audio recording will be deleted, and its paper copy will be shredded. No identifying information will be stored after this period; all data used after this period will be anonymised.

The information you give during the interview will only be used for the sole purpose of understanding the experience of transformation into teaching from a prior occupation. Any information you give will not be shared with a third party.

If you take part in the research, you can be informed of its results when they become available. Please contact me, the researcher (Christine Weinmann), to receive a summary of the research results.

In the case of publishing the results of this research in relevant journals and present them in conferences, anonymity of participants' identities will be guaranteed

and all identifiable information about you will be changed in any papers or documents resulting from the research.

What do I do if I need support following taking part in the research?

If you feel that the research has raised emotional, psychological or vocational concerns and you wish to speak to someone about them, the researcher will provide you with a debrief form following your interview which will contain information on support resources that you may find helpful.

What do I do if I want to make a complaint?

The researcher will carry out the research ethically with high ethical standards in a sensitive manner and is obliged to comply with the ethical standard of the University of Gloucestershire. However, if you feel you need to raise any complaints, please reach out to one of the following contacts:

For any complaints in English:
Penelope (Penny) Adshead
University of Gloucestershire,
School of Business & Technology,
United Kingdom, Cheltenham, GL50 2RH.
E-mail address: padshead@glos.ac.uk
Tel: +44 (0)1242 714285

For any complaints in German:
Professor Dr. Ina Toegel
IMD Business School, Switzerland, 1003 Lausanne,
Chemin de Bellerive 23
E-mail address: ina.toegel@imd.org
Tel: +41 (0) 21 618 01 11

If you have any further questions, please feel free to contact the researcher on:
christineweinmann@connect.glos.ac.uk or Christine.weinmann@hotmail.ch

Thank you for considering taking part in the research and reading this information.

APPENDIX 10 – PARTICIPANT CONSENT FORM



Participant Consent Form (2)

June 9, 2020 (English version 1.0)

Research Title	<i>Experiences of teachers with prior occupational experience in Switzerland</i>
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Please mark the checkbox below, if you agree to all the items below (consenting to all items)

<input type="checkbox"/>	I agree to all the items listed below
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If, you want to be selective in what you agree to, please mark the check boxes below to indicate to which items you agree to (selective consent):

<input type="checkbox"/>	I agree to take part in the above research.
<input type="checkbox"/>	I confirm that I have read the participant information sheet (1) dated October 19, 2019 for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
<input type="checkbox"/>	I agree to the interview being audio recorded.
<input type="checkbox"/>	I understand that I have the right to ask for the audio recording to be turned off at any time during the interview.
<input type="checkbox"/>	I understand that the interview transcript generated from the audio-recording, after changing any identifiable or personal data, will be shared with the academic supervisors and tutors of this research for the purpose of supervision.
<input type="checkbox"/>	I understand the responses I give will be treated as confidential; anonymity of my identity will be guaranteed and all identifiable information about me will be changed in any papers or documents resulting from the research.
<input type="checkbox"/>	I understand that the audio recording from the interview will be transcribed and the generated data, together with the audio recording, will be saved on a password protected computer in an access controlled building for a period of three years or until my PhD is completed before they are destroyed.
<input type="checkbox"/>	I understand that participation in this research is entirely voluntary and refusal to take part involves no penalty.
<input type="checkbox"/>	I understand that I may withdraw from the research at any point before or during the interview. I also understand that I could withdraw from the research by emailing the researcher within two weeks after the interview has been conducted, in which case the data I have provided will not be used in the research and will be destroyed.
<input type="checkbox"/>	I understand that following my interview I will be provided with information on where to seek help if I feel that the research has raised any emotional or vocational concerns.
<input type="checkbox"/>	I understand that there will be a monetary compensation of 300 CHF for my participation in both interviews for in this research. I also understand that I can request the compensation to be donated to a non-for-profit foundation of my choice. Should I only take part in one interview I will not receive a compensation, nor a pro rata compensation for time invested. However, the researcher will in that case donate the compensation to a non-for-profit foundation (ProSpecieRara).
<input type="checkbox"/>	I confirm that I acknowledge its foreseen vocational benefits to the individuals considering and enacting occupational transformation.

By signing this form, I am stating that I understand the above information and consent to participate in this research.

Participant name		Date	
Participant signature			

Researcher name	<i>Christine Weinmann, M.Sc.</i>	Date	
Researcher signature			

A copy of the original signed form will be returned to the participant. The original will be retained by the researcher for records.

APPENDIX 11 – SAMPLE RESEARCHER’S REFLEXIVITY JOURNAL

The table below illustrates a sample of a reflexivity activity on how my personality, behaviour, and values impacted my research.

Cycle stage & Question	Event Reflection
Description: What happened?	I have changed my research topic four times before settling on the topic of this thesis. I noticed that my personal work and life situation strongly influenced the changes in the topic. Therefore, I want to better understand how I can make sure, going forward, that my biography exercises less influence on my research.
Feelings: What was I thinking and feeling?	This experience makes me nervous that I might be overlooking certain aspects of my own behaviour and values impacting my research without being consciously aware. I feel equally nervous about committing to one single topic because I fear the risk of a motivational ‘nosedive’ after a certain time. Having settled on a topic and been working on it for almost 12 months (at the point of writing), I feel relieved because, despite being a narrow area of research, I can see how it connects to the wider context and relates to my professional biography, albeit not too closely to my own occupational transition from industrial engineering to business psychology and not too far, given that both are also recognised occupations, although not the one I am researching. I feel I can empathise somewhat, with less risk of being opinionated or overly involved.
Evaluation: What was good and bad about the experience?	It was good to appreciate how the questions we ask in the first place guide the research approach. Initial questions led me to quantitative research, where I quickly lost interest and got a sense that this somehow did not create meaningful research in my view. I realised that detours are part of finding your own ontology and epistemology. However, this was less helpful because I lost valuable time and was not able to recycle previous assignments that I had worked on for the DBA course at the University of Gloucestershire.

<p>Analysis: What sense can I make of the situation? Why did it happen?</p>	<p>Being aware of potential personal influences is a key starting point for balancing and enriching the perspectives of a chosen topic. I also felt alerted to my preference for a wide area of interest and the need for intellectual stimulation, which will help me consciously commit to staying with the fourth topic. I can now also appreciate finding a topic that created a ‘click’ for me based on my personal experiences, passion for careers and education, combined with a sense of curiosity for the research questions. I recognise that sometimes it simply takes time to make sense and find meaning. After all, it’s great that it happens, because it makes me realise the power of reflective practice, which is part of my research method. This will require me to be transparent about potential influences as a researcher on the interpretation of participants’ experiences.</p>
<p>Conclusion: What else could I have done?</p>	<p>Take more time at the beginning to look at my personal and professional experiences, consider what I want to become more experienced in and challenge initial ideas for a research topic. I could have identified several ideas and then evaluated them on the basis of what meaningful contribution to society and academia I could envisage. I also could have reached out to more experienced researchers to leverage their experiences.</p>
<p>Action plan: What have I learned? What will I be doing differently?</p>	<p>I have learned that reflective practice helps to truly learn from events. I previously assumed I am a good learner but have come to be more critical of my abilities to learn. Therefore, the reflective journal is a practical tool for improving my ability to learn from experience and challenge my own assumptions. Going forward, I will use a reflective journal to reflect on events. I will also use reflective writing to create insights, especially by using the internal mentor approach as a way to tap into my own trustworthy wisdom (Bolton & Delderfield, 2018, p. 177), which has served me very well for fostering an internal written dialogue combined with the safety of not exposing myself to be scrutinised by others, to lower my inhibitions, and to express my feelings in a precise, honest way, with the hope of better leveraging my learning potential.</p>

APPENDIX 12 – REPRESENTATION OF EVIDENCE OF SUB-THEMES ACROSS ALL EIGHT ACCOUNTS

Note: cells marked in grey and with a red tick mark evidence were presented in chapter 4 (findings).

Superordinate theme	Sub theme	Bernard	Lynn	Frank	Beatrix	Luigi	Anna	Sven	Thomas
1. Directing the career transformation	1) Tight or entangled - but never broken	✓		✓	✓	✓	✓		
	2) The power of self-reflectiveness and humility	✓	✓	✓	✓	✓	✓	✓	✓
2. Making amendments to the self	1) Contextualising previous experiences	✓	✓	✓	✓	✓	✓	✓	✓
	2) Accommodating to school's work habits			✓	✓	✓	✓	✓	✓
	3) Accommodating insights on behaviour and role understanding	✓				✓	✓	✓	✓
3. Accentuating social professional support	1) Learning from practitioners' and pupils' feedback	✓	✓	✓	✓	✓	✓	✓	✓
	2) Step-change learning from practitioners	✓		✓			✓	✓	✓
4. Implications of career transformation	1) Achieving congruency in life	✓	✓	✓	✓	✓	✓	✓	✓
	2) Developing mastery and exploring possibilities in teaching	✓	✓	✓			✓	✓	✓
	3) Combining teaching with previous professional experience	✓	✓	✓	✓			✓	✓

APPENDIX 13 – RESEARCHER’S DEVELOPMENT PLAN

This sample originates from a written assignment (DBA 8001) submitted as part of the University of Gloucestershire’s DBA programme, in which I initially participated before changing to the University of Gloucestershire’s PhD programme. In addition, the development plan was updated at the end of the research journey.

Evaluation area	Key insights	Actions	Status
Professional Development	Effective learning is supported by a hypothetical dialogue with a compassionate, experienced researcher. Reflective writing is a valuable tool to activate my own resources and critically evaluate my own progress.	<ul style="list-style-type: none"> • Thesis will contain a reflective section, as proposed for IPA studies by Smith et al. (2009) • Journal to cover key events, thoughts, and reflections (regarding research and my learning) • Learn via dissertations how other IPA researchers reflect on their research activities 	<ul style="list-style-type: none"> • Completed (see chapter 6 – section 6.5, p. 229) • Journal maintained throughout the journey (notebook and post-interview reflections in electronic file) • Completed (Turkistani, 2019)
	Further development as researcher requires me to make an effort to reach out to more experienced	<ul style="list-style-type: none"> • Engage with other IPA researchers • Engage with key authors and practise analysing qualitative 	<ul style="list-style-type: none"> • Completed (reading and asking questions via IPA mailing list) (Larkin, 2021) • Attended seminar in May 2018

	researchers with my questions and to solicit feedback.	<p>data (attending seminar in May 2018; continue to engage with IPA researcher network)</p> <ul style="list-style-type: none"> • Present at Colloquium (Kaleidos Business School in Switzerland, scheduled for July 2018) 	<ul style="list-style-type: none"> • Presented at internal meeting to researchers at the IMD Business School in September 2020 in Lausanne, Switzerland. Revised action due to change of employer in December 2018.
	To be successful at interviewing participants, I need to be mindful of my role. In my work as executive coach, I focus on helping people to help themselves to achieve a goal, while as researcher I aim to understand more about the participants' experiences.	<ul style="list-style-type: none"> • Remind myself before interviewing to ask questions to better understand and withhold questions that would steer the conversation toward personal or career development • Post-interview reflection on how well I acted as researcher 	After each interview, I reflected on how well I did in the role of a researcher vs. executive coach. For example, when Sven (superordinate theme 4 – sub-theme 2) talked about his career aspirations, I consciously made sure I was not intervening with guiding questions to expand the possible options to test the possible foreclosure of options and the conflict of working part-time.
Research question	Taking my career aspirations into consideration has helped me to settle on a topic which gives me a strong	Share experience with other research students, e.g., during action learning sets	<ul style="list-style-type: none"> • Exchanged experiences with more advance research students during informal settings

	sense of purpose in sustaining my interest in this field of enquiry.		
Literature review	“My point is...” – keep in mind that appreciation of previous research is followed by my view of what this means for my research question.	Evaluate my literature review accordingly and solicit feedback from supervisor	<ul style="list-style-type: none"> • Completed (see chapter 2)
Research philosophy	Reflect on how my behaviour and values impact my research. Readers of my work need to understand my values so that they can see how this might impact my research.	<ul style="list-style-type: none"> • Improve understanding and implications of axiology prior submitting RD1 • Thesis will contain a section on axiology 	<ul style="list-style-type: none"> • Both actions completed (see chapter 3)
Research methods	Reflective practice works at two levels – for my own learning and for the work as researcher on a particular piece of research.	Maintain a learning journal and reflect in writing to further develop my research skills to advance in IPA research method	Journal maintained throughout the journey (notebook and post-interview reflections in electronic file). After each interview, I reflected on the experience to improve my research practice.